



Policy Handbook

1. Allergy Policy
2. Attendance Policy
3. Behaviour Management Policy
4. Biting Policy
5. British Values Policy
6. Children's Records Policy
7. Communication Policy
8. Complaints Policy
9. Confidentiality Policy
10. Employee Sickness / Absence Policy
11. Employee Wellbeing Policy
12. Employment Policy
13. Equality of Opportunity, Diversity and Inclusion Policy
14. EYPP Policy
15. Fire Safety and Emergency Evacuation Policy
16. Health and Safety Policy
17. Healthy Eating / Food Safety Policy
18. Induction Policy
19. Information Sharing Policy
20. Key Teacher Policy
21. Lateness Policy
22. Medicine Administration Policy
23. Missing Child Policy
24. No Smoking Policy
25. Online Safety Policy
26. Oral Health Policy
27. Outings Policy
28. Parents / Carers as Partners Policy
29. Prevent Duty Policy
30. Privacy Notice
31. Risk Assessment Policy
32. Safeguarding and Welfare Policy
33. Safer Recruitment Policy
34. Sickness Policy
35. Special Educational Needs Policy
36. Staffing Policy
37. Toilet Training and Nappy Changing Policy
38. Uncollected Child Policy
39. Visitor Management Policy
40. Whistleblowing Policy
41. 2-year Progress Check Policy

Allergy Policy

Children attending our school may have or develop an allergy resulting in an allergic reaction. Our aims are to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction.

Our Procedures:

- Our staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis.
- We ask parents to share all information about allergic reactions and allergies on registration forms and to keep us updated with any changes throughout the child's time at nursery.
- We share information with all staff and keep an allergy register on hand.
- Where a child has a known allergy, the Nursery Manager will carry out an Allergy Risk Assessment Procedure with the parent prior to the child starting the nursery and shares this assessment with all staff.
- We remain a nut free environment and make sure parents are briefed that all food coming into the school must not contain nuts, and signage makes this policy clear for all visiting the setting.
- All food and snacks at the setting will be prepared with the allergy list in mind.
- If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a first-aid trained member of staff will act quickly and administer the appropriate treatment, where necessary. We will inform parents and record the information in an Accident Report and ensure the Allergy Register is updated.
- If an allergic reaction requires specialist treatment, e.g. an EpiPen, then at least two members of staff working directly with the child and the Manager will receive specific medical training to be able to administer the treatment to each individual child.

Transporting children to hospital procedures

The nursery Manager/staff member must:

- Call for an ambulance immediately if the allergic reaction is severe.
- We will not attempt to transport the sick child in our own staff vehicles.
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital.
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets and medication.
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together.
- Inform a member of the management team immediately.
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

Date: September 2025

Our Allergy Policy will be reviewed annually.

Attendance Policy

Education for children of nursery age is non-statutory, however we believe that children benefit from regular attendance, to:

- Establish a good routine and consistency which helps settling in and is essential once they transfer to primary school
- Enable them to gain maximum benefit from the education offered at a maintained nursery school
- Strengthen relationships with teachers, children and the classroom materials.

It is perfectly fine for children to take appointments and holidays during the school term, but we ask to be fully informed, both so we can manage the Register, so that we can prepare a child emotionally for any transition and so out of school experiences are a point of learning and enrichment to share together.

Safeguarding

Attendance levels are monitored as part of our safeguarding procedures. We have a statutory duty to promote the safety and welfare of children. An important way to safeguard children is to ensure they attend school regularly. All staff work closely with the parents to deal with any problems connected with irregular attendance. Attendance is closely tracked, and any non-attendance is of concern, particularly where we do not have a clear picture of why a child is not attending, will be raised to the Designated Safeguarding Lead.

Registration

The nursery team are responsible for completing the Register each morning and afternoon. Parents are asked to inform us if a child is absent, either beforehand (in the case of medical appointments, holidays, school visits etc.) or as soon as possible on the day. Reasons for absence will be recorded in the register, and this will be reviewed by the teaching team regularly. If parents have failed to make contact with us by 9.30am or 1pm (for afternoon sessions) on the first day of their child's absence, the office staff will telephone parents.

All staff are responsible for attendance and will be alert to absences or patterns and raise these through the appropriate internal channels to be followed up and monitored more closely. If there is cause for concern, or a child is persistently absent, the Head will discuss this with the parents in order to agree a plan of action which may include contacting Health, Social Services or other appropriate professionals.

For all funded places, it is expected that parents will commit to the allocated session and their children attend for the full entitlement. If, after the Head has made considerable efforts to encourage the parents to bring the child to school, in consultation with the Governing Body, the place will be withdrawn. In all instances, the welfare and needs of the child are given the highest consideration.

Date: September 2025

Our Attendance Policy will be reviewed annually.

Behaviour Management Policy

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and consider other's feelings and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and role model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations, everyone in our teaching team, led by the key teacher, has a role in helping identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

Procedures

Our teaching team will:

- Attend relevant training to encourage understanding of child behaviour;
- Help implement the setting's behaviour procedures including the stepped approach;
- Have the necessary skills to identify behaviour challenges and to access expert advice, if necessary.

Stepped approach

Step 1

- Ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policies and procedures;
- Be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour and Communicating with Children in line with the Montessori philosophy (see separate team guidance document);
- Ensure the classroom environment and team practices support healthy social and emotional development with regular team review and adaptation as necessary.
- Proposed improvements should be documented in the Nursery Improvement Plan.
- Ensure that all team members are supported to address issues relating to behavior, including applying initial and focused intervention approaches (see below).

Step 2

- We address unwanted behaviours using the agreed and consistently applied initial intervention approach (see below). If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person and the Special Educational Needs Coordinator (SENCO) or/and Manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to put the behaviour in its full context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remains a concern then the key person and SENCO should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the setting then the behaviour coordinator will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified then the behaviour coordinator/SENCO and key person will meet with the parents to plan support for the child through an Individual Education Plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the IEP and help implement the actions. The plan should be monitored and reviewed regularly by the behaviour coordinator and SENCO until improvement is noticed.
- All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may be agreed that the Early Help process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy. It may also be agreed that the child should be referred for an Education, Health and Care assessment.
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Initial intervention approach

- We use an initial problem solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.
- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
- We follow consistently the Montessori ethos which is to trust and respect the child, and to positively role model appropriate behaviour. We never shame or punish a child in any way.

Focused intervention approach

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- Where we have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows the key person and behaviour coordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method, which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

Use of rewards and sanctions

- All children need consistent messages, clear boundaries and guidance to manage intrinsically their behaviour through self-reflection and control. Ultimately we are aiming to encourage a child's own self-discipline.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction).
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly and gently.

- Staff should not use physical intervention – or the threat of physical intervention, to manage a child’s behaviour unless it is necessary to use “reasonable force in order to prevent children from injuring themselves or others or damage property” (EYFS).
- If “reasonable force” has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs, and recorded in an Accident/Incident Report, stating clearly when and how parents were informed.
- Corporal (physical) punishment of any kind will never be used at our school, or threatened to be used, which could adversely affect a child's well-being.

Challenging Behaviour/Aggression by children towards other children

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
- The designated person will make a written record of the incident, which is kept in the child’s file; in line with the *Safeguarding children, young people and vulnerable adults* policy.
- The designated person should complete a risk assessment related to the child’s challenging behaviour to avoid any further instances.
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting’s response to the incident.
- OFSTED and social services should be notified if appropriate.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

Challenging unwanted behaviour from adults in the setting

- Settings will not tolerate behaviour from an adult that demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child’s file and is reported to the setting Manager. The procedure is explained and the parent asked to comply while on the premises. An ‘escalatory’ approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child’s place.

Date: September 2025

Our Behaviour Management Policy will be reviewed annually.

Biting Policy

Biting is not uncommon amongst children in their early years, and yet it is understandably an upsetting event for everyone involved: the children who have been bitten, the children biting, their families, and the teachers working alongside these children. For this reason, it is important for us to communicate our approach, so that families understand our ethos as a Montessori school, as well as the practical aspects of how we would handle incidents of biting in the classroom.

Background:

By way of background, biting is common in young children who are developing language skills and may not yet be able to communicate sufficiently their emotions; there is no developmental significance attached to it. It is highly upsetting, but it is also normal. It is not a negative reflection on the child, their family, or the school, and is critical to react with complete respect and sensitivity to all involved.

The reasons for biting can vary, but are rooted in the lack of self-regulation to express emotions in a socially acceptable way. It can also be triggered by teething and painful gums, physical exploration, attention seeking, and the need to express a feeling without yet having the correct words. It may be more likely to happen when a child is tired, or if there is a transition happening at home. It is likely that biting ceases with age and as language increases.

Our Procedures:

We will deal with any biting incident on a case by case basis, keeping all involved fully up to date, and recording each incident, whether it is an isolated or repeated event. We will also respect the confidentiality of all children involved. We will not share the names of the child who bit or was bitten, to avoid any potential for labelling or stigmatisation of a child that would negatively impact their self-esteem.

Our procedure in the event of a biting incident is as follows:

- First, we will comfort and reassure the child who has been bitten, administer first aid if necessary, and keep a close eye on the bite mark.
- We will immediately advise parents or carers via an Accident/Incident Report, or will call if necessary.
- For the child who has bitten the other, we will remove them from the bitten child without emotion or reprimand.
- In an age-appropriate way, we will explain that biting is not acceptable, we will role model what we would like them to do instead, and encourage the child to find their own way to make the bitten child feel better.
- We will not give the bite negative attention, and will redirect their attention from the event that led to the bite. If there is a "reason" for the bite, we will role play the correct behaviour in the days to come.
- We will remain close to the child while there is a risk that it could repeat. We would ask that the child is not punished, at school or at home, as it can exacerbate the situation.
- We will consider adaptations to the environment, like increasing popular resources, or removing triggers of biting incidents.
- With incidents of biting that occur repeatedly over time, we will analyse all potential triggers and trends in our accident and incident reporting, for example frustration, possessiveness over certain materials in the classroom, or frustration.
- In the event of multiple biting incidents, the child's key teachers will monitor and actively manage the triggers leading to the behaviour using our ABC form (Activators, Behaviour and Consequences).
- We expect full and openhearted partnership and cooperation of parents or carers in managing behaviour challenges proactively and consistently with the child.
- In certain cases, we will consider seeking professional advice from our local authority early years team, with permission and partnership from the parents or carers.

In both cases, for the child who has bitten or been bitten, we will write Accident/Incident Reports, we may call depending on severity, and will strive to talk to parents or carers at the door, though the confidentiality of the children involved takes precedence, so we ask for understanding if this is not possible.

It is important to note that a bitten child is likely to name a child who has bitten them, and for parents or carers to be aware that it is not impossible that the wrong child is named. Under no circumstances should parents or carers blame other parents or carers or request that their child is disciplined. It is the school's responsibility to manage incidents sensitively, and we will meet face-to-face with the biting child's parents or carers to work through each challenge in partnership together.

In summary, as a Montessori school we trust and follow the child in all respects, and will work together with any child who is going through a developmental stage involving biting other children. The key to this is working in partnership with families, and tackling each scenario sensitively on a case by case basis. Parents or carers can arrange times to talk to children's key person or any member of our team should they have any questions about this Policy.

Date: September 2025

Our Biting Policy will be reviewed annually.

British Values Policy

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the Early Years Foundation Stage (EYFS) and are further clarified below, based on the Fundamental British Values in the Early Years guidance (2015):

Democracy, or making decisions together:

- As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
- Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law, or understanding that rules matter:

- Practitioners ensure that children understand their own and others' behaviour and its consequence.
- Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.

Individual liberty, or freedom for all:

- Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.

Mutual respect and tolerance, or treating others as you want to be treated:

- Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
- Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
- Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.

At our school, it is not acceptable to:

- Actively promote intolerance of other faiths, cultures and races
- Fail to challenge gender stereotypes and routinely segregate girls and boys
- Isolate children from their wider community
- Fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

We have an active document in place that highlights the ways in which we bring British Values to life through the different areas of the curriculum.

Date: September 2025

Our British Values Policy will be reviewed annually

Children's Records Policy

Our Children's Records Policy is designed to ensure that all information is stored or processed in accordance with the General Data Protection Regulations (GDPR) (2018) and the Human Rights Act (1998) keeping personal information about children, parents and carers and staff as secure as possible.

This policy and procedure should be read alongside our Privacy Notice, Confidentiality and Client Access to Records Policy and our Information Sharing Policy.

Procedures

We keep two kinds of records on children attending our setting:

Developmental records:

- These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
- These are usually kept as part of our online system and can be accessed and contributed to by staff, the child and the child's parents.

Personal records:

These may include the following:

- Personal details – including the child's registration form and any consent forms.
- We keep a daily register of the names of the children we are caring for, their hours of attendance and the names of their key person.
- Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.
- Child's development, health and well-being – including a summary of the child's EYFS profile report, and any documented records regarding the child's development, health and well-being with the parent.
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an Individual Education Plan) and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, a Statement of Special Educational Need and any information regarding a Looked After Child.
- Correspondence and Reports – including a copy of the child's 2-Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.

These confidential records are stored in a lockable cabinet, which is always locked when not in use and which our Manager keeps secure in an office or other suitably safe place.

We read any correspondence in relation to a child, note any actions and file it immediately.

We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being our Manager, designated lead for child protection, the child's key person, or other staff as authorised by our Manager.

We may be required to hand children's personal files to OFSTED as part of an inspection or investigation process; or to local authority staff conducting an S11 audit, as long as authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at.

Parents have access, in accordance with our Privacy Notice and Confidentiality and Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.

Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs and ensuring their safety. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.

We retain children's records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

Students on recognised qualifications and training, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

Archiving children's files

- When a child leaves our setting, we remove all paper documents from the child's personal file and place them in a robust envelope, with the child's name and date of birth on the front and the date they left.
- We seal this and place it in an archive box, stored in a safe place (i.e. a locked cabinet) for three years. After three years it is destroyed.
- If data is kept electronically it is encrypted and stored as above.
- Where there were s.47 child protection investigations, we mark the envelope with a star and archive it for 25 years.

Transfer of records to school

We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

Procedures

Transfer of development records for a child moving to another early years setting or school

- Each key person will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to:
 - Any additional language spoken by the child and his or her progress in both languages;
 - Any additional needs that have been identified or addressed by our setting;
 - Any special needs or disability, whether an EHH was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs.

Transfer of confidential information

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference.
- Anything to do either with an EHH referral 'below-the-threshold-of-abuse' can only be shared with the permission of parents.
- Where there has been an s47 investigation regarding a child protection concern, we will pass the name and contact details of the EHH on to the receiving setting or school – regardless of the outcome of the investigation.
- We post (by secure method) or take the information to the school or setting, ensuring it is addressed to the setting or school's Designated Safeguarding Lead and marked as 'confidential'.
- We do not pass any other documentation from the child's personal file to the receiving setting or school.

Date: September 2025

Our Children's Records Policy will be reviewed annually.

Communication Policy

The goal of this Communication Policy is to ensure that all adults at the setting are clear on appropriate standards of communication to each other and to children at school according to the Montessori methodology.

Communication between adults:

Our Communication Policy aims to provide clear guidance on acceptable and unacceptable communication, highlighting human attributes that transcend culture, hierarchy or any other difference between people at school; they are universal standards to ensure a happy and healthy working environment defined by kindness and respect, and role-modelling to children. This document reminds us of healthy communication, and addresses those rare occasions when behaviour is unacceptable; it permits any adult to hold another to account on how we are expected to behave towards each other.

We believe that:

- All members of our nursery community deserve to be treated with dignity and respect at all times.
- Adults should not communicate in a way that makes others feel unhappy and uncomfortable..
- Adults are entitled to a happy professional environment free from harassment, bullying, intimidation or victimization of any kind.
- Adults should employ the Montessori philosophy of “spiritual preparation”. This means we develop our emotional intelligence, foster self-reflection and self-awareness before entering the classroom, and promote a peaceful, respectful approach to interactions with children and colleagues.
- Children benefit when they are surrounded by positive examples of adult communication defined by support, respect, openheartedness and kindness to each other.
- Children benefit when the relationship between their home and their school is close and positive.

Communication that causes distress, harassment or alarm is contrary to the values of our school. Any incidents of bullying, in other words consistent acts to humiliate, intimidate or undermine an individual, will not be tolerated. We will seek to peacefully hold people to account when breaches of this policy occur, and to role-model positive communications and conflict resolution should any conflicts arise.

Expectations on Adult Behaviour

- We expect that adults will set a positive example to children at all times.
- Where an adult has a concern about a child, we recommend showing caution discussing that concern in front of the child, or in front of other children who may be able to hear.
- Lengthy conversations should not happen over the heads of children, as the focus should always remain on the children.
- Adults are responsible for their own actions and behaviour, and should avoid conduct that leads any reasonable person to question their motivation and intentions.
- Adults are asked to work in an open and transparent way, and to pass on information appropriately.
- Adults are asked to be open and friendly, without blurring professional relationship boundaries. The teaching team at the nursery are asked not to work outside hours with families at school, and parents are asked not to approach teachers for private work.
- Parents and the teaching team should not share mobile phone information.
- The teaching team should be willing and open to reflect on their practice, and to be open to feedback from each other. Any structured targets are expected to be worked on professionally and should demonstrate continuous improvement over time. It is not acceptable to ignore targets established.
- Adults should feel able to share feelings or concerns of any kind with the appropriate team member openly in the knowledge that they will support them in finding solutions.
- Any of the unacceptable behaviour listed below (verbal or written) between adults in our school community will not be tolerated. No matter the circumstances, these behaviours will not be tolerated and adults are asked to report when instances occur so they can be handled sensitively:
 - Raised voices, speaking or writing in an aggressive or threatening tone
 - Physically intimidating, including the use of aggressive/rude hand gestures/exaggerated movements

- Physical threats
- Foul language
- Micromanagement or other inappropriately high levels of control on individuals' working behaviour, with the exception of safety or safeguarding feedback.
- Repeated ad hoc criticism or excessive feedback outside of structured meetings
- Uninvited physical contact
- Any prejudices that are counter to our British Values, and comments made about the 'protected characteristics' of Equality Act 2010: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.
- Communication that could make someone feel excluded, undermined or bullied, including:
 - o Ignoring or excluding an individual purposefully
 - o Setting unrealistic deadlines
 - o Public criticism or criticism to other team members
 - o Insensitive or offensive jokes stereotyping the individual or their culture and preferences
 - o Humiliating or demeaning the individual
 - o Withholding necessary information
 - o Consistently undervaluing effort or unfairly targeting an individual
 - o Substituting appropriate tasks with unnecessarily trivial tasks to prevent an individual's empowerment, achievement or progress
 - o Threatening punishment from others
 - o Consistent use of languages in the classroom that only some understand
- Communication that could be considered gaslighting, including, but not limited to:
 - o Establishing who is favoured or not favoured within a team
 - o Denying that something happened when it did
 - o Manipulating a subject to change the reality of the event
 - o Countering, or making an adult consistently doubt their own credibility
 - o Trivialising that someone's perspective does not matter
 - o Stonewalling someone by refusing to listen or engage in a subject.

Procedure to be followed

Processes should be in place to encourage healthy and open communication. This includes regular team or one-to-one meetings so any issues are aired and heard before they take root and become toxic, and classroom reflection and peer-to-peer feedback from all team members to all team members.

Incidents of unacceptable communication from any adults should first be taken to the team member in question to encourage healthy resolution. If unsatisfactory, issues should be raised up to the manager or nursery owner to log and identify any patterns of behaviour. If an adult in our nursery community behaves in a consistently unacceptable way, as described above, towards another member of the nursery community, the Manager or appropriate senior staff member will seek to resolve the situation initially through discussion and mediation. If necessary, the Nursery's complaints procedures should be followed.

This policy goes hand-in-hand with our Employee Wellbeing Policy.

Communication with Children:

We ensure that all teaching staff, and all visiting the setting, take a consistent approach to communicating with children, in line with our Montessori philosophy. A consistent approach helps children to understand what is expected of them, and to gain emotional security in the setting.

We undergo thorough induction with all team members to ensure that everyone role models the following aspects when working with children:

- Using eye contact with children when speaking to them
- Getting to a child's level when talking or working with them, for example joining them at a table.
- Remembering that communication is a two-way process with a speaker and a listener.
- Ensuring that teachers leave time for a child to respond.

- Using principles of “Sustained Shared Thinking” when working with a child, encouraging them to take their thoughts further by using open-ended questions such as:
 - What do you think.....
 - If we added more I wonder what will happen....
 - How could we find out.....
 - How did you discover this....
 - What did you do to make that happen...
 - So what did that tell you...
- Being aware of personal body language and the impression that it gives the children, opening your arms where possible.
- Moving towards a child or any other person when communicating with them to support direct two-way communication, and not calling across a room or table if at all possible.
- Using your words to guide the children's actions, rather than automatically offering your hand for them to be guided physically. The children in your care are independent beings and it is our responsibility to promote this: "we are going to the bathroom together", "we are going to the garden together". Use the word “together” to emphasise a joint action; this helps the child when moving from one thing to another.
- Encouraging children to use their words, rather than physicality to communicate with others.
- Explaining to children what is going to happen during a transition in clear language, for example “We are going to join circle time now. When you have finished your work, please put it back on the shelf, and then you can join us.”
- Using consistent repeated sentences, for example: “Thank you for playing with your cylinders on your mat”. “Thank you for walking in the classroom”. “Thank you for tidying up your activity”.
- Expressing things in positive terms, as ideas expressed in the negative often have the opposite effect to the one intended. When a teacher says “don’t shout in the classroom” “no shouting in the classroom”, the child may hear “shout in the classroom”. They may also experience feelings of doubt and insecurity or be afraid to take risks. It is better to use our words to direct the child positively: “We use gentle voices in the classroom”; “When we draw we keep our pencil on the paper”. We play gently with our friends when we are at school”.
- Explaining clearly to children: “If you would like to climb, can I ask you to go slowly, and then you will be safe.”; “To be safe walking along the wall you need to go slowly”. Sentences like these guide the child as to your expectation and empower them, suggesting to them that they can indeed perform this action. Then you praise them: “Thank you for keeping your feet on the pavement. That's exactly how we walk down the road and stay safe”.
- Repeating simple sentence structures in myriad circumstances. When carrying scissors: “When we carry scissors we hold them like this and then we are safe”; “Can you show me how you hold the scissors like me?”; “That's exactly how we hold our scissors”; “Thank you for holding your scissors so beautifully.”

This policy is supported by our Staff Handbook on Communication and Behaviour, which explains in detail how we expect staff to communicate and to manage behaviour issues with children in the classroom.

Date: September 2025

Our Communication Policy will be reviewed annually.

Complaints Policy

We believe that the children and parents of children in our care are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our nursery and will give prompt and serious attention to any concerns about the running of the nursery. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with issues that require escalation.

Procedures

Our setting is required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to OFSTED inspectors on request.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of our setting's provision talks over his/her concerns with our School Owner and/or Manager first of all.
- Most complaints should be resolved amicably and informally at this stage.
- We record the issue, and how it was resolved, in the child's file.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints; the form may be completed our Manager and signed by the parent.
- Our setting stores all information relating to written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, our Manager may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, our Manager meets with the parent to discuss the outcome, which must occur within 28 days. When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record, which is made available to OFSTED on request.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a further meeting with our Manager and the nursery Owner. The parent may have a friend or partner present if they prefer.
- An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record.

Stage 4

- If at the stage three meeting the parent cannot reach agreement with us, we invite an external mediator to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help us to define the problem, review the action so far and suggest further ways in which it might be resolved.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with our staff and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent and our Manager and owner is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Children's Services and Skills (OFSTED) and the Local Safeguarding Children Board

- Parents may approach OFSTED directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve OFSTED as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.

Here are the relevant contact details for OFSTED, which are posted also on our noticeboard:

Complaints, Investigation and Enforcement Officer
The National Business Unit,
OFSTED,
Piccadilly Gate
Store Street,
Manchester M1 2WD
E-mail: sw.rc@ofsted.gov.uk
OFSTED Complaints Helpline – 0300 123 1231

- If a child appears to be at risk, we follow the procedures of the Local Safeguarding Children Board.

Records

- A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in our Complaint Investigation Record, which is available for parents and OFSTED inspectors to view on request.

The Information Commissioner's Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. The ICO can be contacted at:

Information Commissioner's Office
Wycliffe House
Water Lane
Wilmslow
Cheshire, SK9 5AF
ico.org.uk

Date: September 2025

Our Complaints Policy will be reviewed annually.

Confidentiality Policy

At our schools, staff and Managers have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. We have record keeping systems in place that meet legal requirements, storing and sharing information within the framework of the General Data Protection Regulations (GDPR) (2018) and the Human Rights Act (1998).

Confidentiality procedures

- Most things that happen between the family, the child and the setting are confidential to our setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
- Information shared with other agencies is done in line with our Information Sharing Policy.
- We check whether parents regard the information they share with us to be confidential or not.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond general personal information, for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to a child.
- We keep all records securely (see our Children's Records Policy).
- Most information is kept in a manual file or electronically. However, our staff may also use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept. No documents are kept on general nursery PC's which do not have facilities for confidential user folders.
- Our staff discuss children's general progress and wellbeing together in meetings, but more sensitive information is restricted to our Manager and the child's key person, and is shared with other staff on a need to know basis if their knowledge helps to support the child.
- We do not discuss children with staff who are not involved in the child's care, nor with other parents or anyone else outside of the setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual, our practitioners and Managers check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

Client access to records procedures

Parents may request access to any confidential records we hold on their child and family following the procedure below:

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our setting has compiled on them.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to our nursery leader.
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Our written acknowledgement allows 40 working days for the file to be made ready.
- Our Manager informs their line manager and legal advice may be sought before sharing a file.
- Our Manager goes through the file with their line manager and ensures that all documents have been filed correctly, that entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document that mentions a third party.

- We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
- They are asked to reply in writing to our Manager giving or refusing consent for disclosure of that material.
- We keep copies of these letters and their replies on the child's file.
- 'Third parties' include each family member noted on the file. Where there are separate entries pertaining to each parent, step parent, grandparent etc, we write to each of them to request third party consent.
- Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
- Members of our staff should also be written to, but we reserve the right to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive' and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.
- When we have received all the consents/refusals, our Manager takes a photocopy of the complete file. On the copy of the file, our Manager removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
- The copy file is then checked by the line manager to verify that the file has been prepared appropriately.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- We photocopy the 'clean copy' again and collate it for the parent to see.
- Our Manager informs the parent that the file is now ready and invite[s] him/ her to make an appointment to view it.
- Our Manager and their line manager meet with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
- The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaints procedure.
- The law requires that information we hold must be held for a legitimate reason and must be accurate. If a parent says that the information we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but we can record the parent's view of the matter. In most cases, we would have given a parent the opportunity to state their side of the matter, and it would have been recorded there and then.
- If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
- We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere.

Telephone advice regarding general queries may be made to The Information Commissioner's Office Helpline 0303 123 1113.

All the undertakings above are subject to the paramount commitment of our setting, which is to the safety and well-being of the child. Please see also our policy on Safeguarding Children and Child Protection.

Date: September 2025

Our Confidentiality Policy will be reviewed annually.

Employee Sickness and Absence Policy

Our teaching team is our most valued and important asset. We are at our strongest when a longstanding team, with high levels of wellbeing, are together working as a cohesive whole. This Sickness and Absence Policy is intended to balance the needs of the classroom to have a stable team with the needs also of individuals to take occasional periods of time off work due to sickness or unavoidable circumstances. This Policy establishes a framework to support individuals and the organisation in times of absence and to create fairness across the team.

Principles

- We aim to provide a healthy working environment and demonstrate commitment to health, safety and the welfare of the teaching team in order to maximise attendance.
- The nursery management team is responsible for regularly monitoring and taking appropriate action in connection with sickness and other unplanned absence.

Exclusion periods for contagious illnesses

Working with children means that you are in contact with illnesses which can be highly contagious. We take the health of both children and the teaching team very seriously and ask staff to therefore to work with the same exclusion periods as children. This will ensure that you are able to recover appropriately and that this illness is not passed on to other staff, children or parents.

Sickness absence reporting procedure

Reporting sickness absence should be done using the following guidelines.

1. On your first day of absence, please telephone the setting and speak to the manager with as much notice as possible. Please ask someone to support you if you are not able to call yourself.
2. If you are aware that the illness is likely to last for more than one day you should indicate the length of absence expected, so that the team can manage the teaching ratio on a day-to-day basis and ensure back up team members are available.
3. For absences of more than seven consecutive days, you must provide a note completed by a qualified medical practitioner for the period of absence.
4. After returning to work from any sickness absence leave, a '**return to work**' conversation should be undertaken between the employee and manager. A return-to-work interview enables us to confirm the details of your absence. It also gives you the opportunity to raise any concerns or questions you may have, and to bring any relevant matters to our attention. If your doctor's certificate indicates any ways of helping you back to work, these will also be discussed. This will not happen in all circumstances, but it would be expected in the following:
 - Where the absence has exceeded 14 days
 - Where the nature of the illness means that duties on return to work may need to be altered and clarification and/or consultation is required.
 - Where a member of staff has had two or more absences in 12 weeks.
 - During the return to work interview the following will be discussed:
 1. The reason for absence
 2. Whether adjustments to the role (on a temporary or more permanent basis) are required and what they are. These might include adjusted work patterns, start and finish times and changes of duties.
 3. Future requirements and expectations, e.g. improved attendance.
 - The return-to-work interview should be recorded and signed by both the manager and employee and a copy attached to the employee's file.
5. Where an employee's attendance record gives cause for concern because of the duration or frequency of absence, this should be brought to the attention of the employee through an open discussion with the manager.
6. Throughout any stage of discussions on sickness absence, staff may be accompanied by a work colleague.
7. We reserve the right to check the validity of statements made by asking for documentary evidence of appointments, and we will record absences and the reasons given.

8. The abuse of sick leave and pay regulations may be classified as misconduct and will be dealt with through the disciplinary procedure.

Frequent and/or persistent short-term sickness absence

Short-term absence may be short periods of one or two days occurring frequently.

Absence of this nature can be identified by one of the following indicators and should be classified as a trigger:

- Four self-certified spells of absence in one calendar year
- A total of 6 working days or more of self-certified absence in one calendar year
- Patterns of absence over a period, e.g. regularly taking Mondays or Fridays off
- Where an employee's attendance record is significantly worse than those of comparable staff, or absence problems have gone on for a considerable time.

Long-term sickness absence

For the purposes of the policy, long-term sickness absence is defined by the setting as absences lasting over 14 calendar days.

Where absences have lasted over 14 calendar days or more, our Nursery Manager should contact the member of staff concerned to obtain an initial assessment of the problem and to offer any further help or assistance. This informal contact may be maintained with the employee's agreement until one month's continuous absence.

At this point and where felt appropriate after further assessment of the problem, the manager will arrange a face-to-face meeting or telephone conference between themselves and the member of staff. The meeting should:

- Seek to confirm the reasons and nature of the absence and its likely duration
- Ensure that the member of staff is aware of the setting's concern regarding their health and necessary absence from work
- Consider offering alternative duties or a shorter working week if this would enable a quicker return to work subject to medical advice
- Give consideration to any personal problems being encountered and discuss possible ways of the team providing support
- Alternatively, and if appropriate, gain agreement from the member of staff to contact their doctor or specialist in order to establish the likely length of absence and the long-term effect on capability in relation to job performance and attendance at work.

If all other avenues have been investigated, the absence continues or, following return to work, the attendance record does not improve, a subsequent meeting should be arranged. At this point, unless there are reasonable grounds to believe there would be an improvement in the foreseeable future, the manager should inform the member of staff that long-term sickness absence due to ill health may put their employment at risk and the possibility of termination by reason of capability or suitability to work with children might have to be considered, taking into account any medical information available.

Returning to Work from Long Term Sickness Absence

We are committed to helping staff return to work from long-term sickness absence. As part of our sickness absence meetings procedure (see below), we will, where appropriate and possible, support returns to work by:

- obtaining medical advice;
- making reasonable adjustments to the workplace, working practices or working hours;
- considering redeployment; and/or
- agreeing a return to work programme.

Keeping in Touch during Sickness Absence

If you are absent on sick leave you should expect to be contacted from time to time by the Manager or HR Manager in order to discuss your wellbeing and expected length of continued absence from work. Such contact is intended to provide reassurance and will be kept to a reasonable minimum.

Unauthorised Absence

Absence that has not been notified according to the procedure above will be treated as unauthorised absence. In line with our Employee Handbook and Staff Contracts, non-urgent appointments and medical procedures must be taken outside normal working hours.

Sick Pay

Statutory Sick Pay (SSP) will be paid in accordance with Department for Work and Pensions requirements.

Disabilities

We are a fully inclusive employer, and are aware that sickness absence may result from a disability. At each stage of the sickness absence meetings procedure (set out below), particular consideration will be given to whether there are reasonable adjustments that could be made to the requirements of a job or other aspects of working arrangements that will provide support at work and/or assist a return to work. If you consider that you are affected by a disability, you should inform the Manager.

Date: September 2025

Our Employee Sickness and Absence Policy will be reviewed annually.

Employee Wellbeing Policy

At Ravenscourt Park Montessori, we aim to ensure that our team of teachers maintain high levels of wellbeing, are supported and encouraged to feel great about their work, to develop in their profession of Montessori teaching, and to feel assured that they are in an environment defined by mutual respect. We do not tolerate any form of bullying or emotional abuse in the workplace, and ask team members to whistleblow in this event. We recognise that staff wellbeing is not only essential for the individual, but is critical to pupil achievement and the school's performance.

Our aims

The aims of this Policy are to:

- To support a healthy, motivated team who are able to deliver a high standard of education to pupils.
- To recognise the impact that a work environment can have on employees' stress levels, mental and physical health.
- To support flexible working practices where possible
- To uphold the importance of a work-life balance
- To respond sensitively to external pressures which affect the lives of our team
- To help teachers manage positively with stressful incidents
- To encourage teachers to feel mindful and relaxed at work.
- To ensure clear, open and respectful communication between staff and management with regards to all areas of school life.
- To ensure issues are able to be surfaced, understood, and solved.
- To ensure team members feel completely confident they can communicate their needs and be heard.
- To create opportunities for employees to discuss concerns
- To make staff members aware of the channels which can be used to manage and deal with stress or work-related health and wellbeing issues.
- To develop a team wide understanding of mental health so team members can support and help colleagues who appear to be suffering from undue levels of stress.

Practical actions to support staff

These are the practical actions we will take to ensure this Policy comes to life:

- All team members will be given a full induction on this and other policies by the Nursery Manager.
- All staff will be made to feel welcome and supported particularly as they settle in to their new work environment.
- New team members will have the opportunity to review their work closely with both the Nursery Manager and Owner, with a probation review by the Manager at the end of the first term. After the first term, staff will have a Supervision twice / year, but can request a meeting at any time.
- Each team member will have a clear role description, termly goals, and opportunities for training to pursue nursery goals or individual points of interest.
- Staff members will talk daily, and ensure that there is an opportunity whenever needed for private conversations.
- Team meetings are held weekly which provide a further opportunity for team support and reflection.
- Social events will be offered for the team to strengthen their relationships.
- We will recognise staff on their birthday or special occasions, led by the Nursery Manager.
- We will aim to recognise religious celebrations whenever we feasibly can within the nursery schedule.
- Providing a well-ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of nursery life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.

Procedures for handling issues of wellbeing

These are the procedures for handling issues of wellbeing:

- Our nursery will encourage an atmosphere where all staff members feel comfortable asking for help or raising concerns. The team should be sensitive to any problems which may cause the employee stress-

related issues and should act in a professional, fair, consistent and timely manner when a concern arises.

- Our nursery will provide support to any employees facing high-levels of stress inside or outside the workplace, as well as other work-related issues which have negative impacts on the staff member's health and wellbeing. The various options for dealing with such issues should be discussed with staff members where appropriate. In some cases, this may include external support such as the teacher helpline or support from the Local Authority.
- We will ensure that at all times the staff member's privacy and dignity is respected. This means maintaining confidentiality, upholding the employee's rights and dealing with the employee with tact and sensitivity.
- We will endeavour to identify sources of stress in the workplace and subsequently address areas of concern with the prime purpose of achieving a healthy workforce.
- Team members can go to their Manager for support, and if they do not feel comfortable, they can go to the Nursery Owner at any point to discuss concerns.
- We will conduct anonymous and confidential Staff Wellbeing surveys with open box questions for team members to be able to provide feedback. We will endeavour wherever possible to take on feedback points. We will take a "You Said, We Did" approach to communicating what we have done to take on team feedback.

Date: September 2025

Our Employee Wellbeing Policy will be reviewed annually.

Employment Policy

We follow rigorously the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements. We also have a separate policy on Safer Recruitment.

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All our staff have job descriptions, which set out their roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We follow the requirements of the Early Years Foundation Stage and OFSTED guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.
- During our recruitment process we explore candidate use of spoken and written English allowing us to meet the standards of the EYFS.
- Where an individual is subscribed to the DBS Update Service we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
- We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision.
- We require that all our staff and volunteers keep their DBS check up-to-date by subscribing to the DBS Update Service throughout the duration of their employment with us.
- Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.
- We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us.
- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

Notifying OFSTED of changes

- We inform OFSTED of any changes to our Registered Person trustees/director(s)/owner(s) our provision) and/or our Manager.

Training and staff development

- Our Manager holds the CACHE Level 3 Diploma for the Children and Young People's Workforce, equivalent or a higher qualification and at least half of our other staff members hold the CACHE Level 2 Certificate for the Children and Young People's Workforce or an equivalent or higher qualification.
- We provide regular in-service training to all our staff - whether paid staff or volunteers - through the local authority and external agencies.
- Our budget allocates resources to training.
- We provide our staff with induction training in the first week of their employment. This induction includes our Health and Safety Policy and Safeguarding and Welfare Policy. Other policies and procedures are introduced within an induction plan.

- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Staff taking medication/other substances

- Our staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of our staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

Managing staff absences and contingency plans for emergencies

- Our staff take their holiday breaks when the setting is closed. Where a staff member may need to take time off for any reason other than sick leave or training, this is agreed with our Manager with sufficient notice.

Date: September 2025

Our Employment Policy will be reviewed annually.

Equality of Opportunity, Diversity and Inclusion Policy

Ravenscourt Park Montessori celebrates and welcomes all people, children and teachers alike, and will not discriminate on the grounds of age, gender, sexuality, class, family status, means, disability, colour, ethnic origin, culture, religion or beliefs. We are committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We will encourage our team to never make assumptions or judgements about other people on the basis of their race, religion, culture, colour, gender, ability or lifestyle. We will teach respect for others and provide accurate information and positive images of different cultures and lifestyles.

We will constantly review, monitor and evaluate the effectiveness of our inclusive practices to ensure that they promote and value diversity and difference.

Equality Act 2010

This policy is written with respect to and compliant with The Equality Act 2010, which provides a structure to prevent discrimination and promote equality, fairness and uniformity in employment and admissions to the nursery.

The Equality Act came into force in October 2010 and brought together all existing anti-discrimination legislation (such as the Race Relations Act 1970 and The Disability Discrimination Act 1995). It identifies several 'protected characteristics' previously protected under separate equality legislation; Race, religion or beliefs, gender, age, disability, sexual orientation, marriage and maternity and also strengthens other characteristics that were not provided cover by aspects of equality law.

Curriculum

In keeping with the Montessori philosophy, all children will be respected and their individuality and potential recognised, valued and nurtured. Opportunities will be given to children to understand and celebrate the similarities and differences between themselves and others. Our aim is to show respectful awareness of all the major events in the lives of the children and families within our nursery, as well as in our society as a whole.

Understanding of the World will form a core part of our curriculum, and a learning zone within our nursery space.

We ensure that our curriculum encourages diversity and inclusivity by:

- Creating an environment of mutual respect and tolerance;
- Modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- Positively reflecting the widest possible range of communities within resources;
- Avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- Celebrating locally observed festivals and holy days;
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- Ensuring that disabled children with and without special educational needs are fully supported;
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

Employment

No applicant for roles within our nursery will be rejected on the grounds of age, gender, sexuality, class, means, family status, disability, colour, ethnic origin, culture, religion or belief. We will always appoint the best person for each job and will treat all applicants fairly.

Registered persons, staff or volunteers must be committed to working within a framework of equality of opportunity to meet the social, physical, intellectual and emotional needs of all children in a safe, caring and stimulating environment.

- We advertise posts and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.

- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and suitability checks.
- We monitor our application process to ensure that it is fair and accessible.

Discrimination

The setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. We aim to:

- Promote equality and value diversity;
- Actively include all families and value the positive contribution they make to our service;
- Promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
- Provide a secure and accessible environment in which every child feels safe and equally included;
- Improve our knowledge and understanding of issues relating to anti-discriminatory practice,
- Challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely: age; Gender; Gender reassignment; Marital status; Pregnancy and maternity; Race; Disability; Sexual orientation; and Religion or belief.

Where possible, we will take positive action to benefit groups or individuals who are disadvantaged, have a disproportional representation within the service or need different things from the service.

Admissions

- Our setting is open and accessible to all members of the community.
- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (where ever possible).
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We offer provision for children with special educational needs and disabilities.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:
 - Direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service;
 - Indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
 - Discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
 - Association – discriminating against someone who is associated with a person with a protected characteristic; or
 - Perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
 - We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
- Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Date: September 2025

Our Equality of Opportunity, Diversity and Inclusion Policy will be reviewed annually.

Early Years Pupil Premium (EYPP) Policy

This Policy represents the agreed principles for Early Years Pupil Premium (EYPP) at Ravenscourt Park Montessori.

Introduction and Background

The Early Years Pupil Premium is available to some children who are already in receipt of 3 and 4 year-old funding. It is an additional supplement and will be used to enhance the opportunities and experiences for these children.

Each child will be allocated 53p per hour up to a maximum of £302 a year taking up the full 570 hours funded entitlement.

Eligibility

3 and 4 year-olds will attract EYPP funding if they meet at least 1 of the following criteria:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
- Universal Credit

Children are also eligible for funding if:

- They have been in Local Authority care for 1 day or more
- They have been in care and then adopted
- They have left care under a special guardianship or residence order

For these children key persons and representatives from social care will be involved in discussions about how best to spend the funding.

How we will use the EYPP

We can use the extra funding in any way we choose to improve the quality of the early years education we provide for your child. We strive to offer the best possible outcomes for every child and the additional funding will help to ensure that children in receipt of EYPP make accelerated progress; it will help to narrow the gap between the outcomes for EYPP children and the rest of the children within the setting.

We recognise that every child that is entitled to EYPP is an individual and they will all have different needs. To ensure that we spend the EYPP so that it makes a difference to each child that is entitled to it, action plans will be implemented and reviewed regularly and the impact carefully measured. We will focus on the one thing that would make a difference to that child at that point in time.

Each child has a key person, whose knowledge, observations, assessments, discussions with parents and performance data gives additional information about a child's developmental and learning needs. Practitioners identify barriers to learning and identify areas of need. The staff team meet regularly to discuss the needs of children and identify specific areas in which individuals and small groups of children require support. Activities and experiences for individual children, or groups of children will be planned, along with small group work where appropriate. Lead staff will be identified and any resources purchased. Sometimes home learning packs will be created. Parent workshops will be held when appropriate.

EYPP funding will be used for

- Specific Resources in any given classroom area
- Extracurricular activities
- Additional training for staff
- Investing in parent workshops
- Investing in partnership working with our colleagues in areas to further our expertise.

The nature of the additional support that EYPP children receive will depend upon their need. Progress will be closely monitored and documented. Performance data will be analysed closely to indicate progress against targets set.

Working with parents

Parents' consultation afternoons and open classroom weeks are held regularly, at which targets for learning will be shared with parents and the extra provision provided by EYPP money will be shared. During this time practitioners, will support parents as to how they may help their child further at home. Progress towards targets and achievements will be shared regularly.

Monitoring Outcomes

An analysis of the performance of children in receipt of EYPP funding will be carried out by Managers throughout the year to ensure that individuals and groups of children are making expected progress. Managers alongside key persons will identify any children that may be at risk of underachieving and identify any areas within the Early Years Foundation Stage (EYFS) that may need to be focused upon.

Date: September 2025

Our Early Years Pupil Premium (EYPP) Policy will be reviewed annually.

Fire Safety and Emergency Evacuation Policy

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The nursery premises, and surrounding facilities, are compliant with fire safety regulations and seek advice from the local fire safety officer as necessary. A Fire Safety Log is used to record any actions taken or incidents that have occurred and our fire drills. We ensure our policy is in line with the procedures specific to our building, making reasonable adjustments as required.

The Manager has overall responsibility for the fire drill and evacuation procedures (nursery deputy in the absence of the nursery Manager), both of whom are Fire Marshal trained. These procedures are carried out and recorded for each group of children every term or as and when a large change occurs, e.g. a large intake of children or a new member of staff joins the nursery. These drills will occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

The Manager and staff members check fire detection and control equipment and fire exits in line with the timescales in the checklist below. We also operate a strict no smoking policy – please see this separate policy for details.

Procedures

Registration

An accurate register of all people present in the building will be kept at all times and children/staff must be marked in and out on arrival and departure. An accurate record of visitors will be kept in the visitor's book. These records must be taken out along with the register and emergency contacts list in the event of a fire.

Fire safety risk assessment

- The basis of fire safety is risk assessment, carried out by a 'competent person'.
- The Manager has received training in fire safety sufficient to be competent to carry out the risk assessment; this will be written where there are more than five staff and will follow the Government guidance Fire Safety Risk Assessment - Educational Premises (HMG 2006).
- Our fire safety risk assessment focuses on the following for each area of the setting:
 - Electrical plugs, wires and sockets and items
 - Microwaves/Cookers.
 - Flammable materials – including furniture, furnishings, paper, matches etc.
 - Flammable chemicals.
 - Means of escape.

Fire safety precautions taken

- We ensure that fire doors are clearly marked, never obstructed and easily opened from the inside.
- We ensure that smoke detectors/alarms and fire fighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- We have all electrical equipment checked annually by a qualified electrician. Any faulty electrical equipment is taken out of use and either repaired or replaced.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - Clearly displayed in the premises;
 - Explained to new members of staff, volunteers and parents; and,
 - Practised regularly, at least once every term.
- Records are kept of fire drills and of the servicing of fire safety equipment.

We have an Emergency Evacuation Procedure, which covers meeting point information and procedures for practice drills including:

- How children are familiar with the sound of the fire alarm.
- How the children, staff and parents know where the fire exits are.
- How children are led from the building to the assembly point.
- How children will be accounted for and who by.
- How long it takes to get the children out safely.
- Who calls the emergency services, and when, in the event of a real fire.
- How parents are contacted.

Fire checklist

	Who checks	How often	Location
Escape route/fire exits (all fire exits must be clearly identifiable)	All staff	Daily	Vestibule exit Garden exit
Fire extinguishing equipment	Manager	Monthly	Classroom
Evacuation pack	Manager	Monthly	Kitchen
Fire alarms and call points	Manager	Weekly	Vestibule, Classroom Kitchen
Fire doors closed, in good repair, and free of obstruction	Manager	Monthly	Vestibule Classroom

Fire drills

We hold fire drills and record the following information about each fire drill in the fire drill record book:

- The date and time of the drill.
- Number of adults and children involved.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

Fire drill procedure

All Staff

- Calmly call children in your care together
- Visually check that the space around you is empty
- Leave the building via the nearest, safe emergency exit, and lead the children safely to the assembly point which is at the entrance gate to the playground to the South of the school
- Headcount the children in your care, alerting the Manager if any are missing
- Remain outside the building until the Manager deems the premises as safe
- A member of staff will be designated for escorting any children who have any special requirements/needs/disabilities, using the nearest emergency exit
- Wait for emergency services and report any unaccounted persons to the fire service/police.

Manager

- Assign the management of the children in your care to another member of staff
- Pick up the children's register, staff register, visitor register, mobile phone, keys, and evacuation pack (containing emergency contacts list, nappies, wipes and blankets)
- Telephone emergency services: dial 999 and ask for the fire service
- Sweep through the building to check for children or visitors left behind, accounting for all people
- Advise the fire service of anyone missing and possible locations and respond to any questions they have.
- In a practice fire evacuation, the Manager will then enter the nursery and reset the fire alarm off.

If you are unable to evacuate safely:

- Stay where you are safe
- Keep the children calm and together
- Wherever possible alert the Manager of your location and identity of the children and adults with you.

Remember

- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight any fire
- Do not attempt to go back in if any children or adults are not accounted for.

Date: September 2025

Our Fire Safety and Emergency Evacuation Policy will be reviewed annually.

Health and Safety Policy

The health and safety of children and adults at school is of paramount importance. We will, as far as we possibly can, maintain procedures necessary to ensure our setting is at all times a safe and healthy place for children, staff, volunteers and all visitors.

In general:

- It is the responsibility of all employees, and all visiting our school to familiarise themselves with our health and safety procedures and to play their part in minimising hazards and risks.
- If an employee notices a risk, or is unsure how to safely perform a task, it is their duty to report this as soon as possible.
- Children are supervised by adults at all times. We ensure that each member of staff, student and volunteer has an enhanced disclosure from the Disclosure and Barring Service. Adults do not normally supervise children on their own.
- Our risk assessment is detailed separately and risk checks are carried out daily, weekly and termly.

Procedures

Insurance cover

- We have public liability insurance and employers' liability insurance. Our insurance certificates are displayed in the Vestibule on the parent notice board.

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues and procedures. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- We keep records of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- We explain health and safety issues to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.
- Health and safety training is included in the training plans of staff, and health and safety is discussed regularly at our staff meetings.
- We operate a strict No Smoking policy.
- We make children aware of health and safety issues through activities and routines.

Windows and doors

- Low level windows and doors are made from materials that prevent accidental breakage or we ensure that they are made safe.
- We ensure that windows are protected from accidental breakage or vandalism.
- Our windows above the ground floor are secured so that children cannot climb through them.
- We ensure that any blind cords are secured safely and do not pose a strangulation risk for young children.
- We take precautions to prevent children's fingers from being trapped in doors.

Floors and walkways

- All our floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.
- Walkways are left clear and uncluttered.

Electrical/gas equipment

- We ensure that all electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Electric sockets, wires and leads are properly guarded and we teach the children not to touch them.
- There are sufficient sockets in our setting to prevent overloading.
- We switch electrical devices off from the plug after use.
- We ensure that the temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas of our setting, including storage areas.

Storage

- All our resources and materials, which are used by the children, are stored safely.
- All our equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.
- All waste materials are disposed of carefully in receptacles provided.

Outdoor area

- Our outdoor area is securely fenced. All gates and fences are childproof and safe.
- Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items on a daily basis before it is used.
- We do not plant any dangerous plants, or use herbicides or pesticides.
- We check that children are suitably attired for the weather conditions and type of outdoor activities; wrapping up warmly in the winter, and ensuring that suncream is applied and hats are worn during the summer months.
- We supervise outdoor activities at all times, particularly on climbing equipment.

Hygiene

- We seek information from the Public Health England to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene, including regular handwashing practices and the correct NHS-recommended handwashing technique.
- We have a daily and weekly cleaning routine for the setting, and a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- Children do not have unsupervised access to the kitchen or storage area which are both locked.
- The toilet area has a high standard of hygiene, including hand washing and drying facilities and disposal facilities for nappies.
- We implement good hygiene practices by:
 - Cleaning tables between activities;
 - Cleaning and checking toilets regularly;
 - Wearing protective clothing as appropriate;
 - Providing tissues and wipes.

Activities, resources and repairs

- We check all equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of our classroom allows adults and children to move safely and freely between activities.
- All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- We make safe and separate from general use any areas that are unsafe because of repair is needed.
- All our materials, including paint and glue, are non-toxic.
- We ensure that any sand and sensory materials are clean and suitable for children's play.
- Physical play is constantly supervised.
- We teach children to handle and store tools safely.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Staff may only consume hot food and drinks out of reach in the kitchen, office or in the main pavilion during their lunch break when there are no children present.

Jewellery and accessories

- Our staff are careful that no accessory would pose a danger to themselves or children.
- Parents must ensure that any jewellery worn by children poses no danger; particularly earrings which may get pulled, bracelets which can get caught when climbing or necklaces that may pose a risk of strangulation.

Safety of adults

- We ensure that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment. Tables should be moved by two team members together.
- We provide safe equipment for adults to use when they need to reach up to store equipment, and maintenance work such as changing lightbulbs is carried out by our maintenance team.
- We ensure that all warning signs are clear.
- We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.

Control of substances hazardous to health

- Our staff implement the current guidelines of the Control of Substances Hazardous to Health Regulations (COSHH).
- We store all substances that may be hazardous to health safely away from the children.
- We carry out a risk assessment for all chemicals used in the setting. This states what the risks are and what to do if they have contact with eyes or skin or are ingested.
- We keep all cleaning chemicals in their original containers, and ensure that they are stored out of the nursery classroom.
- We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained. We do not use;
 - Bleach
 - Anti-bacterial cleaning agents, except in the toilets, nappy changing area and food preparation areas. Anti-bacterial sprays are not used when children are nearby.
- Environmental factors are taken into account when purchasing, using and disposing of chemicals. All members of staff are vigilant and use chemicals safely.
- In the event of needing to use cleaning chemicals, teachers wear protective disposable gloves.

Security

- We ensure that unauthorised access to the premises is prevented and that children are unable to leave the premises unnoticed. A system is in place to ensure that all visitors to the pre-school are signed in and out.
- We ensure that all doors are locked after each child has arrived at the setting. The door to the kitchen and storage room remain closed at all times.

First Aid

- At least one first aider is on duty at all times with a valid 12-hour Paediatric First Aid qualification.
- Our first aid kits (in the classroom and the emergency / outing bag) are checked each month of term time to ensure they are complete and up-to-date. In the event of first aid being given, an accident report is filled in, including:
 - The full name of the child or adult
 - The date, time and place of the accident or incident
 - The circumstances of the accident or incident
 - A brief description of the injury
 - The name of the person who dealt with the incident
 - First aid treatment given
 - Whether any further medical aid was sought, is so what and from whom
 - The accident report must be signed by staff responsible and a parent
- Accidents and incidents are reported in eyLog, and are analysed to ensure that our procedures are improved continuously.
- In the event of a serious accident, statements will be obtained from witnesses and the relevant authorities informed, including RIDDOR (0345 3009923) and OFSTED.

Date: September 2025

Our Health and Safety Policy will be reviewed annually.

Healthy Eating and Food Safety Policy

We regard snack and meal times as an important part of our day. Eating represents a social time for children and adults, and helps children to learn about healthy eating. Whether we provide food, or ask for packed lunches, we will always promote healthy eating, which meets the children's individual dietary needs.

Procedures

We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the setting, we ask their parents about their dietary needs and preferences, including any allergies (see our Allergy Policy).
- We take guidance from the Food Standard Agency with regard to our responsibilities around allergens.
- We record information about each child's dietary needs in the Registration Form and parents sign the form to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs – including any allergies - are up-to-date.
- We display current information about individual children's dietary needs so that all our staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents' wishes.
- We focus on nutritious food for snacks and baking activities, avoiding sugar, salt, artificial additives, preservatives and colourings.
- We have a Montessori sharing basket each day which encourages children's openness to raw fruit and vegetables rather than processed snacks.
- We encourage parents to ensure lunches include a variety of foods from the four main food groups:
 - Meat, fish and protein alternatives;
 - Dairy foods;
 - Grains, cereals and starch vegetables; and
 - Fruit and vegetables.
- We are a nut free setting, and take care not to provide food containing nuts or nut products and we are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and our own research, we ensure we are well informed about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks.
- We show sensitivity in providing for children's food preferences. We do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
- We organise eating times so that they are social occasions in which children and adults participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink, feeding themselves, and clearing up after.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water available for the children, and milk at snack times. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- We give parents who provide food for their children information about suitable containers for food for either hot or cold food, and that we do not heat up food.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.

Packed lunches

When children bring snacks or packed lunches from home, we:

- Ensure perishable contents of packed lunches are refrigerated or contain an ice pack to keep food cool.
- Inform parents of our policy on healthy eating.
- Inform parents that we do not microwave cooked food brought from home.
- Discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort.
- Provide children bringing packed lunches with plates, cups and cutlery.

- Ensure that adults sit with children to eat their lunch so that the mealtime is a social occasion.

Food hygiene

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

Procedures

- Our staff with responsibility for food preparation understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to our setting. This is set out in “Safer Food, Better Business”. The basis for this is risk assessment of the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
 - All our staff follow the guidelines of Safer Food, Better Business.
 - All our staff who are involved in the preparation and handling of food have received training in food hygiene.
 - Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
 - Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.
 - Food preparation areas are cleaned before and after use.
 - There are separate facilities for hand-washing and for washing-up.
 - All surfaces are clean and non-porous.
 - All utensils, crockery etc. are clean and stored appropriately.
 - Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
 - Are supervised at all times.
 - Understand the importance of hand-washing and simple hygiene rules.
 - Are kept away from hot surfaces and hot water; and
 - Do not have unsupervised access to electrical equipment, such as blenders etc.

Reporting of food poisoning

Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.

- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within our setting, we will contact the Environmental Health Department to report the outbreak and will comply with any investigation.
- We notify OFSTED as soon as reasonably practicable of any confirmed cases of food poisoning affecting two or more children looked after on the premises, and always within 14 days of the incident.

Date: September 2025

Our Healthy Eating and Food Safety Policy will be reviewed annually.

Induction Policy

A comprehensive induction for all staff, volunteers and students is essential to ensure a consistent understanding across the team of our school, the families we serve, the importance of each policy area and accompanying procedures, in particular safeguarding. It is also essential to ensure a consistent ethos and approach to the Montessori practice.

In this, we are guided by Section 3.18 of the revised Early Years Foundation Stage framework, which states;

“The daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, the provider’s equality policy, and health and safety issues.”

Overview:

We have a written induction procedure, including an induction checklist for all new staff, which includes the following:

- Introductions to all staff, students and volunteers, and staff in the wider business.
- Familiarising with the building, health and safety, and fire and evacuation procedures, and the local area.
- Ensuring our policies and procedures have been read and fully understood, with an opportunity to answer all questions.
- We place a particular importance on Safeguarding and Welfare induction training to help them understand that everyone at the setting has a key role and responsibility in this area. We ensure all team members have read the statutory document “Keeping Children Safe in Education (2024)”, receive annual safeguarding training, and we check verbally that there is an understanding of key safeguarding procedures.
- Introduction to parents, especially parents of allocated key children where appropriate.
- Familiarising with confidential information where applicable.
- Identification of any further training requirements
- Details of the schedules, tasks and daily routines to be completed.

The Manager leads induction of new staff and volunteers. During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines, with particular focus on all policies relating to Safeguarding and Welfare.

Successful completion of the induction forms part of the probationary period and the induction checklist will be kept in the individual’s personal file.

Procedures:

New members of staff will be introduced to all members of staff, and welcomed warmly to our school. They will then be given a tour of the school and surrounding facilities showing the location of the main equipment required to carry out their role.

The key aspects of our induction procedures are:

Policies: Staff are required to read our policies and procedures carefully, as their practice within the setting will be based on these documents.

Key daily procedures: Staff will be briefed on key daily procedures that they will be required to support. These include the Daily Risk Assessment, recording and care of accidents by children and staff/volunteers, medication administered to children while in your care, visitor records, emergency evacuation procedure, and the effective deployment of our fire drill procedure. Staff will be shown the location of the first aid kit and the accident book on their first day.

Links with parents/carers: As part of induction, new staff will be introduced to parents/carers, in particular and parents/carers of children to whom they are a key staff member.

Expectations of staff: New staff will talk through all expectations, including:

Punctuality: Consistent arrival times and dates as contracted.

Dress Code: Appropriate clothing, footwear and jewellery. We recommend long hair is also tied back for Health and Safety reasons.

Health and Safety: We operate a no smoking policy inside the building. Alcohol is not permitted on the premises. Hot drinks are not allowed inside the classroom.

Attendance at meetings/training: Training courses are available throughout the year, and staff will be required to attend some, dependent on their responsibilities within the team. Staff meetings are held regularly, attendance is compulsory to keep you up to date with nursery issues and to discuss any issues you may have.

Level of performance: Every employee should maintain a high level of professionalism, treating every child and adult with respect and keeping all information gained confidential.

Communication: Staff will be provided with our communication handbook and guidelines.

Nursery Routine: Opening hours and timing will be discussed.

Observing and record keeping: A key person system is in place, and as part of the induction, new team members will become familiar with this system. Our EYFS approach to observations and record keeping is facilitated by eyLog – and we will ensure that new team members are fully trained in the system.

Duties of specific members of staff: Certain members of staff may have specific roles and responsibilities. The induction will make these specific roles clear, including First Aider, SENCO and Safeguarding Lead.

Probation and Appraisals:

New staff will be subject to a 1-term probation period.

A new staff member's first appraisal will be conducted at the end of the first term, then in Supervisions every term, which aim to discuss progress and progression, and any development requirements.

Points to be discussed with the supervisor include:

Areas of strength and special interests: What are your strengths and interests, do you have any special skills or knowledge you could contribute?

Areas of development and training: What areas would you like to develop and train in?

Career Plan: What do you hope to achieve during your employment with us?

Staff will go through an Induction Checklist, including a Health and Safety induction checklist, and provide a signature against each point to ensure that their induction has been completed comprehensively.

Date: September 2025

Our Staff Induction Policy and Procedures will be reviewed annually.

Information Sharing Policy

Information sharing

'Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.'

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2015)

Parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information.

We record and share information about children and their families (data subjects) in line with the six principles of the General Data Protection Regulations (GDPR) (2018) which are further explained in our Privacy Notice. The six principles state that personal data must be:

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject.
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against accidental loss, destruction or damage, using appropriate technical or organisational measures.

We are obliged to share confidential information without authorisation from the person who provided it, or to whom it relates, if it is in the public interest. That is when:

- It is to prevent a crime from being committed or to intervene where one may have been, or to prevent harm to a child or adult; or
- Not sharing it could be worse than the outcome of having shared it.

The responsibility for decision-making should not rely solely on an individual, but should have the back-up of the management team. The management team provide clear guidance, policy and procedures to ensure all staff and volunteers understand their information sharing responsibilities and are able to respond in a timely, appropriate way to any safeguarding concerns.

The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or is at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or adults, including the prevention, detection and prosecution of serious crime.

Procedures

Our procedure is based on the GDPR principles as listed above and the seven golden rules for sharing information in the Information Sharing Advice for Practitioners providing safeguarding services to children, young people, parents and carers. We also follow the guidance on information sharing from the Local Safeguarding Children Board.

1. *Remember that the GDPR and human rights law are not barriers to sharing information but provide a framework to ensure that personal information about living persons is shared appropriately.* Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.
2. *Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if there is a legal obligation to do so. A Privacy Notice is given to parents at the point of registration to explain this further.* In our setting we ensure parents:

- Receive information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
 - Have information about our Safeguarding and Welfare Policy; and
 - Have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
3. *Seek advice if you are in any doubt, without disclosing the identity of the person where possible.*
- Our staff discuss concerns about children routinely in supervisions, with any actions recorded.
 - Our Safeguarding and Welfare Policy sets out the duty of all members of our staff to refer concerns to the Designated Safeguarding Lead, who will contact children's social care for advice where they have doubts or are unsure.
 - Our Manager seeks advice if they need to share information without consent to disclose.
4. *Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.*
- We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
 - Our guidelines for consent are part of this procedure.
 - Our Manager is conversant with this and she is able to advise staff accordingly.
5. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.*
- In our setting we:
- Record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;
 - Record decisions made and the reasons why information will be shared and to whom; and
 - Follow the procedures for reporting concerns and record keeping as set out in our Safeguarding and Welfare Policy.
6. *Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*
- Our Safeguarding and Welfare Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.
7. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*
- Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

Consent

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will see their consent to share information in most cases, as well as the kinds of circumstances when we may not seek their consent, or may override their refusal to give consent. We inform them as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign our Registration Form at registration to confirm that they understand this.
- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We consider the following questions when we need to share:
 - Is there legitimate purpose to us sharing the information?
 - Does the information enable the person to be identified?
 - Is the information confidential?

- If the information is confidential, do we have consent to share?
- Is there a statutory duty or court order requiring us to share the information?
- If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
- If the decision is to share, are we sharing the right information in the right way?
- Have we properly recorded our decision?
- Consent must be freely given and informed - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice.
- Consent may be explicit, verbally but preferably in writing, or implicit, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
- Consent can be withdrawn at any time.
- We explain our Information Sharing Policy to parents.

Separated parents

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
- Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared.

All the undertakings above are subject to our paramount commitment, which is to the safety and well-being of the child. Please also see our Safeguarding and Welfare Policy.

Date: September 2025

Our Information Sharing Policy will be reviewed annually.

Key Teacher Policy

We believe that children settle best when they have a key teacher to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key teacher approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, our staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key teacher role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key teacher. These procedures set out a model for developing a key teacher approach that promotes effective and positive relationships for children.

Procedures

- We allocate a key teacher before the child starts.
- The key teacher is responsible for:
 - Providing an induction for the family and for settling the child into our setting.
 - Completing relevant forms with parents, including consent forms.
 - Explaining our policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty.
 - Offering unconditional regard for the child and being non-judgemental.
 - Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
 - Acting as the key contact for the parents.
 - Developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
 - Having links with other carers involved with the child and coordinating the sharing of appropriate information about the child's development with those carers.
 - Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.
- We promote the role of the key teacher as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.

Settling-in

- Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- Before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- The key teacher welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We may offer a home visit to ensure all relevant information about the child can be made known and to create a link between home and nursery.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- It is recommended that the parent, carer or close relative, will stay for at least part of each session during the first week, gradually taking time away from their child; increasing this time as and when the child is able to cope.

- We judge a child to be settled when they have formed a relationship with their key teacher; for example, the child looks for the key teacher when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child confidently with a smile, and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others. We welcome parents staying with us, as appropriate for the child, for at least the first week, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it too distressing to be left. This is especially the case with very young children.

The progress check at age two

- The key teacher carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*.
- Please see our 2-year Progress Check Policy for further information.

Date: September 2025

Our Key Teacher Policy will be reviewed annually.

Lateness Policy

In the event that a child is not collected by an authorised adult by their expected collection time, we will put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

- Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Registration Form:
 - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
 - Information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. Our contact telephone number is 020 8741 4252.
- If a child is not collected at their expected collection time, we follow the procedures below:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child - and whose telephone numbers are recorded on the Registration Form - are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
 - If no-one collects the child within one hour of their expected collection time and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.

We contact the local authority children's social care team: 0208 753 5339

- The child stays at the setting in the care of two of our fully-vetted workers, one of whom will be our Manager or deputy Manager until the child is safely collected either by the parents or by a social care worker.
- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.
- We ensure that the child is not anxious and we do not discuss our concerns in front of them.
- A full written report of the incident is recorded in the child's file.

Ofsted may be informed: 0300 123 3156

Depending on circumstances, we reserve the right to charge parents for the additional hours worked. For late collection of children from the nursery, without informing the team, or on a regular basis, a surcharge of £10 for up to every 15 minutes late will be incurred and added to the next invoice.

Date: September 2025

Our Lateness Policy will be reviewed annually.

Medicine Administration Policy

We work closely with parents to support children who need to take medicine, ensuring that medication requirements do not prevent any child from fully participating in early years education. This Policy outlines our approach to medicine storage, administration and the training of our team:

- The administration of medicine will be the responsibility of a child's key person, who will be paediatric first aid trained. In the absence of the key person, the Manager is responsible for overseeing the administration of medicine.
- Children taking medication must be well enough to attend nursery.
- Wherever possible, we ask that medicine be taken at home around the child's nursery sessions.
- Medicines should always be provided in the original container as dispensed by a pharmacist and include the prescriber's instructions for administration. Medicine should be clearly labelled and will be inaccessible to children. On receiving the medication, we will check that it is in date and prescribed specifically for the current condition.
- If a child has not had a given medication before, we may advise parents / guardians to keep the child at home for 48 hours to make sure there are no adverse side effects.
- All records relating to medicines will be kept in our dedicated medicine book, which will include a completed Medicine Consent Form and Medicine Administration Record, both of which will be signed by the child's parent or guardian.
- It is the responsibility of the parent to inform us of any changes to medicines and/or medical condition of their child. This needs to be put in writing to the Nursery Manager who will cascade messages to the rest of the team.
- Medicine normally refers to prescription medicine from a medical professional. Non-prescription medicines will not normally be administered.
- Non-prescription medicine in exceptional circumstances can be administered but only with the prior written consent of the parent and when there is a strong medical reason to do so. This can include pain and fever relief, teething gel, nappy rash cream etc. This will be on an infrequent basis, and if the child suffers from frequent pain, the matter should be referred to the child's GP.
- We will not give medicine containing aspirin or ibuprofen to a child unless it is prescribed by a doctor.
- If a child refuses to take medicine, our team will not force the child to do so. Non-compliance will be recorded and the child's parents or guardian will be informed on the same day. If a refusal to take medicines results in an emergency, then the emergency procedures will be followed.
- In the event of an emergency, the Manager is responsible for ensuring that staff carry out procedures in a calm professional manner. Any child needing to go to hospital will be taken by ambulance and not in a member of staff's car.
- The medical needs of any child will be discussed at our weekly staff meetings and training sessions will be carried out where necessary. Where the administration of prescribed medication required medical knowledge, we will wherever possible obtain individual training for the relevant member of staff.
- The staff will always treat medical information confidentially.
- For staff taking medicine, we will ensure that those members of staff only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises will be securely stored, and out of reach of children, at all times.

Storage of medicines

- Medicines will be stored separately to any first aid kit both at the nursery premise and for outings.
- All medicine will be stored safely and appropriately, and away from children.
- Medicines that need to be refrigerated should be stored in airtight containers and clearly labelled.
- All emergency medication, such as inhalers for asthma, or epipens for allergic reactions, should be readily available and therefore will not be kept in a locked cupboard. They are however covered by the Control of Substances Hazardous to Health Regulations 2002 (COSHH) and so will be kept safely out of reach from anyone who may be at risk from them.
- The child's key person is responsible for ensuring medicine is handed back each day to the parent.

- For some conditions, medication may be kept in the setting to be administered on a regular or as-and-when- required basis. Key persons check that any medication held in the setting, is in date and return any out-of-date medication back to the parent.

Children who have long term medical conditions and who may require ongoing medication

- We carry out a Health Plan including a risk assessment for each child with a long-term medical condition that requires on-going medication. This is the responsibility of our Manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions, key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff form part of the risk assessment.
- The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings and advice is sought from the child's GP if necessary where there are concerns.
- A Health Plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other adults who care for the child.
- The Health Plan should include the measures to be taken in an emergency.
- We review the Health Plan every term, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the Health Plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

- If children are going on outings, the key person for the child will accompany the children with a risk assessment, or a member of staff who is fully informed about the child's needs and/or medication.
- A teacher trained in first aid (usually the Manager) should be responsible for looking after and administering the medicine.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, including all the details that need to be recorded in the medication record as stated above.
- On returning to the setting the card is stapled to the medicine record book and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.
- This procedure should be read alongside the Outings Policy.

In this policy we are guided by Department of Health guidance on Managing Medicine in Schools and Early Years Settings. We also follow Section 3 on the administration of medicines within The Safeguarding and Welfare Requirements of the revised Early Years Foundation Stage (EYFS) statutory framework.

Date: September 2025

Our Medicine Administration Policy will be reviewed annually.

Missing Child Policy

Children's safety is our highest priority, both on and off the premises. Every attempt is made, through the implementation of our exit/entrance procedure, our risk assessments and our Outing Policy, to ensure the security of children is maintained at all times. Staff are on duty on the door and gate when children are entering the pre-school, registers are in place at all times, and we ensure that the doors and gate are securely locked at all other times.

In the unlikely event of a child going missing, our missing child procedure is followed. Steps should be taken to ensure that staff remains calm and other children are not alarmed. A head count should be immediately taken and a search of the premises should be carried out. One member of staff should then conduct a search of the surrounding area.

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing, the child's key person alerts our setting Manager.
- The register is checked to make sure no other child has also gone astray.
- Our Manager will carry out a thorough search of the building and garden.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, our Manager calls the police immediately and reports the child as missing. If it is suspected that the child may have been abducted, the police are informed of this.
- The parent(s) are then called and informed.
- A recent photo and a note of what the child is wearing is given to the police.
- Our Manager talks to our staff to find out when and where the child was last seen and records this.
- Our Manager contacts our owner and reports the incident. Our owner comes to the provision immediately to carry out an investigation, with our management team.

Child going missing on an outing

This describes what to do when our staff has taken a small group on an outing, leaving our Manager and/or other staff back in our setting premises. If our Manager has accompanied children on the outing, or for a sole childminder, the procedures are adjusted accordingly. What to do when a child goes missing from a whole group outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, the staff members on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray.
- One staff member searches the immediate vicinity, but does not search beyond that.
- Our senior staff member on the outing contacts the police and reports that child as missing.
- Our Manager is contacted immediately (if not on the outing) and the incident is recorded.
- Our Manager contacts the parent(s).
- Our staff take the remaining children back to the setting as soon as possible.
- According to the advice of the police, a senior member of staff, or our Manager where applicable, should remain at the site where the child went missing and wait for the police to arrive.
- A recent photo and a description of what the child is wearing is given to the police.
- Our Manager contacts our owner and reports the incident. Our owner comes to our premises immediately to carry out an investigation, with our management team.
- Our staff keep calm and do not let the other children become anxious or worried.

The investigation

- Ofsted are informed as soon as possible and kept up-to-date with the investigation.

- Our owner, carries out a full investigation, taking written statements from all our staff and volunteers who were present.
- Our Manager, together with our owner speaks with the parent(s) and explains the process of the investigation.
- The parent(s) may also raise a complaint with us or Ofsted.
- Each member of staff present writes an incident report detailing:
 - The date and time of the incident.
 - Where the child went missing from e.g. the setting or an outing venue.
 - Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.
 - When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing.
 - What has taken place in the premises or on the outing since the child went missing.
 - The report is counter-signed by the senior member of staff and the date and time added.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- In the event of disciplinary action needing to be taken, Ofsted are advised.
- The insurance provider is informed.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- Our staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- They may be the understandable target of parental anger and they may be afraid. Our Manager ensures that any staff under investigation are not only fairly treated, but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame our staff and may single out one staff member over others; they may direct their anger at our Manager. When dealing with a distraught and angry parent, there should always be two members of staff one of whom is our Manager and the other should be our owner. No matter how understandable the parent's anger may be, aggression or threats against our staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. Our remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly, but also reassure them.
- In accordance with the severity of the final outcome, our staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. Our owner will use their discretion to decide what action to take.
- Our staff must not discuss any missing child incident with the press without taking advice.

Date: September 2025

Our Missing Child Policy will be reviewed annually.

No Smoking Policy

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment, both indoors and outdoors, and in all areas around the site.

Procedures

- All staff, parents, carers, contractors and other visitors to the premises are respectfully required to abstain from smoking whilst on the premises.
- We ensure that all on site are made aware of the no smoking policy upon first entry to the nursery through clear signage.
- No-smoking signs are displayed, and this Policy is stated in information for parents.
- Staff who smoke during working hours and travelling to and from work must not do so whilst wearing a setting uniform.
- E-cigarettes are not permitted to be used on the premises.
- Staff who smoke or use e-cigarettes during their scheduled breaks go well away from the premises.
- Staff who smoke during their break make every effort to reduce the effects of odour and passive smoking for children and colleagues
- Smoking is not permitted in any vehicles belonging to the setting.
- Staff are made aware that failure to adhere to this policy and procedures may result in disciplinary action.
- It is a criminal offence for employees to smoke in smoke-free areas, with a fixed penalty of £50 or prosecution and a fine of up to £200.
- To support smokers who would like to give up, we would like to point people towards the NHS helpline on 0800 0224 332 or to access information online from www.smokefree.nhs.uk

Legal framework

- The Smoke-free (Premises and Enforcement) Regulations (2006)
- The Smoke-free (Signs) Regulations (2012)

Date: September 2025

Our No Smoking Policy will be reviewed annually.

Online Safety Policy

We take steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

Information Communication Technology (ICT) equipment

- Only ICT equipment belonging to the setting is used by staff and children.
- We ensure that all ICT equipment is safe and fit for purpose.
- Any computers used in the management of the setting have virus protection installed.
- Safety settings are set to ensure that inappropriate material cannot be accessed.

Internet access

- Children do not normally have access to the internet and never have unsupervised access.
- If staff access the internet with children for the purposes of promoting their learning, written permission is gained from parents who are shown this policy.
- We ensure that children and young people are safeguarded and risk assessments in relation to online safety are completed.
- If appropriate, children will be taught the following stay safe principles in an age appropriate way prior to using the internet, namely
 - Only go on line with a grown up
 - Be kind on line
 - Only press buttons on the internet to things I understand
 - Tell a grown up if something makes me unhappy on the internet
- All computers for use by children are located in an area clearly visible to staff.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.
- Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency's Child Exploitation and Online Protection Centre at www.ceop.police.uk
- If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0800 800 5000 or www.nspcc.org.uk, or Childline on 0800 1111 or www.childline.org.uk.

Email

- Children are not permitted to use email in the setting. Parents and staff are not permitted to use setting equipment to access personal emails.
- Staff do not access personal or work email whilst supervising children.
- Staff share information securely at all times.

Mobile phones

- Children are not permitted to bring mobile phones or other ICT devices with them to the setting.
- Personal mobile phones are not used by our staff on the premises during working hours.
- In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the Manager.
- Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
- If our members of staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. Visitors will be advised of a quiet space where they can use their mobile phone, where no children are present.

Cameras and videos

- Our staff and volunteers must not bring their personal cameras or recording equipment into the setting.
- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with written permission received by parents (see the Registration form). Such use is monitored by the Manager.

- Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children.
- If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or through being photographed in a sweatshirt with the name of their setting on it.

Social media

- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff should not accept service users, children and parents as friends due to it being a breach of expected professional conduct.
- In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
- Staff observe confidentiality and refrain from discussing any issues relating to work
- Staff should not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the setting Manager.

Use and/or distribution of inappropriate images

- Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding and Welfare Policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed
- Staff are aware that grooming children and young people on line is an offence in its own right and concerns about a colleague's or others' behaviour are reported (as above).

Further guidance

- NSPCC and CEOP Keeping Children Safe Online training: www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/

Date: September 2025

Our Online Safety Policy will be reviewed annually.

Oral Health Policy

We strive to raise awareness of the importance of good oral health for children. These early years for children are when routines are formed and are often carried through to adulthood. Therefore, our nursery is a very important place to introduce a good oral health routine.

We actively promote high standards of oral health by encouraging healthy eating and good habits of personal and oral hygiene. We ensure at least one team member has had oral health training and shares learnings with the wider team.

Food/Snacks

- Snacks provided for children and staff will be tooth friendly.
- We avoid all food containing added sugar
- Food will be provided or supervised by staff only, in accordance with nursery oral health and food policies.

Drinks

- Milk and water only will be offered to children as drinks throughout the day.
- No fizzy drinks of any kind will be served in nursery.

Rewards/Special Occasions

- Sweets and chocolate will not be used by staff as rewards for good behaviour.
- Sweets and chocolates will not be provided to celebrate birthdays or special occasions, with parents asked respectfully to provide alternatives.

Toothbrushing

- While we do not brush teeth at school, we provide toothbrushing practical life activities to teach children the correct tooth brushing technique and to encourage self-care.
- Parents will be encouraged to continue the regular toothbrushing routine at home.

Curriculum

- Oral health will be included in the curriculum and in any learning opportunities where it is appropriate.
- Visits from a dentist, dental nurse, hygienist or someone who can talk about oral health will be encouraged.
- Oral health will feature as a theme at nursery through stories and songs.
- Good oral hygiene will be encouraged at all times.

Date: September 2025

Our Oral Health Policy will be reviewed annually.

Outings Policy

We love mini adventures with children inside or outside of the classroom, and believe that children benefit from being taken outside of the premises on visits or trips to local parks, or other suitable venues, for activities that enhance their learning experiences. We ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures as laid out below.

Procedures

- All off site activity has a clearly identified educational purpose with specific learning outcomes.
- There is a designated lead for each excursion who is clear about their responsibility as designated lead.
- We ask parents to sign a general consent on registration for their children to be taken out on local short outings as a part of the daily activities of the setting.
- We always ask parents to sign specific consent forms before major outings; and a risk assessment is carried out before the outing takes place.
- All outing risk assessments are made available for parents to see.
- Our Manager and all staff taking part in the outing review every risk assessment.
- Children with allergies or other specific needs have specific consideration in each risk assessment completed i.e. child with allergies visiting a supermarket.
- An excursion will not go ahead if concerns are raised about its viability at any point.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and the type of venue, as well as how it is to be reached.
- A minimum of two staff accompany children on outings. Unless the whole setting is on an outing, a minimum of two staff also remain behind with the rest of the children.
- Named children are assigned to individual staff member to ensure that each child is closely supervised.
- Parents who accompany us on outings are responsible for their own child only. Where parents have undergone vetting with us as volunteers, they may be included in the adults to child ratio and have children allocated to them.
- The staff as a whole will discuss each child individually in an outing meeting before the actual outing, agreeing which children are capable of holding hands together and which children require adult one to one support. The reason for this is so we have control of the children along with staff knowing who is with whom, making the outing run more smoothly and safely.
- Staff frequently count their designated children and ensure hands are held when on the street and crossing the road.
- Outings are recorded in an outings log kept in the setting, stating:
 - The date and time of the outing.
 - The venue and mode of transport used.
 - The names of the staff members assigned to each of the children.
 - The time of return.
- We take a mobile phone on outings, as well as supplies of tissues, wipes, spare clothing and nappies, medicines required for individual children, a mini first aid kit, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children, as well as how long they will be out for. We apply sun cream to children as needed and ensure they are dressed appropriately for the type of outing and weather conditions.
- We take a list of children with us with contact numbers of parents/carers.
- We provide children with badges or 'high viz' vests to wear that contain the name and setting telephone number – but not the name of the child.
- Records are kept of any vehicles used, with named drivers and appropriate insurance cover.
- We ensure that seat belts are worn whilst travelling in vehicles and that booster seats and child safety seats are used as appropriate to the age of the child.
- We ensure that contracted drivers are from reputable companies, do not have unsupervised access to the children and are not included in the ratios.

Date: September 2025

Our Outings Policy will be reviewed annually.

Parents and Carers as Partners Policy

We firmly believe that children benefit most from early years education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of our setting. We also aim to support parents in their own continuing education and personal development.

Where there is a risk that some parents can be less well represented in early years settings (these include fathers, parents who live apart from their children, but who still play a part in their lives, as well as working parents), we will ensure that all parents are included.

When we refer to 'parents', we mean both mothers and fathers; these include both natural or birth parents, as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents, as well as foster parents.

We follow the Children Act's (1989) definition of parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'.

Procedures

- Parents are welcome in our setting: they are made to feel welcome and are greeted appropriately.
- We have a means to ensure all parents are included - that may mean that we have different strategies for involving parents who work or live apart from their children.
- We hold physical meetings and also meetings via online video conferencing regularly to discuss a child's progress.
- We publish observations via our online learning system regularly for parents to witness their child's learning.
- We make other avenues available, including Instagram, YouTube and WhatsApp communications.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We will avoid stereotypes that can be reinforced on children, including the societal stereotypes on the roles of mothers and fathers, and the assumption that there is always a mother and father at home.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies, including our Safeguarding and Welfare Policy and our responsibilities under the Prevent Duty, through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- Information about a child and his or her family is kept confidential within our setting. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.
- We seek parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents' views regarding changes in the delivery of our service.
- Parents are actively encouraged to participate in decision-making processes according to the structure in place within our setting and to become involved in the social and cultural life of the setting and actively contribute to it.

- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise and to support any special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents in the shared record keeping about their children, either formally or informally, and ensure parents have access to their children's written developmental records.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication, which can all be viewed on our website at their leisure
- We inform all parents on a regular basis about their child's EYFS progress via our online learning application.
- We maintain a parental notice board, which keeps parents up to date on news as well as from regular newsletters and our online platform.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication, which can all be viewed on our website.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We support families to be involved in activities that promote their own learning and well-being; informing parents about relevant conferences, workshops and training.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
- We inform all parents of the systems for registering queries, complaints or suggestions. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning.

We are a fully inclusive community school, and welcome the contributions of parents to the life of our nursery, in as many ways as is possible.

Date: September 2025

Our Parents and Carers as Partners Policy will be reviewed annually.

Prevent Duty Policy

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as 'childcare providers') are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty. It applies to a wide range of public-facing bodies.

What are extremism and radicalism?

Radicalism refers to the process by which a person comes to support terrorism and forms of extremism. Protecting children from the risk of radicalisation is seen as part of our wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Procedure

We ensure, through formal training, that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

All staff are instructed to challenge extremist and radical views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, in the older classes we will always provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

We can emphasise this in daily work such as assisting the children's personal, social and emotional development and understanding of the world.

Risk assessment

All the school staff, particularly the staff who work directly with the children are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour, that could indicate that they may be in need of help or protection.

Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel program (see appendix one below for further information on Channel).

Procedure for reporting concerns

If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, who will, where deemed necessary, with children's social care.

You can also contact your local police force or dial 101 (the non-emergency number).

They can talk to you in confidence about your concerns and help you gain access to support and advice. Also, they can advise if this would be a case for Channel

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.

Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk

Appendix one: Channel

Channel is a programme that focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

Channel is available at:

<https://www.gov.uk/government/publications/channel-guidance>

Appendix Two: Contact points

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.

Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk

Date: September 2025

Our Prevent Duty Policy will be reviewed annually.

Privacy Notice

Ravenscourt Park Montessori 39 Ravenscourt Road, London W6 0UJ

We are committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

What personal data do we collect?

We collect personal data about you and your child to provide care and learning that is tailored to meet your child's individual needs.

Personal details that we collect about your child include:

- Your child's name, date of birth, address, health and medical needs, development needs, and any special educational needs.

Where applicable we will obtain child protection plans from social care and health care plans from health professionals.

We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal details that we collect about you include:

- Your name, home and work address, phone numbers, emergency contact details, and family details.

This information will be collected from you directly in our registration form.

Why we collect this information and the legal basis for handling your data

We use personal data about you and your child in order to provide childcare services and fulfill the contractual arrangement you have entered into. This includes using your data to:

- Contact you in case of an emergency
- To support your child's wellbeing and development
- To manage any special educational, health or medical needs of your child whilst at our setting
- To carry out regular assessment of your child's progress and to identify any areas of concern
- To maintain contact with you about your child's progress and respond to any questions you may have
- To keep you updated with information about our service

With your consent, we will also record your child's activities for their individual learning record. This may include photographs and videos. You will have the opportunity to withdraw your consent at any time, for images taken by confirming so in writing.

We have a legal obligation to process safeguarding related data about your child should we have concerns about their welfare. We also have a legal obligation to transfer records and certain information about your child to the school that your child will be attending (see *Children's Records* policy).

Who we share your data with

In order for us to deliver childcare services we will also share your data as required with the following categories of recipients:

- OFSTED – during an inspection or following a complaint about our service
- Banking services to process chip and pin and/or direct debit payments (as applicable)
- the Local Authority (for any childcare funding)
- Our insurance underwriter

- Our setting software management provider
- The school that your child will be attending

We will also share your data if:

- We are legally required to do so, for example, by law, by a court or the Charity Commission;
- To enforce or apply the terms and conditions of your contract with us;
- To protect your child and other children; for example by sharing information with social care or the police;
- It is necessary to protect rights, property or safety
- We transfer the management of the setting, in which case we may disclose your personal data to the prospective buyer so they may continue the service in the same way.

We will never share your data with any other organisation to use for their own purposes

How do we protect your data?

We take the security of data seriously. We have internal policies and controls in place to protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed. The majority of child data is held on our secure online tracking system. Paper based data is held in secure storage according to our Children's Records Policy.

How long do we retain your data?

We retain your child's personal data for up to 3 years after your child no longer uses our setting, or until our next OFSTED inspection after your child leaves our setting. Medication records and accident records are kept for longer according to legal requirements. Your child's learning and development records are maintained by us and handed to you when your child leaves.

In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if it is necessary to comply with legal requirements (see our Children's Records policies).

Your rights with respect to your data

You have the right to:

- Request access, amend or correct your/your child's personal data
- Request that we delete or stop processing your/your child's personal data, for example where the data is no longer necessary for the purposes of processing; and
- Request that we transfer your, and your child's personal data to another person

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data please contact us. If you have continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk/

Date: September 2025

Our Privacy Notice will be reviewed annually.

Risk Assessment Policy

We believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimizing the hazards and risks to enable the children to thrive in a healthy and safe environment.

Risk assessment means:

Taking note of aspects of your workplace and activities that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to.

The law does not require that all risk is eliminated, but that 'reasonable precaution' is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures – they are the ones with first-hand knowledge as to whether the control measures are effective – and they can give an informed view to help update procedures accordingly.

This policy is based on the five steps below:

1. Identification of a risk: Where is it and what is it?
2. Who is at risk: Childcare staff, children, parents, cooks, cleaners etc?
3. Assessment as to whether the level of a risk is high, medium, low. This takes into account both the likelihood of it happening, as well as the possible impact if it did.
4. Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
5. Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

Procedures

- Our Manager monitors training and ensure our staff and volunteers have adequate training in health and safety matters.
- Our risk assessment process covers adults and children and includes:
 - Determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors;
 - Checking for and noting hazards and risks indoors and outside, in relation to our premises and activities;
 - Assessing the level of risk and who might be affected;
 - Deciding which areas need attention; and
 - Developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- The risk assessment is written and is reviewed regularly.
- We maintain lists of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.
- Our Manager ensures that checks, such as electricity and gas safety checks, and any necessary work to the setting premises are carried out annually and records are kept.
- Our Manager ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety for all areas of the premises.
- Our Manager ensures that staff members carry out risk assessments for work practice including:
 - Changing children;
 - Preparation and serving of food/drink for children;
 - Children with allergies;
 - Cooking activities with children;

- Supervising outdoor play and indoor/outdoor climbing equipment;
- Assessment, use and storage of equipment for disabled children;
- The use and storage of substances which may be hazardous to health, such as cleaning chemicals;
- Visitors to the setting who are bring equipment or animals as part of children's learning experiences; and
- Following any incidents involving threats against staff or volunteers.
- Our Manager ensures that staff members carry out risk assessments for off-site activities if required, including:
 - Children's outings; (including use of public transport)
 - Forest activities;
 - Home visits

Date: September 2025

Our Risk Assessment Policy will be reviewed annually.

Safeguarding and Welfare Policy

Ravenscourt Park Montessori ensures we maintain an environment in which any child in our care is safe from harm, and in which any safeguarding concerns are immediately responded to in the correct manner. We are committed to building a 'culture of safety' in which children young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.

In order to do this, we have the following lead team member who is responsible for the constant implementation, review and continuous improvement of our policy.

- Our Designated Safeguarding Lead (DSL) is:
Denise Tan
-

Identification and exclusion of any known offenders.

Ravenscourt Park Montessori follows a strict Safer Recruitment process, with a separate policy in this area. All applicants for positions within our nursery will be interviewed by at least 2 people and asked to supply at least two referees that will be followed up, including from their most recent employer. These referees will be contacted directly by the nursery recruitment team. Explanations will be sought if there are any unexplained gaps in an applicant's employment history. Applicants will be asked to complete safer recruitment induction documents including a Health Assessment and a Suitability Declaration.

All successful applicants will need to provide evidence of an enhanced DBS certificate prior to their post being confirmed, and will be required to be part of the Update Service to ensure that no disqualified person or unsuitable person works at the setting or has access to the children. If a staff member is not part of the Update Service, we will redo their DBS. We check regularly all DBS certificates on the Update Service portal. They will be informed that our positions are exempt from the provision of the Rehabilitation of Offenders Act 1974.

Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.

All appointments will be subject to a minimum term probationary period and confirmed only when we are confident that the team member fully upholds our commitment to safeguarding and welfare.

Any students or volunteers will not work unsupervised. All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us). All staff and volunteers are required to notify us if they have had registration refused or cancelled in relation to any childcare provision, or have had orders made in relation to care of their children.

We will notify the Disclosure and Barring Service and OFSTED of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.

Training

We ensure all staff members complete our induction process and are trained to understand our safeguarding policies and procedures and that parents or carers are made aware of them too. All staff receive safeguarding and Prevent Duty training at least every two years, any staff involved in recruitment receive Safer Recruitment training every 3 years, and our Designated Safeguarding Lead receives more regular in-depth training.

All staff have an up-to-date knowledge of safeguarding issues, are alert to the signs and symptoms of abuse, and understand their professional duty to ensure safeguarding concerns are reported to the local authority children's social work team.

All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value, with regular team meetings refreshing our knowledge of safeguarding topics.

Training will enable staff to identify signs of possible child abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. Training schedules are in line with Hammersmith & Fulham

Safeguarding Children's Board recommendations, which are that our DSL will be trained yearly, and all other practitioners at least every other year.

At least one team member will be present at all times with a valid Paediatric First Aid certificate via an approved training provider.

Good practice to prevent abuse

Ravenscourt Park Montessori will follow all good practice to prevent abuse, including:

- Adults will not be left alone for long periods of time with individual children or within a group. If an adult needs to take a child aside, for example when changing a nappy, the door will be left ajar to balance privacy with supervision.
- No child will be left alone with staff or volunteers in a one-to-one situation without being within sight and/or hearing of other staff or volunteers. The layout of our site encourages constant supervision.
- Adults who have not been DBS checked will not take children unaccompanied to the toilet.
- Staff at our setting will understand our Attendance Policy and will be alert to unexplained, repeated or prolonged absence of children.
- Children will be encouraged to develop, through adult support, independence in making choices and expressing their own feelings in acceptable ways. This will help children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We hold at least 2 emergency contacts for each child, with a request to parents or carers for 4 contacts.

Practitioners in the setting need to be aware that children with additional needs and/or disabilities can be particularly vulnerable. This may arise from the child's possible difficulty in communicating their concerns. Staff should, therefore, be aware of children's individual needs when considering child protection issues.

Practitioners also need to be aware of other factors that affect children's vulnerability that may affect, or may have affected children using the provision such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children including through internet abuse; Female Genital Mutilation and radicalisation or extremism.

Attendance

We will maintain a clear absence reporting system and ensure staff are trained on recognizing attendance-related safeguarding risks. We will identify patterns of absence that may indicate safeguarding concerns and ensure timely intervention when attendance issues arise.

Data Protection, and Use of Mobile Phones and Cameras

Mobile phones belonging to practitioners will be kept in the office at all times and will not be used for the purpose of taking photographs of the children. Any photos will only be taken with prior consent from parents or carers/carers as part of the enrolment process. Dedicated and secure password protected tablets are provided to photograph children and will remain in the premises.

All staff understand their responsibilities under the General Data Protection Regulations and the circumstances under which they may share information with other agencies. Any personal information is held securely and in line with data protection requirements and guidance from the ICO.

Parents or carers/visitors to the pre-school are requested not to use their mobile phones on the premises.

Responding to suspicions of abuse

We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect. All our teachers have received training on the signs and symptoms of abuse, and recognise the role they play in safeguarding children.

When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.

Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with our Nursery Manager, who is also our Designated Safeguarding Lead. The information is stored in the child's personal file.

The child's parents or carers will normally be the first point of reference, but if anxieties are not allayed, the matter can also be taken up with Children's Social Care. In exceptional circumstances, where it is suspected that the parent is the likely abuser, Children's Social Care will be the first point of reference. We will co-operate fully in any subsequent investigation. In some cases this may mean the police or another agency identified by the Local Safeguarding Children's Board.

We take care not to influence the outcome either through the way we speak to children or by asking questions of children.

Where a child makes comments to a member of staff that gives cause for concern (disclosure), or we observe signs or signals that give us cause for concern, we will listen to the child, offering reassurance that they, as individuals, are valued and respected and have not been at fault.

We make a written record that forms an objective record of the observation or disclosure, including the date and time of the observation or the disclosure, the exact words spoken by the child as far as possible, the name of the person to whom the concern was reported, with date and time, and the names of any other person present at the time. These records are signed and dated and kept in the child's personal file which is kept securely and confidentially.

All members of staff are familiar with the Child Protection recording and referral forms and follow the procedures for recording and reporting. If there are concerns for a child's welfare, the setting will immediately contact the relevant Hounslow team and complete the required forms.

If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the Local Safeguarding Children Board's (LCSB) escalation process. We will ensure that staff are aware of how to escalate concerns, including awareness of the LCSB Escalation Policy.

Allegations against staff

We ensure that all parents or carers know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone working on the premises occupied by the setting, which may include an allegation of abuse.

All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for work with individual children or parents or carers to be conducted in view of other adults.

A child or young person may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the centre Manager or the most senior member of staff available. A parent or other member of the nursery community may also make an allegation against a staff member.

The Manager on all such occasions will discuss the content of the allegation first with the Initial Contact and Advice Team (ICAT) (020 8753 6610) who will then progress the issue if needed to the Designated Officer for the Local Authority (DO), **before taking any action.**

If the allegation made to a member of staff concerns the Manager themselves, the person receiving the allegation will immediately inform the Chair of the committee/proprietor who will consult with SAAM, without notifying the Manager first.

The setting will follow the procedures for managing allegations against staff, as outlined in Keeping Children Safe in Education 2022.

Dismissal of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with Hounslow to inform this decision. In this event, the Disclosure and Barring Service (DBS) will be informed.

OFSTED will be fully informed of any allegations, and actions taken in respect of the allegations. This notification will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

The Designated Lead will inform the Designated Officer at the first opportunity of every significant safeguarding concern, however this should not delay any referrals being made to the children's social worker services, the DO in the local authority, OFSTED or Riddor.

Record keeping

Any worrying changes regarding a child's behaviour, physical condition or appearance will be recorded in a separate, confidential Cause for Concern form. The record will include the name and age of the child, timed and dated observations and where possible the exact words spoken by the child. The record will be signed and dated twice, first by the recorder and second also by the Designated Officer or Person. Records will be kept locked, and only accessed by appropriate members of staff such as keyworkers and our Nursery Manager.

All suspicions and investigations will be kept confidential and shared only on a need-to-know basis. Any existing injuries that a child comes to the setting with are recorded and parents or carers are requested to sign this record, where applicable this information may be notified to the local child protection agencies.

Visitors

In line with our Visitors Policy, procedures are in place to record all visitors to the setting. Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents or carers sign a consent form and have access to records holding visual images of their child, and are asked not to photograph children when visiting our school.

Categories of abuse

There are five categories of abuse: physical abuse, emotional abuse, sexual abuse, neglect and honour-based violence (HBV) including Female Genital Mutilation (FGM).

1. Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

2. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

3. Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.

4. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child

from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

5. Honour-Based Violence

Honour based violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community.

Indicators of abuse and what you might see

It is vital that staff are aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead. I/we are aware that it is my/our responsibility to report concerns. It is not my/your responsibility to investigate or decide whether a child has been abused.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships or appear fearful
- self-harm or other signs of poor mental health
- frequently be absent or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- become disinterested in play activities
- be constantly tired or preoccupied
- be wary of physical contact
- display sexual knowledge or behaviour beyond that normally expected for their age.

In the case of FGM, signs can include:

- Having difficulty walking, sitting or standing
- Spending extended periods of time in the loo because she has problems urinating
- Often being absent from the provision
- Exhibiting behavioural changes
- Being reluctant to have any support in the bathroom
- Talking about a pain between her legs.

Ravenscourt Park Montessori is aware of the mandatory reporting duty to safeguard children against FGM, and if we are concerned that a child may have had FGM or be at risk, we will call the Police as well as updating our local safeguarding lead.

Escalation

Safeguarding is everyone's responsibility and teachers need confidence in talking with each other about decisions that have been made, discussing any concerns regarding those decisions and where there isn't agreement; escalating those concerns as appropriate. As a culture, we encourage teachers to remain professionally curious and to raise issues where they feel that their concerns for children and young people aren't being addressed.

To help staff resolve professional differences, we follow the Hounslow Safeguarding Children Partnership multi-agency Escalation Policy: <https://www.hscb.org.uk/professionals/escalation-of-concerns/>

Liaison

Ravenscourt Park Montessori operates in accordance with the strict guidelines of the registering authority. Confidential records kept on children of concern will only be shared with the Social Services Department if we feel that adequate explanations have not been provided.

We will follow HM Government's statutory guidance '*Working Together to Safeguard Children*'. If there are concerns about children's safety or welfare, we will notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police.

Here are our key points of contact:

- Hammersmith and Fulham Initial Contact and Advice Team (ICAT) – 020 8753 6610
- Hammersmith and Fulham Local Authority Designated Officer (LADO) – 020 8753 5125
- OFSTED Complaints, Investigations and Enforcement Team – 0300 123 4666
- OFSTED main contact number - 0300 123 1231

Support for families

Ravenscourt Park Montessori aims to build up trusting and supporting relationships between families and members of staff. Whilst remembering that the safety and care of the child is paramount, we will do all in our power to support and work with the child's family.

Ravenscourt Park Montessori will ensure a Designated Lead for Safeguarding who has completed the appropriate qualifications, and who is responsible for ensuring this Policy is upheld at all times.

Date: September 2025

Our Safeguarding and Welfare Policy will be reviewed annually.

Safer Recruitment Policy

Ravenscourt Park Montessori takes its commitment to Safeguard and Promote the Welfare of Children and Young People very seriously and expects all staff, students and volunteers to do the same. We aim to ensure that all people working with children are suitable to do so and we are therefore extremely vigilant when recruiting new staff to join our team.

Our recruitment procedures are as follows:

- Our lead for recruitment will complete Safer Recruitment training at least every 2 years
- We only use established recruitment bodies to advertise any vacancies.
- Our adverts always contain a clear statement regarding our commitment to safeguarding and promoting the welfare of children and young adults.
- All applicants will be required to complete an application form and will then receive a letter from the nursery stating whether they have been successful in reaching the next stage (face to face interview) or not.
- All shortlisted candidates will receive a job description and where possible, have their references checked before attending an interview.
- During an interview applicants will be asked to prove: Their identity (passport or photocard driver's license), relevant qualifications (certificates), eligibility to work in the UK (official paperwork), a valid enhanced DBS Certificate
- Detailed enquiries will be made regarding any gaps in their employment.
- At least 2 people will be present at final interviews

When starting work:

- The successful candidate will be informed that their job offer is conditional, dependent on the return of 2 satisfactory written references and an enhanced DBS Check
- All employees are required to be part of the DBS Update Service, which will be checked each term.
- New members of staff will undergo an induction period during which time they will read and discuss the nursery's policies and read Statutory documents regarding Safeguarding.
- All staff will attend an annual 'ongoing suitability interview' and are responsible for notifying the Manager, in person, if any circumstances arise that may affect their suitability to work with children. This includes any health concerns or incidents that have occurred outside of the nursery. Staff will face disciplinary action if they fail to notify the Manager within a reasonable time scale.

Date: September 2025

Our Safer Recruitment Policy will be reviewed annually.

Sickness Policy

Our aim is to promote the good health of children attending nursery and to minimise the spread of infection. It is important that children who are ill or have infections are kept away from nursery for the appropriate time to help reduce the risk of spreading infection.

We reserve the right to request that a child stays home, as the health and welfare of children, and other people at the setting, is our first priority.

Procedures for children who are sick or infectious

- If a child appears unwell during the day, for example, if they not their usual self, inactive, with no appetite, or have a temperature, sickness, diarrhoea or pains – we will call the child's parents or carers to organise collection as soon as possible.
- A child's temperature is taken using a thermometer, kept in the first aid box. A high temperature or fever is considered to be 38°C or above.
- If you have administered Calpol, or similar medicine, to your child, they should not attend nursery for 24 hours from the time when the medicine was ingested. This is because these medicines can mask the effects of illness which could then be passed on to other children.
- Where children have been prescribed antibiotics for an infectious illness or complaint, we ask parents to keep them at home for 48 hours before returning to the setting.
- After vomiting or diarrhoea, we ask parents keep children home for 48 hours following the last episode.
- Public Health England's full list of excludable diseases and current exclusion times is published on our Information Board: https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf
- Please note that in some illness areas we go above the exclusion detailed in this Public Health England list.
- In the event of an emergency, an ambulance is called and the parent or carer informed immediately. Parents should ensure the nursery telephone number is stored and recognisable in your phone. Upon Registration, parents or carers sign a consent on this point which supports our response in an emergency situation.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to the Health Protection Agency.
- When we become aware, or are formally informed of the notifiable disease, we inform OFSTED and the local Health Protection Agency, and act on any advice given.

Striking a balance on non-excluded sickness

There are some areas of health, particularly Hand Foot and Mouth disease, where the guidance states that children do not need to be excluded from attending school. In our experience, this can be a very contagious illness, such as Hand, Foot and Mouth, where some children react very badly. We therefore ask children to remain home, as detailed in our accompanying Sickness Summary Table. This all details our guidance on other common childhood illnesses.

- In exceptional cases, or if there are outbreaks, we reserve the right to ask for parents' support to keep children off school until the issue is under control.
- If an illness, while not excludable, is causing a child to feel unwell in themselves, we ask them not to attend school.

We operate an 'open door' policy towards parents/carers, so please feel free discuss any concerns about your child with us.

Date: September 2025

Our Sickness Policy will be reviewed annually.

Sickness Policy: Summary Table of Infectious Diseases

This is not an exhaustive list, and is intended as a rough guide. Please refer to the NHS website for more detailed information.

Infection	Summary of Symptoms	Spread of infection	Nursery Exclusion Policy
Chickenpox	Pox develop every day for 3 to 4 days and quickly create tiny blisters that leave a scab. Children can be itchy and unwell in themselves.	With an incubation period of between 5 – 21 days, a child remains infectious until the blisters have scabbed over.	As soon as symptoms appear and for at least 5 days from the onset of the rash and until all exposed blisters are scabbed over and the child is well in themselves.
Conjunctivitis	Inflammation of the eye caused by a viral or bacterial infection. The eyes become weepy and red, can be painful, itchy and irritated by bright light. Discharge of pus causes eyelashes to stick together.	Children spread the infection by touching or rubbing their eyes then not washing their hands and spreading the infection through contact or shared materials.	We will use discretion to assess the spread of infection and may exclude affected children with a severe case or in an outbreak. If it is under control, children can remain at school.
Croup	Croup is a common and usually mild viral infection of the upper airways. It can start with cold-like symptoms and symptoms of barking cough, hoarse voice, difficult/rasping breaths and fever can then develop.	Croup is contagious for about 1 day before symptoms appear and 3 days after symptoms start or until fever has passed.	Children should stay home until they are fever-free for 24 hours without fever-reducing medication.
Hand Foot and Mouth	Hand, Foot and Mouth disease is a common viral illness. Symptoms can include fever, loss of appetite, sore throat, small, flat or raised blisters in the mouth and eventually on the hands and feet.	Highly contagious and very common in children under the age of ten years. Virus can remain in the body for up to 4 weeks after recovery.	Children should stay home until they are fever-free, and blisters are dry and not wet/weeping. This can be a maximum of 5 days, at which point we suggest children return to school.
Head Lice	The head louse is a tiny insect that infests the hair on the human head. The adult louse lays its eggs (nits) at the root of the hair, to which they become firmly attached. The lice hatch after 2 weeks, and a child's head will be itchy where the lice bite.	Children may catch head lice through contact with someone who is already infested with lice. Lice cannot jump, so infection is spread by heads being close together, hats, combs, brushes etc.	Children should be treated immediately and nursery informed so parents can be reminded to check their children's hair. Children do not need to be excluded unless there is evidence lice have not been treated effectively.
Impetigo	Impetigo is a highly contagious bacterial infection of the skin, common in children aged 2-4. Sores develop that will then rupture leaving a yellow-brown crust.	Highly contagious before treatment. Once treated with antibiotics the bacterial infection is no longer contagious.	Children should not attend nursery until they have received 48 hours of treatment or until the sores have dried and healed.
Measles	Measles can start with cold-like symptoms, with a fever that increases, and small, white spots inside the mouth. Eyes may be red and sore. This can be followed by small brownish-red spots from behind the ears: these spots merge together to form a rash over the face and torso.	With an incubation period of 8 – 14 days, measles is an infectious childhood disease, caused by a virus, which has become less common since routine vaccination was introduced. It is very contagious and remains so until the rash has faded.	Children should be kept away from nursery until at least 5 days after the rash has appeared and when the child is well.
Mumps	A child may be unwell for a day or 2 before major symptoms appear. The salivary glands swell and there may be a fever, causing pain when swallowing. A child may complain of a dry mouth. Possible swollen painful testes in boys, lower abdominal pain in girls.	With an incubation period of 14 - 21 days, mumps is an infectious disease, less common since routine immunisation was introduced and mostly affecting children over 2 years.	Children should be kept away from nursery for at least 5 days after the swelling has gone down.
Rubella (German Measles)	A rash (looking like patches of redness) usually starts behind the ears before spreading to the forehead and the rest of the body. The rash lasts about 2 to 3 days with mild fever and enlarged glands at the back of the neck.	Rubella is a contagious viral disease, and children should be kept in isolation for five days after the rash appears. The main danger with rubella is not to the child but to any pregnant women who may contract the disease from the child.	Children should be kept away from nursery for at least five days after the rash appears.
Scabies	Scabies is an irritating, itchy rash caused by a tiny mite. The burrowing and egg-laying of these mites produce a rash that nearly always affects the hands and fingers, particularly the clefts between the fingers, as well as ankles, feet, toes, elbows or around the genitals.	Scabies is not serious, though contagious if not treated promptly. When mite eggs hatch, they are easily passed to another person by direct contact. They can also be picked up from bedding or linen that is infected with the mites.	Children should be kept away from nursery until they have been treated with the appropriate lotion.
Scarlet Fever	Symptoms to start can be flu-like, followed by a rough rash from the chest outwards, and a coating on the tongue.	Lasting for about a week, Scarlet Fever can be contagious before symptoms appear, and until 24 hours after antibiotics have started.	24 hours after antibiotics have started.
Slapped Cheek	The symptoms of slapped cheek syndrome can vary from a minor illness, possibly with a headache, mild fever and sore throat, to erythema infectiosum, which usually produces a rash on the cheeks.	With an incubation period of 4 – 20 days, Slapped Cheek is infectious mostly before the onset of any symptoms. Once the rash has appeared the child is no longer contagious.	Children are not excluded but must be well before returning to nursery. Parents must inform nursery in case an employee in early pregnancy needs to seek medical care.
Threadworm	Small intestinal worms infect the intestines of humans and is most common in children. Symptoms include itching around the anus and difficulty sleeping	As long as strict hygiene procedures are adhered to then the risk of spreading threadworms is relatively low.	Children do not need to be excluded from nursery. Nursery must maintain high standards of hygiene.
Vomiting and/or diarrhoea	Vomiting and/or diarrhoea can be brought on by a range of triggers, and can last anywhere from 24 hours onwards. In adults, it is not necessarily an infectious illness e.g. IBS, IBD, food etc.	Infection can spread if the child doesn't wash their hands after going to the toilet. Teachers must practice high standards of personal hygiene to prevent spread of infection.	Children should stay away from school until they have not been sick or had diarrhoea for 48 hours. Adults do not need to adhere to the 48-hour exclusion if they and the manager deem them well enough to work.
Whooping Cough (pertussis)	Whooping Cough is a bacterial infection of the airways and lungs, starting with a cold and moving to a severe cough with a "whoop" sound and difficulty breathing.	It spreads easily and can be very serious.	48 hours after antibiotics have started.

Special Educational Needs Policy

Ravenscourt Park Montessori commits to providing an environment in which all children, including those with special educational needs, are supported to reach their full potential.

We are guided by the DfE and DoH Special Educational Needs Code of Practice 0-25 years (2014), the DfE Statutory Framework for the Early Years Foundation Stage (EYFS), and compliance with the Equality Act (2010). We aim to ensure that, as far as possible, our provision is inclusive to all children with special educational needs and disabilities, and this Policy relates closely to our Equal Opportunities, Diversity and Inclusion Policy.

We believe that early identification is vital in supporting children experiencing any developmental difficulties, and are supported appropriately by all practitioners to gain access to the full range of provision.

We are committed to working in partnership with parents, carers and relevant agencies to identify and meet individual children's needs, and this Policy relates also to our Parents as Partners Policy.

Our Procedures in this area are as follows:

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO). Our SENCO is Denise Tan.
- We ensure that the SENCO has completed the relevant training courses, with key information and training cascaded to the rest of the team.
- Where ratios allow, we will ensure other members of staff attend the SENCO training, to allow them to offer support to the SENCO under their direction.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We will ensure that our physical provision is as far as possible suitable for children with disabilities. We will make reasonable adjustments, where appropriate, in accordance with the Disability Discrimination Act (2010) and the Equality Act 2010
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We encourage parents/carers of children with particular needs to approach our SENCO for more information and to discuss how their child's needs can be met.
- We are committed to working closely with parents/carers who are fully involved in all stages of the assessment, planning, provision and review of their children's education.
- We provide parents/carers with information on sources of independent advice and support, for example The Special Educational Needs and Disability Information, Advice and Support Service (IASS) / Independent Parental Special Education Advice www.ipsea.org.uk / Contact a Family SEN Advice Service (0808 808 3555).
- We work in partnership not only with parents/carers but also with other agencies in meeting individual children's needs. We liaise with professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We will use a graduated response for identifying, assessing and responding to children with special educational needs.
- We will develop an Individual Support Plan for each child, reviewed regularly.
- We aim for children with special educational needs to join in with the same activities as children without special needs as much as is possible. All children have a right of full access to early years education through The Early Years Foundation Stage.
- We offer opportunities for children to experience appropriate high-quality play experiences that encourage curiosity and learning.
- We encourage independence and an awareness of emotions and ability to express those emotions.
- We observe and track each child's progress closely, and provide experiences to meet each child's current needs and interests. Any concerns in tracking against the EYFS will be explored thoroughly to ensure the appropriate next steps are taken.
- Where purposeful action has proved not to meet the needs of the child, we will consider an Education, Health and Care (EHC) assessment. This will aim to make special educational provision available to meet the needs of the child.

- We will encourage all children to accept and embrace their peers regardless of ability.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We provide a complaints procedure for any parent who has any concerns about our approach in this area.

The Graduated Approach:

- We ensure that children with special educational needs are appropriately involved at all stages of the graduated approach, taking into account their levels of ability.
- We undertake a progress check at the age of 2 which supplies parents/carers with a short written summary of the child's development.
- We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.
- We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs.
 - Assess
 - We use initial observations and assessments from staff, information received from external resources and/or parental concern to support early identification.
 - We use on-going observational assessments linked to the Early Years Outcomes/Development Matters to support early identification of needs.
 - Plan
 - We use Individual Support Plans (ISPs) to agree targets, interventions and support for a child identified with special educational needs with a child-centred focus and outcomes underpinning and informing the content of the plan.
 - The SENCO will liaise with the child's parents/carers, together with the child and external agencies, if appropriate, in planning new ISPs.
 - We encourage parents/carers to attend ISP meetings.
 - Do
 - Key Person / Inclusion Support Worker will be responsible for working with the child on a daily basis
 - Our SENCO will support and oversee implementation of the ISPs.
 - Review
 - The SENCO will organise review meetings with parents/carers, Key Person and/or Inclusion Support Worker and external professionals to monitor progress.
- If a child is not making expected progress we will discuss requesting a Statutory Assessment in consultation with the parents/carers and outside professionals.
- The Local Authority (LA) considers the need for a statutory assessment. Where the local authority decides to carry out an EHC needs assessment it will seek information from us about the child's needs.
- EHC Plans will be reviewed at least every three to six months to ensure that provision continues to be appropriate.

Working with support services and other agencies:

- The key support services we work with to support children with SEN include:
 - Early Intervention Service – Early Years SEN Advisory Teacher & Early Years Specialist Practitioners
 - Health Visitors
 - Speech and Language Therapy Service
 - Physiotherapy Service
 - Occupational Therapy Service
 - Local Children's Centre Staff
- First, we seek advice from our Early Years SEN Advisory Teacher to discuss whether referral is appropriate.

- The request is discussed with the child's parents/carers. Once agreed, the setting will complete a referral and assessment form and ask the parents/carers to sign before returning form to the early years SEN team.
- In consultation with the Early Years SEN Advisory Teacher we may seek Inclusion Funding to provide additional adult support, which is a means of enabling settings to provide early intervention and promote inclusion for children identified with special educational needs and disabilities.
- We may also seek funding from the Disability Access Fund (DAF) to provide financial support for three to four year olds with special educational needs or disabilities.

The role of our nominated SENCO is to:

- Work closely with our Manager and other colleagues and has responsibility for the day-to-day operation of our SEN Policy
- Co-ordinate provision for children with special educational needs within our setting
- Offer support for parents/carers
- Stay up-to-date with the latest training and information and supports the development and training where appropriate of the rest of the team
- Lead the communication with parents and relevant bodies to support children with special needs within the setting.
- Ensure appropriate records are kept
- Cascade information to the team, ensuring it is the responsibility of all team members to uphold this Policy
- Support and advises team members
- Assist staff in making observations and assessments
- Assist staff in planning for children with special educational needs
- Supporting transition for SEN children between settings, including holding a transition meeting with the production of a SEN Transition Form, and information sharing of the form between settings together with any other relevant paperwork
- Contact the Hammersmith and Fulham Early Years SEN Advisory Teacher at an early stage for informal advice and support

In line with our Confidentiality and Information Sharing Policies, we commit to the following:

- We will respect parents'/carers' rights to confidentiality when supporting children with special educational needs.
- Our staff will sign a Confidentiality Agreement.
- We will always discuss any possible referrals to other services with parents/carers to seek their agreement before we make such referrals.
- All meetings with parents/carers other than the normal parent staff contact will take place in private.
- All our staff will need to be aware of any Individual Support Plan (ISP) targets agreed for a child as they are all likely to be involved in supporting that child. However, all staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without the permission of either the setting Manager, SENCO or parent/carer.
- All records will be kept in locked storage.

Date: September 2025

Our Special Educational Needs Policy will be reviewed annually.

Staffing Policy

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.

Procedures

To meet this aim, we use the following ratios of adult to children:

- Children aged two years: 1 adult : 4 children:
 - At least one member of staff holds a full and relevant level 3 qualification; and
 - At least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three years and over: 1 adult : 8 children:
 - At least one member of staff holds a full and relevant level 3 qualification; and
 - At least half of all other staff hold a full and relevant level 2 qualification.
- We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over between the hours of 8am and 4pm as follows:
 - There is at least one member of staff for every 13 children; and
 - At least one other member of staff holds a full and relevant level 3 qualification.

The number of children for each key person takes into account the individual needs of the children and the capacity of the individual key person to manage their cohort.

- We only include those aged 17 years or older within our ratios. Where they are competent and responsible, we may include students on long-term placements and regular volunteers.
- A minimum of two staff/adults are on duty at any one time; one of whom is either our Manager or deputy.
- Our Manager deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight or hearing of staff at all times.
- All staff are deployed according to the needs of the setting and the children attending.
- Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.
- Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.
- We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

Date: September 2025

Our Staffing Policy will be reviewed annually.

Toilet Training and Nappy Changing Policy

In a Montessori classroom, we see toilet training as a natural and gradual process that develops at the child's own pace, and our role as teachers and parents is to encourage and support the child when they are ready.

This Policy aims to help parents to understand our approach at school and how we work with you, and we can point you towards some excellent Montessori guidance if you are interested to know more about the Montessori approach to toilet training.

Our nursery team are all experienced in helping children toilet train. If you think your child has developmentally ready to start using the loo, we will endeavour to support you and your child to the very best of our ability.

Our recommended approach is that families start toilet training at home for a short period of time before it is introduced at nursery. This is so that there is no distraction from a child's learning, and that teachers aren't taken away for unmanageable amounts of time from their core role in the classroom. We have found also that it can take longer for a child to toilet train at nursery as there is much more happening within the environment in general than at home.

Please be aware of the following protocol that your child's teaching team will follow:

- Once you have introduced toilet training to your child at home, we will start encouraging your child to sit on the child sizes loo at Nursery. We will try to copy your routine as closely as possible to maintain continuity for your child.
- When a child is training, we will ask them if they need the loo, remind them regularly, and will encourage them towards the loo at regular intervals throughout the day.
- Children will be given lots of time to sit on the loo and will not be hurried through the process.
- We ask children to wear suitable clothing when they are toilet training. This includes no belts, dungarees, vests with poppers, or laced shoes so that they have easy access to the loo and can be changed easily if necessary.
- When you feel that your child is ready to wear pants and to move out of nappies, we ask that you discuss this with your child's key person so we are fully aware.
- Any accidents will be dealt with calmly, sympathetically and in a way, which does not make the child think they have ever done anything wrong.
- If your child is training, please make sure to bring in lots of spare clothes including socks. Crocs or similar shoes are fantastic during this phase as we can wash and dry them easily.
- Our team will give lots of emotional reassurance and encouragement through toilet training. At no point will our team make inappropriate noises or gestures in reaction to a toilet accident.

Nappy Changing:

Only staff who have DBS Certificates are to change nappies or to assist children in the bathroom.

- Children are taken individually into the changing area.
- Children are not left unattended on a changing table.
- All staff to wash their hands before and after every change and can wear protective gloves.
- Wipes may be used if a preferred wipe is supplied by the parent/carers in all other cases a wet hydro wipe is to be used.
- Soiled nappies, wipes and gloves are to be disposed of in the nappy bin, and the bin will be emptied each night and taken to a clinical disposal.
- The changing area is cleaned thoroughly with antibacterial spray.
- The team member changing nappies completes a Changing Record sheet for each child
- Children are supervised in hand washing and drying
- Remind parents or carers when nappy levels are low.

Children who are toilet trained are encouraged to use the loo independently, supported by the team, who will check that they have flushed the loo and have washed their hands.

Our schools are purpose built: this means we have child-friendly bathroom facilities.

We find this link from the Institute of Health Visiting useful for further parent guidance: <https://ihv.org.uk/wp-content/uploads/2015/10/PT-Toilet-training-FINAL-VERSION-17.04.23.pdf>

Date: September 2025

Our Toilet Training and Nappy Changing Policy will be reviewed annually

Uncollected Child Policy

In the event that a child is not collected by an authorised adult by their expected collection time, we put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

- Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Registration Form:
 - Home address and mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures.
- If a child is not collected at their expected collection time, we follow the procedures below:
 - The child's file is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child - and whose telephone numbers are recorded on the Registration Form - are contacted.
 - All reasonable attempts are made to contact the parents or nominated carers.
 - The child does not leave the premises with anyone other than those named on the Registration Form.
 - If no-one collects the child within 30 minutes of their expected collection time and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.

We contact the local authority children's social care team. If the children's social care team are unavailable, we will contact the local police.

- The child stays at the setting in the care of two teachers, one of whom will be our Manager or deputy Manager until the child is safely collected either by the parents or by a social care worker.
- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances will we look for the parent, nor leave the setting premises with the child.
- We ensure that the child is not anxious and we do not discuss our concerns in front of them.
- A full written report of the incident is recorded in the child's file.

Ofsted may be informed: 0300 123 3156.

Should a parent /carer picking up children from the pre-school present themselves as being under the influence of alcohol or drugs the following procedures will be under taken.

- Should any parent/carers be under the influence of alcohol or drugs we will ask that someone comes with the parent/ carer to take responsibility of the child before a member of staff gives up his/her responsibility of the child.
- Should this not happen, although we have no legal right to withhold a child from a parent/ carer, we however reserve the right to contact any relevant authorities that we may feel appropriate.

Date: September 2025

Our Uncollected Child Policy will be reviewed annually.

Visitor Management Policy

For the purposes of this policy we define visitors as being all those on the premises who are not employed by our school, and are not parents/grandparents or guardians accompanying children to and from nursery.

Our Procedures are as follows:

- Parents and visitors have to knock on the main nursery entrance door for entry to the building.
- Only key staff are allowed to admit known parents/carers into the building.
- Any person found unexpectedly on the premises must be challenged and not left alone at any time.
- All visitor representatives/sales people, maintenance workers etc. will only be allowed in to the Nursery if they have made an appointment or are from a bona fide organisation or business.
- All visitors, including contractors, are asked to sign the Visitor Book on arrival and are then escorted to the member of staff or child they are visiting. The member of staff accepting the visitor is responsible for their visitor(s) and must escort them around the nursery at all times.
- Visitors must be reminded of the following rules:
 - The use of inappropriate language whilst on nursery premises is strictly forbidden.
 - Smoking by visitors is strictly prohibited anywhere on site, at any time.
 - Visitors must move quietly and safely around the nursery, respecting its ground rules.
 - Visitors must respect the nursery and its properties.
 - Visitors must not wander around the nursery unescorted.
 - Visitors must not use their mobile phones when children are present.
 - Visitors must not bring any hot drinks or food into the nursery while children are present.
- In the event of an emergency requiring the premises to be evacuated, visitors are to be accompanied to the assembly point by the member of staff who they are visiting.

We welcome observers to our setting, including parents, teachers and specialists. Here is some guidance and expectations we have for people who come to observe.

- Please remember to uphold our policies, particularly on safeguarding. These include, signing our visitor book, keeping your camera or mobile phone away and not taking any photos of the children, not bringing hot drinks into the setting, and being aware of the fire exit and evacuation procedures.
- Please remain seated in a designated seat until a teacher asks you to tour the classroom.
- Feel free to interact with children who approach you but otherwise please don't interrupt children.
- If it is your child you are observing, you might be lucky enough to see them doing something fabulous-or not! Please don't be disappointed. Mostly when parents are in the room, children wait until they have left before getting on with activities!
- Please be open-minded about what you see. The children have a certain amount of autonomy to choose what they want to do and the teachers are very skilled in ensuring that children are balanced in their learning. As a result, it is important not to judge what you see. A child seemingly "not engaged" may in fact be observing an activity, and therefore building up the courage to do it themselves, assimilating something they have just learnt, letting off steam, building up confidence and so on! Children learn at their own pace and in their own way.
- Your observation is a small snapshot of the classroom. Not everything you see will make sense.
- The classroom is the children's domain and must be respected. If it is your child you are observing, please only give positive feedback on the things you have seen. This is very important for their sense of place at school. Not doing this will impact negatively on their time at school.
- Please be aware that the teachers won't be able to talk to you directly after your observation because they will be busy doing their roles and they cannot be taken out of ratio. If you would like to discuss your observation session or have any questions, please arrange a meeting and we would welcome the opportunity to talk further.
- And lastly enjoy!

Date: September 2025

Our Visitor Policy will be reviewed annually.

Whistleblowing Policy

It is important to us that any fraud, misconduct or wrongdoing by employees or people engaged with us is reported and properly dealt with. We therefore encourage all individuals to raise any concerns that they may have about the conduct of others in our schools or the way in which our business is run. We recognize that effective and honest communication is essential if malpractice is to be effectively dealt with and the organization's success ensured.

Whistleblowing relates to all those who work with or within Ravenscourt Park Montessori who may from time to time think that they need to raise with someone in confidence certain issues relating to the organization.

Whistleblowing is separate from the Complaints procedure. If you have a complaint, please refer to our Complaints Policy. If you have a concern about malpractice within the organization then you should use the procedure outlined below.

- Report any concerns to management.
- All employees and those involved with our schools should be aware of the importance of preventing and eliminating wrongdoing within the organization. You should be watchful for illegal, inappropriate or unethical conduct and report anything of that nature that you become aware of.
- Any matter you raise under this procedure will be investigated thoroughly, promptly and confidentially, and the outcome of the investigation will be reported back to you.
- You will not be victimized for raising a matter under this procedure. This means that your continued employment and opportunities for future promotion or training will not be prejudiced because you have raised a legitimate concern.
- Victimization of an individual for raising a qualified disclosure is a disciplinary offence.
- If misconduct is discovered as a result of any investigation under this procedure Ravenscourt Park Montessori's disciplinary procedure will be used, in addition to any appropriate external measures.
- If you make a maliciously, vexatious or a false allegation then this will be considered to be a disciplinary offence and disciplinary action will be taken against you.
- An instruction to cover up wrongdoing is itself a disciplinary offence. If you are told not to raise or pursue any concern, even by a person in authority such as a Manager, you should not agree to remain silent. In this event you should report the matter to OFSTED.

You can contact OFSTED's hotline in three ways.

Call us on 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm).

Email OFSTED at whistleblowing@ofsted.gov.uk.

Write to OFSTED's Whistleblowing Hotline at:

WBHL
OFSTED

Date: September 2025

Our Whistleblowing Policy will be reviewed annually.

2-year old Progress Check Policy

We aim to provide the highest quality education and support to your children. We aim to offer a huge welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play.

Key to our educational structure is the consideration of developmental milestones, in other words the activities and behaviours that most children are able to achieve by a certain age. The Early Years Foundation Stage (EYFS) requires that parents and carers must be supplied with a short written summary of their child's development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional Development, Physical Development, and Communication and Language. This should be completed when the child is aged between 24-36 months. How your child plays, learns, speaks, and acts offers important clues about your child's development, and we will conduct a progress check by the age of 2 years and 6 months for any child of this age bracket who is learning with us.

The aims of the progress check are to:

- Review a child's development in the three prime areas of the EYFS.
- Share this information with parents at an agreed time to ensure they have a clear picture of their child's development.
- Enable us to understand the child's needs and plan activities and experiences to meet them in the setting.
- Enable parents to understand the child's needs and enhance development at home, with support from the setting.
- Note areas where the child is progressing well and identify any areas where progress is less than expected.
- Describe actions the setting intends to take to address any developmental concerns (including working with other professionals where appropriate).

The progress check will:

- Be completed by a practitioner who knows the child well and works directly with them in the setting - this will normally be the child's key person.
- Arise from the ongoing observational assessments carried out as part of everyday practice in the setting.
- Be based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.
- Take account of the views and contributions of parents, and the child if appropriate.
- Take into account the views of other practitioners and, where relevant, other professionals working with the child.
- Be clear and easy to read, avoiding unfamiliar jargon, acronyms or terminology (with interpretation and translation available where appropriate).
- Present a truthful yet sensitive reflection of what the child can do and their achievements to date.
- Identify areas where the child is progressing at a slower pace than expected.
- Recognise parents' in-depth knowledge of their child by incorporating their observations and comments, and explain how their child's learning and development will be supported in the setting.

The EYFS requires that the progress check is carried out when a child is age two, this includes any child that starts at the setting between the ages of 24-36 months. Practitioners will agree with parents when is the best time to provide the check and the following factors will be considered before commencing:

- The setting will allow a settling in period for the child to enable their key person and other practitioners to build up good knowledge of the child's development, abilities and interests before completing the progress check. The Key person will share the progress during an open classroom which are held termly.
- If a child has a period of ill health or a significant event in their family (e.g. family breakdown, bereavement or the arrival of a sibling) it may be appropriate to delay the check.
- If a child has a period of absence or irregular attendance or attends for limited sessions.

Where possible, we will carry out the progress check in time for parents to share it with the health visitor at the 2-year old health and development review.

If the child has already had the health visitor 2-year old check the setting is still required to carry out the EYFS 2-year old check.

In the case of children who are attending more than one setting, the progress check will normally be carried out by the child's key person at the setting where the child spends the greatest amount of time each week.

However, the setting carrying out the progress check will consider whether it would be helpful to get the views of other practitioners working with the child at the other setting or settings.

If a child moves between settings between 24 and 36 months, leaders and Managers of the respective settings will agree which provider will complete the check. It will usually be the setting where the child has spent the most time to date.

Preparing the progress check for a child with identified disabilities or special educational need

If the progress check is for a child with an identified disability, medical need or special educational need the setting will take into account if the child is already being supported by other professionals. Then the setting will agree with parents how the views and contributions of those professionals can be sought.

The focus will be on what the child can do, their unique and individual characteristics and their development to date, rather than describing their development in terms of their need or disability.

Information sharing

The progress check is a statutory requirement of the EYFS. The setting will seek the consent of parents to share information from the check directly with relevant professionals.

Date: September 2025

Our 2-Year Progress Check Policy will be reviewed annually.