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ATTENDANCE AND ABSENCE POLICY

INTRODUCTION

The purpose of this guidance is to support further improvements in the wellbeing of children in the Early Years Foundation Stage (EYFS), especially in keeping them safe and supporting their learning and development. Whilst there is no national guidance for children of non-statutory school age, this guidance has been developed in line with the statutory guidance with the EYFS, DfE (Department for Education) and the Ofsted Early Years Inspection Framework. All early years settings must monitor and track prolonged absences (PA) as part of safeguarding.

Why good attendance is important

Even for very young children, there are positive benefits to be gained from regular attendance, whatever the weekly pattern of childcare. This includes not only coming to every planned session but also being there on time. It is important that all parents understand the importance of good attendance by children.

Benefits include the following:

Good habits

- It builds in young children the idea that getting up and going to school or pre-school is simply what you do.
- Children who attend every planned session develop a feel for the rhythm of the week and gain a sense of security from some regular elements, even when the actual pattern or focus of their learning or activity may vary widely from week to week.

Secure relationships

- Young children find it easier to build and sustain a range of social relationships when they regularly attend their childcare setting, according to the pattern agreed with the family.
- For some families, particularly at times of stress, the child's regular attendance at the setting allows parents to get other things done and helps them enjoy spending time with the child when he or she is at home.

Self-esteem

- Children who rarely miss sessions at the setting and come on time are more likely to feel good about themselves. This is because they know what goes on and what to expect, feel more confident with adults and other children and have more opportunities to be valued and praised for their own special contribution.
- Children who regularly miss sessions or are generally late, can frequently experience a sense of having to try a little bit harder just to understand what is going on and what other children are talking about or doing.
- Regular attendance on time helps many young children to separate from their parents or carers at the start of the day and settle more readily into daily life in their setting.

We understand that some children may need some flexibility when they first start attending to settle in but there will be a clear, time-bound plan in place to ensure the attendance patterns are normalised as soon as possible.

Learning and development

- Staff carefully plan every session for each child in their care and want to take every opportunity to help them thrive; experiences gained in one session are often developed further in the following sessions.
- Children learn in many different ways; through playing with others and through being in the company of staff who actively support their learning and development.
- Underachievement is often linked to lower attendance. Good attendance and coming to the setting on time is important for every child, but especially those for whom specific factors make them more vulnerable to disengagement or underachievement.

At Daisies Montessori:

-We will promote, record, and monitor attendance. This is important for all children, but especially for those who are most vulnerable. When a child starts the setting parents/carers will be informed of the importance of regular attendance and we will explain how we will monitor this and the steps we will take if there are any attendance concerns. Knowing when children have attended the setting provides vital information to keep children safe from harm and help tackle underachievement.

-We will have clear, accessible attendance records to help to identify children at risk and help multi agency teams to understand, assess and support the widest possible range of needs for a child and his or her whole family.

We ensure that attendance records support the work of safeguarding young children and promote their learning and development. We pay particular attention to the following:

- Keep full registration details for every child, as specified in the EYFS.
- Keep accurate information about parents, carers and others who may accompany the child to and from the setting, with at least two emergency contacts for each child, where possible.
- Make clear and accurate entries in our electronic registers.
- Consistently and thoroughly investigate all absences for individual children and keep records of the family's explanations.
- Have routine monitoring of attendance by all staff.
- Have systematic and rigorous monitoring of the registers by Anna Elcox, to identify and analyse patterns of absence and the number of sessions missed.
- Where extended absences occur for medical reasons, appropriate support should be given to the family depending on their needs. Keeping a place open may smooth the way for a phased return, and the best approach should be agreed upon with the parent/carers and any professional who may be working with the family.

Conversations with Parents Regarding Poor Attendance

Discussing attendance concerns with parents of non-statutory school-age children can be challenging, as parents may assert that their child is not legally required to be in education. While this is correct, it is essential to remind parents of the benefits of regular attendance, as outlined above. Good attendance establishes positive habits, prepares children for school, fosters secure relationships, and builds self-esteem. Additionally, if a parent is claiming funding for a child who is not attending or has prolonged absences, this must be addressed. Parents should be informed that both Local Authorities (LAs) and early years settings have a safeguarding duty to follow up on poor attendance and confirm the child's whereabouts.

If a child has been absent for four weeks within the same funding period, we must contact the Early Years Funding Team.

ADMINISTERING MEDICINES POLICY

INTRODUCTION

While it is not Daisies Montessori Nursery School Policy to care for sick children, who should be at home until they are well enough to return to the setting, Daisies Montessori Nursery School will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness. Daisies Montessori Nursery School ensures that where medicines are necessary to maintain the health of the child, they are given correctly and in accordance with legal requirements. In many cases, it is possible for children's GPs to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has not had a medication before, it is advised that the parent keeps the child at home for the first 48 hours to ensure there are no adverse effects, as well as to give time for the medication to take effect.

Daisies Montessori Nursery School staff are responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the Principal or Deputy Principal are responsible for the overseeing of administering medication.

PROCEDURES

- Children taking prescribed medication must be well enough to attend Daisies Montessori Nursery School.
- We only usually administer medication when it has been prescribed for a child by a doctor (or other medically qualified person). It must be in-date and prescribed for the current condition.
- Non-prescription medication, such as pain or fever relief (e.g. Calpol), cannot be administered. If a child becomes unwell parents will be called immediately to collect their child.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children. On receiving the medication, the member of staff checks that it is in date and prescribed specifically for the current condition.
- Parents must give prior written permission for the administration of medication. The staff member receiving the medication will ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - the full name of child and date of birth;
 - the name of medication and strength;
 - who prescribed it;
 - the dosage and times to be given in the setting;
 - the method of administration;
 - how the medication should be stored and its expiry date;
 - any possible side effects that may be expected;
 - the signature of the parent, their printed name and the date.
- The administration of medicine is recorded accurately on our medication record form each time it is given and is signed by the person administering the medication and a witness. Parents are shown the record at the end of the day and asked to sign to acknowledge the administration of the medicine. The medication record book records the:
 - name of the child;
 - name and strength of the medication;
 - name of the doctor that prescribed it;
 - date and time of the dose;
 - dose given and method;
 - signature of the person administering the medication [and a witness];
 - parent's signature.

- If the administration of prescribed medication requires medical knowledge, we obtain individual training [for the relevant member of staff] by a health professional.
- If rectal diazepam is given, another member of staff must be present and co-signs the record book.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.
- We monitor the medication record forms to look at the frequency of medication given in the setting. For example, a high incidence of antibiotics being prescribed for a number of children at similar times may indicate a need for better infection control.

STORAGE OF MEDICINES

- All medication is stored safely in the kitchen in a wall cupboard or refrigerated as required. Where the wall cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked zip lock bag.
- The child's key person is responsible for ensuring medicine is handed back at the end of the 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 risk assessment for each child with a long-term medical condition that requires on-going medication. This is the responsibility of our Principal 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.
- An individual 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 individual health plan should include the measures to be taken in an emergency.
- We review the individual health plan every six months, 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 individual 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 another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed zip lock bag clearly labelled with the child's name and the name of the medication. Inside the bag 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 details from the card are updated onto My Montessori Child 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 zip lock bag clearly labelled with the child's name and the name of the medication. Inside the bag is a copy of the consent form signed by the parent.

CALPOL

If you have administered Calpol to your child they should not attend Daisies for 24 hours from the time that the medicine was ingested. This is because Calpol can mask the effects of potentially serious illnesses as well as those that can be passed on to other children.

ADMISSIONS POLICY

INTRODUCTION

It is our intention to make Daisies Montessori Nursery School accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

PROCEDURES

- We ensure that the existence of Daisies Montessori Nursery School is widely advertised in places accessible to all sections of the community.
- We ensure that information about Daisies Montessori Nursery School is accessible in written and spoken form and, where appropriate, in more than one language.
- We describe Daisies Montessori Nursery School and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe Daisies Montessori Nursery School and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
- We describe Daisies Montessori Nursery School and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
- We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We make our Equalities Policy widely known.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- We consult with families about opening times of Daisies Montessori Nursery School to ensure we accommodate a broad range of family needs.
- We will arrange our waiting list in order of birth. In addition, our Policy may consider siblings already attending the setting.

ANIMALS IN THE SETTING POLICY

INTRODUCTION

Children learn about the natural world, its animals and other living creatures, as part of the Learning and Development Requirements of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in the setting or on visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

PROCEDURES

ANIMALS IN THE SETTING AS PETS

- Daisies Montessori Nursery School does not have a pet and doesn't plan to have a pet.
- If animals or creatures are brought in by visitors to show the children, they are the responsibility of their owner.
- The Principal carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

VISITS TO FARMS

- 1 Before a visit to a farm, we carry out a risk assessment. This may take account of safety factors listed in the farm's own risk assessment, which should be viewed.
- 2 We contact the venue in advance of the visit to ensure that there has been no recent outbreak of E.coli or other infections. If there has been an outbreak, we will review the visit and may decide to postpone it.
- 3 We follow our outings procedure.
- 4 Children wash and dry their hands thoroughly after contact with animals.
- 5 Outdoor footwear worn to visit farms is cleaned of mud and debris as soon as possible on departure and should not be worn indoors.
- 6 We advise staff and volunteers who are, or may be, pregnant to avoid contact with ewes and to consult their GP before the visit.

BABYSITTING POLICY

INTRODUCTION

In line with current Safeguarding recommendations, it is the policy of Daisies Montessori Nursery School that staff who are currently employed are not able to babysit for children away from the setting. The nursery has a duty to safeguard all children and adults whilst on our premises and whilst in the care of our staff. If staff are caring for your children at home outside of nursery hours, we cannot guarantee the safety of children or staff against potential allegations which could have significant implications for the compliant operation of the setting.

PROCEDURES

All individuals employed by Daisies Montessori Nursery School are made aware of this policy and if it becomes known that individuals have agreed to babysit for children who attend this setting it will be deemed as a breach of the terms and conditions of employment and will lead to formal disciplinary action being taken.

RARE CIRCUMSTANCES

If any adult has an agreement to care for a child / children who attend this setting outside of the setting prior to commencing employment at Daisies Montessori Nursery School then they must make this arrangement clear at the time of interview.

If an arrangement exists between an employee of Daisies Montessori Nursery School with a parent, whose child then joins the setting, then details of this arrangement must be shared with the management of the nursery.

Daisies will ensure the parents of the child are made aware that the suitability of the individual to care for a child away from this setting is not guaranteed by the fact that they are employed by Daisies and that Daisies shares no direct responsibility for the Safeguarding of their child, when the child is outside of the setting. Daisies will ask both employee and parent to sign a statement to the above effect.

CHILD PROTECTION AND SAFEGUARDING POLICY

Introduction

Daisies Montessori Nursery School fully recognises the responsibility to have arrangements in place to safeguard and promote the welfare of all children. Our policy applies to all staff, paid and unpaid, working in the setting, including agency staff, volunteers, and students, all of whom have a vital role in safeguarding children. Concerned parents may also contact the setting's Designated Safeguarding Leads for Child Protection.

This policy sets out how we comply with our statutory responsibilities relating to safeguarding and promoting the welfare of children who attend the setting. The policy is reviewed regularly, annually as a minimum.

This policy must be read alongside our Safeguarding and Child Protection Policy Appendix A; which provides staff, including agency staff, volunteers, students, and parents/carers with details about specific safeguarding concerns that may impact on the welfare of children in their care or living locally. As a society we all have a duty to safeguarding children, but it is particularly important that those working or volunteering with children remain vigilant to the signs and indicators of abuse, neglect, and exploitation. Staff, agency staff, volunteers and students should be familiar with the safeguarding procedures within the setting and know how to respond to concerns about children or adults.

We recognise that high self-esteem, confidence, supportive friends, and good lines of communication with a trusted adult help to protect children. The setting will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are actively listened to.
- Ensure children know that there are adults in the setting who they can approach if they feel worried or in difficulty.

Safeguarding Practice in our Setting

Designated Safeguarding Leads for Child Protection (DSL)

Designated Safeguarding Leads in our setting: Anna Elcox and Claire Eldred

- A trained DSL is always available and on site (wherever possible) when the setting is open to be able to access relevant records and take necessary action. Contingency arrangements will be put in place should the DSL not be available (another DSL will be on site).
- All DSLs will refresh their training every two years. In addition, DSLs knowledge and skills will be refreshed regularly (at least annually) via information sources such as the DSL Knowledge Hub, Child Protection Information Networks, further relevant training and Cambridgeshire and Peterborough Safeguarding Children Partnership Board.
- The importance of the role of the DSL is acknowledged by ensuring they have the time and training to undertake their duties.
- The Cambridgeshire and Peterborough Safeguarding Children Partnership Board procedures, Working Together to Safeguard Children, 2023 and What to Do if You are Worried a Child is Being Abused, 2015 are adhered to. The DSL has contact details for Cambridgeshire Children's Social Care and the Early Help Hub readily accessible for use when needed. Bordering county Social Care and Early Help contact details are available, as required, for children who live outside of Cambridgeshire.
- The designated safeguarding lead (DSL) is responsible for liaison with local statutory children's services agencies, and with the Local Safeguarding Partners (LSPs).

Staff members, agency staff, volunteers and students

- Have a robust induction which includes all relevant aspects of safeguarding practice
- Know the names of the DSLs and what their role includes.
- Know how to record and pass on concerns about a child or adult.
- Understand emergency evacuation procedures and health and safety issues.
- Understand their individual responsibility to refer child protection concerns to relevant agencies as a matter of urgency if there is no DSL present and/or they feel the child remains at risk of significant harm.
- Staff Members: Attend basic child protection training every two years as a minimum and within 6 weeks of commencing employment. Training will contain details of the local safeguarding procedures within Cambridgeshire and support staff to identify signs of possible abuse, neglect, and exploitation at the earliest opportunity and to respond to these in a timely and appropriate way.
- Receive regular and relevant updates on safeguarding practice, usually from their DSL at least annually, or as required.
- Understand the setting policy on babysitting for families who attend the setting.
- Ensure they are fully aware of the Use of Mobile phone, Camera's and Technological Devices Policy and support the setting in safeguarding children online.

Management

Anna Elcox fully recognises her responsibilities regarding safeguarding and promoting the welfare of children. She will:

- Monitor the setting's child protection policy and overall practice and champion good practice in relation to child protection and safeguarding.
- Ensure that this policy is annually reviewed in conjunction with the setting's DSLs.
- Comply with Ofsted suitability check requirements including undertaking a DBS check.
- Complete Safer Recruitment training (at least one person who has recruitment responsibility).

Training

The setting recognises the importance of thorough and regular safeguarding training opportunities for all staff and are supported in embedding this into practice.

- The settings safeguarding training is delivered by Cambridgeshire County Council.
- Practitioners are supported to embed this into their day to day practice with regular safeguarding updates from the DSL, through supervision, group training sessions with a safeguarding focus, daily opportunities to discuss concerns/annual updates.
- All staff will be trained in line with the criteria set out in Annex C of Early Years Foundation Stage Statutory Framework 2025 and are supported and confident to implement the settings safeguarding policy and procedures on an ongoing basis.

Liaison with other agencies

The setting will:

- Work to develop effective links with relevant services to promote the safety and welfare of all children.
- Co-operate as required, in line with Working Together to Safeguard Children 2023, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- Notify the relevant Social Care team immediately if there is an unexplained absence or there is any change in circumstances to a child who is subject to a Child Protection Plan.
- Notify the relevant Social Care team immediately if there are any further abuse or neglect concerns (such as fresh marks, bruises, or injuries) where a child is already subject to a Child Protection Plan or Child in Need Plan. It will not be assumed that Social Care are already aware of these additional concerns.
- Respond to requests for information about children in the setting's care from the Education Navigator at the Multi-Agency safeguarding Hub (MASH) or a Social Worker in a timely manner.
- Link with Designated Safeguarding Leads in other settings and schools where we share families.

- Attend as required, meetings regarding a child or family's welfare such as Child Protection Conference or Strategy discussion. If the DSL is unable to attend or send an appropriate representative then notification will be sent to the chair and a report will be submitted in the DSLs absence.

Record keeping

The setting will:

Keep clear, detailed written records of concerns about children's welfare using the Log of Concern Form. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.
- Records will be kept in individual child welfare files.
- Records will be stored securely and confidentially.
- During registration of each new child, we ask for information about other settings the child currently or previously attended. The DSL will make contact to request relevant safeguarding and welfare information is shared. This will be ongoing where children attend more than one setting concurrently.
- Unless it would place the child at risk of significant harm, parents will be informed that a Log of Concern Form has been completed, where it will be stored and what will happen to it when the child leaves the setting.
- Parents do not have an automatic right to access child welfare records and consideration will be given as to what the consequences of information sharing might be (in line with Information Sharing Guidance, 2024).

When a child leaves or moves to another setting

Their individual child welfare file will be transferred to the receiving school or setting using the following protocol:

- The file will be sent as soon as possible after the child has moved setting and marked 'Confidential, Addressee Only' and sent to the DSL, if known, of the receiving setting/school. The file will be delivered by hand if possible; otherwise sent by delivery that can be tracked and signed for.
- The setting will contact the receiving setting/school by telephone to make them aware that there is a child welfare file and, once sent, ask them to confirm they have received the file. The setting will keep a record that the file has been received to be able to identify its location.
- Parents will be made aware that child welfare records will be transferred unless this would place the child at risk of acute harm.
- The setting will not keep a copy of transferred records, unless there are younger siblings for whom there are similar concerns about but will keep a record of the current file location and date the file was transferred.
- If individual child welfare files cannot be transferred for any reason, the setting will archive them for 25 years from the child's date of birth.
- All actions and decisions will be led by what is considered to be in the best interests of the child and rationales are included for all discussions and decisions made.

Confidentiality and information sharing

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. The DSL will be guided by the the Department for Education (DfE) Guidance 'Information Sharing - Advice for practitioners providing safeguarding services to children, young people, parents, and carers' May 2024.

Fears about sharing information will not stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. The UK General Data Protection Regulations (UK GDPR) and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe:

- 'Information will be shared legally without consent, if the DSL or a member of staff is unable to or cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.'
- Relevant personal information will be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional, or mental harm, or if it is protecting their physical, mental, or emotional well-being.'

(Information Sharing, May 2024)

What information will be shared?

When taking decisions about what information to share, the DSL will consider how much information they need to release and the impact of disclosing information on the information subject and any third parties. Information should be proportionate to the need and level of risk. Only information that is relevant to the purposes will be shared with those who need it. This allows others to do their job effectively and make informed decisions.

Information sharing decisions must be recorded, whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom. If the decision is not to share, the DSL will record the reasons for this decision and discuss them with the person requesting the information.

If a child discloses information that may indicate that they are at risk of abuse or neglect, the staff member will be clear that they cannot promise to keep the information a secret. The staff member will be honest with the child and explain that it will be necessary to tell someone else in order to help them and to keep them safe.

A note will be made of what information has been shared and with whom.

Communication with parents

The setting will:

- Undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances may put the child at further risk of harm.
- Contact Children's Social Care first if the setting believes that notifying parents about a safeguarding concern may place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime. Further guidance on this can be found in the 'Cambridgeshire Threshold Document: Continuum of Help and Support'
- Ensure that all parents/carers understand the responsibility placed on the setting and staff for safeguarding and child protection by ensuring that they receive a copy of this policy when registering their child at the setting.
- Record on the log of concern form what discussions have taken place with parents and if a decision was made not to discuss the matter with parents, the reason why not (circumstances may include if the DSL is unable to or cannot be reasonably expected to gain consent from the individual, or if gaining consent could place a child at risk of harm such as potential physical or sexual abuse).

Supporting children

We recognise that any child may be subject to abuse or witness abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Children may also find it difficult to develop a sense of self-worth and trust those around them. Some children may adopt inappropriate or abusive behaviours and that these children may be referred on for appropriate support and intervention.

The setting will support children through:

- Activities to encourage self-esteem, self-motivation, and resilience.
- An ethos that actively promotes a positive, supportive, and secure environment that values people.
- A behaviour policy aimed at supporting all children. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the child's sense of self-worth. The setting will ensure that the child knows that some behaviour is unacceptable, but she/he is valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies which support the child and family such as Children's Social Care and District Teams and Early Help/Targeted Support.
- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Recognition that children living in a home environment where there is domestic abuse/violence, mental ill-health or substance misuse may be more vulnerable and in need of additional support and protection.
- Monitoring children's welfare, keeping records and seeking advice or making a referral to other agencies, e.g., Children's Social Care, when necessary.

Privately fostered children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more. The setting will follow the mandatory duty to inform the Local Authority of any 'Private Fostering' arrangements and refer to the Specialist Fostering Team.

Promoting a protective ethos

The setting will create an ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk, and they are listened to.

This will be achieved in the following ways:

- All staff, including the DSLs, are trained regularly to ensure skills and knowledge are up to date.
- Staff know how to respond to child protection concerns.
- Contribution to an inter-agency approach to child protection by working effectively and supportively with other agencies.
- Raising children's awareness and actively promoting self-esteem building, so that children have a range of strategies and contacts to ensure their safety.
- Using personal safety programmes, such as Protective Behaviours and the NSPCC PANTS campaign.
- Working with parents to build an understanding of the setting's responsibility to the welfare of the children.
- Ensuring the relevant policies are in place, i.e., the use of mobile phones and cameras, behaviour management, intimate care, whistleblowing, social networking.
- Being vigilant to the inappropriate behaviour of staff or adults working with children and ensuring that all staff and volunteers know the allegations procedure, and this is actively supported within the setting.
- Staff acting as positive role models to children and young people.
- Ensuring staff are aware of the need to maintain appropriate and professional boundaries in their relationships with children and parents/carers in line with our setting's staff code of conduct/behaviour policy.
- Ensuring the DSLs keep themselves up to date with safeguarding concerns in the local area and disseminate this to the staff as relevant.

Preventing unsuitable people from working with children and young people

The setting has a duty to ensure that people looking after children are suitable to fulfil the requirements for their role. The setting will follow safer recruitment practices including verifying qualifications and ensuring appropriate DBS and reference checks are undertaken. The setting will not allow people, whose suitability has not been checked, to have unsupervised contact with children. The setting follows the statutory requirements found within the Early Years Foundation Stage statutory framework 2025 with regards to obtaining suitable references prior to recruitment.

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 during their employment at the setting). This is checked and recorded during supervisions to ensure ongoing suitability.

These members of staff/committee have undertaken Safer Recruitment training: Anna Elcox

Whistleblowing

The setting has a separate Whistleblowing Policy which aims to help and protect both staff and children by:

- Preventing a problem getting worse;
- Safeguarding children and young people;
- Reducing the potential risks to others.

The earlier a concern is raised, the easier and sooner the setting can take action. The responsibility for expressing concerns about unacceptable practice or behaviour rests with all staff, students, and volunteers.

The setting will ensure staff are aware of the setting's whistleblowing procedures and must ensure all staff feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously by the senior leadership team.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, they should use the other channels open to them: The NSPCC whistleblowing advice line is available, staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH. • Ofsted provides guidance on how to make complaints about a provider: Complaints procedure - Ofsted - GOV.UK (www.gov.uk).

Allegation against a person who works or volunteers with children

An allegation may relate to a person who works or volunteers with children who has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

If an allegation is made against a person who works or volunteers with children, the following action will be taken (refer to: 'Allegation against a person who works or volunteers with children' flowchart and guidance):

- The setting will ensure the immediate safety of the children.
- The setting will **not** start to investigate but will immediately contact the Local Authority Designated Officer (LADO): 01223 727967.
- If the LADO decides the matter is a child protection case, external/internal agencies (e.g., police) will be informed by the LADO and the setting will act upon the advice given to ensure that any investigation is not jeopardised.
- The setting will notify Ofsted of a significant event.
- It may be necessary for the employer to suspend the alleged perpetrator. Suspension is a neutral act to allow a thorough and fair investigation.
- If it is agreed that the matter is not a child protection case, the setting will investigate the matter themselves, gaining HR advice as required.

The setting will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the setting and that notification of any concerns is made to the relevant agencies, the Disclosure and Barring Service (DBS) and included in references where applicable. For further information, refer to the setting's safer recruitment policy.

Useful contacts

Children's Social Care Contact Centre (for telephone referrals)	0345 045 5203
Children's Social Care Emergency Duty Team (out of office hours)	01733 234724
Early Help Hub	01480 376666
Local Authority Designated Officer (LADO)	01223 727967
Ofsted	0300 123 1231
Senior Adviser Intervention and Safeguarding (Gemma Hope)	01223 714760
Early Years Service	earlyyears.service@cambridgeshire.gov.uk

SAFEGUARDING FLOWCHART

September 2025

Safeguarding concern or concern about a child's welfare

Allegation made against member of staff

No safeguarding concern, but emerging needs of the child indicate that additional services or support may be required

Concern logged and passed immediately to the Designated Safeguarding Lead for Child Protection (DSL)

Follow the Allegation against a person who works or volunteers with children Flow Chart and Guidance (Jan 2021)

Discuss with the setting manager or DSL

DSL will decide what action to take, which may include a referral to Children's Social Care
0345 045 5203 & Written referral form completed on SGPB page

If the DSL is unavailable or not contactable, for any reason, and you have immediate concerns about a child's welfare, contact Children's Social Care:
0345 045 5203

The flowchart titled 'Allegation against a person who works or volunteers with children...what to do' provides a step-by-step guide. It starts with a definition of an allegation: 'An allegation may relate to a person who works or volunteers with children who has: behaved in a way that has harmed a child, or may have harmed a child; possibly committed a criminal offence against or related to a child; behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or behaved or may have behaved in a way that indicates they may not be suitable to work with children.' The next step is 'Allegation is made against an adult who works or volunteers in a childcare setting.' This is followed by a decision point: 'Is the child safe? Record everything. Do not investigate.' The process then continues: 'Registered Person contacts the Local Authority Designated Officer (LADO) 01223 727 867 and notifies Ofsted of significant event.' Then, 'LADO gathers information and consults with relevant professionals, LADO may require a referral form to be completed.' The next step is 'The LADO decides if threshold is met.' If the threshold is met, 'LADO convenes an Allegations Management Meeting (AMM)'. The flowchart concludes with 'Senior Adviser Intervention and Safeguarding Early Years Services will provide support throughout the process to the setting.' The document is dated January 2021 and is from cambridgeshire.gov.uk.

Manager/SENCO/DSL will consider completing an Early Help Assessment (EHA) after gaining parental consent and contacting the Early Help Hub for further advice:
01480 376666

APPENDIX A: SAFEGUARDING CONCERNS

This Appendix must be read alongside the our Safeguarding and Child Protection Policy. The following information provides staff, volunteers and students with details about specific safeguarding concerns that may impact on the welfare of children in their care or living locally. As a society we all have a duty to safeguarding children but it is particularly important that those working or volunteering with children remain vigilant to the signs and indicators of abuse and neglect. Staff, volunteers and students should be familiar with the safeguarding procedures within the setting and know how to respond to concerns about children or adults.

General signs and Indicators of Abuse and Neglect may include:

- Significant changes in children's behaviour.
- Deterioration in children's general well-being.
- Unexplained bruising, marks, injuries or other signs of abuse or neglect.
- Children's comments during their play or otherwise which give cause for concern.
- Pattern of absences or frequent absences.
- Any other reasons to suspect neglect or abuse outside the setting for example in the child's home, online or in their community.
- Inappropriate behaviour displayed by other members of staff or any other person working with the children.

Domestic Abuse (DA)

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse (DA) on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where DA occurs between family members. Experiencing DA and/or violence can have a serious, long lasting emotional and psychological impact on children. In some case, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience DA within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

DA is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional, coercive or controlling behaviour.

Our setting recognises that where there is DA in a family, the child/young person will always be affected; the longer the DA continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. DA can also affect children in their personal relationships as well as in the context of home life. The setting will follow the procedures outlined in this policy if DA concerns arise. The DSL will monitor vigilantly the welfare of children living in DA households, offer support to them and their parents/carers and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required. The setting will have awareness of the Statutory Domestic Abuse Guidance -July 2022 and have shared with practitioners.

Early Years Settings

Our setting is working in partnership with the Police and Cambridgeshire County Council (CCC) to identify and provide appropriate support to children who have experienced DA; this scheme is called Operation Encompass. In order to achieve this, CCC Education Safeguarding Team will share police information of all DA incidents, to which Police have been called where a child (attending our setting) was present, with our DSL. On receipt of any information, the DSL will decide on the appropriate support the child may require.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the 'Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years settings'.

If our setting understands that a sibling/s of the child attend other provision such as breakfast or after school clubs, we will contact the DSL in this setting to share relevant and proportionate information about the DA concern.

Bruising, marks or injuries in pre-mobile babies

Research indicates that severe child abuse is six times more common in babies aged under one year than in children aged one to 4 years, and 120 times more likely than in the 5 – 13 year old age group. Our setting adheres to the Bruising in Pre-Mobile Babies Protocol published by Cambridgeshire and Peterborough Safeguarding Children Partnership Board and has a copy on site which all staff are aware of.

Bruising, marks or injuries are the most common presenting features in physical abuse in children. The younger the child the higher the risk that the bruising, mark or injury is non-accidental, especially where the child is under the age of 6 months. Bruising, marks or injury in any child 'not independently mobile' should be taken as a matter for inquiry and concern by the DSL. This is also relevant to older children who are not independently mobile by reason of a disability. It is accepted that marks could be the result of birth trauma, birth marks or areas of skin pigmentation such as 'Mongolian Blue Spots'. The setting will ensure that parents/carers are requested upon registration to inform them of any distinguishing marks that the child may have.

The setting recognises that concerns may be raised about pre-mobile babies or older children who are not independently mobile by reason of a disability who do not attend the setting. Concerns may arise when younger siblings are present during drop off or collection of children who attend the setting. The above protocol will also be used as required in these circumstances.

Children with Special Educational Needs and/or Disabilities (SEND)

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. Setting staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse. Children with communication difficulties are also vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse. Staff will be trained to recognise these indicators. Where necessary, the setting will seek advice from other professionals and specialist services and provide additional training to staff in the use of Makaton, PECS or other communication systems.

Parents/Carers Misusing Drugs and/or Alcohol

Misuse of drugs and/or alcohol is strongly associated with the risk of significant harm to children, particularly when combined with other features such as domestic violence. If the setting has concerns about drug and/or alcohol abuse by a child's parents/carers they will follow appropriate procedures. This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers.
- The effects of drugs and/or alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.
- Chaotic drug and/or alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- Disturbed moods as a result of withdrawal symptoms or dependency.
- Unsafe storage of drugs and/or alcohol or injecting equipment.
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceeding. The setting will consider such action in the following situations when there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- To believe the young person's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- Where the misuse is suspected of being linked to parent/carer substance misuse
- Where the misuse indicates an urgent health or safeguarding concern
- Where the young person is perceived to be at risk of harm through any substance associated criminality

Children with Family Members in Prison

The setting is committed to supporting children/young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child. The setting recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance. The setting will treat information shared by the family in confidence and it will be shared on a 'need to know' basis. The setting will work with the family and the child to minimise the risk of the child not achieving their full potential.

Young Carers

The setting recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection. The setting will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help/Targeted Support or Social Care as required if concerns arise.

Online Safety

It is important that children and young people receive consistent messages about the safe use of technology and are able to recognise and manage the risks posed in both the real and the virtual world. Terms such as 'e-safety', 'online', 'communication technologies' and 'digital technologies' refer to all fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks to their well-being. The issues can be categorised into four areas of risk:

- **Content** – being exposed to illegal, inappropriate or harmful material.
- **Contact** – being subjected to harmful online interaction with other users.

- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm.
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

Best practice:

- **Whole setting approach** – staff recognise and are aware of e-safety issues and the management team make online safety a priority.
- **Policies** – online safety policies and procedures are in place and implemented.
- **Monitoring and evaluation** – risk assessment is taken seriously and used to promote online safety. There are appropriate filters and monitoring systems in place to protect children from harmful online material.
- **Management of Personal Data** – data is managed securely and in accordance with the requirements of the GDSLR and Data Protection Act 2018.

Honour- Based Abuse (HBA):

So called ‘honour-based’ abuse encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including:

- Female Genital Mutilation
- Breast Ironing
- Forced Marriage

The setting takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

Female Genital Mutilation (FGM)

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is over 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the child or young person’s wishes. The Multi-agency statutory guidance on female genital mutilation 2020 will be followed. In accordance with the Female Genital Mutilation Act, it is a statutory duty for professionals to report ‘known’ cases of FGM in under-18s which they identify in the course of their professional work to the police.

Breast Ironing

Breast ironing also known as ‘Breast Flattening’ is the process whereby young pubescent girls breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education. Much like FGM, Breast Ironing is a harmful cultural practice and is child abuse and is classified as physical abuse.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The legal age of marriage was raised in February 2023 to 18 years. It means that 16 and 17 year olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. It is now illegal and a criminal offence to exploit vulnerable children by arranging for them to marry, under any circumstances whether or not force is used.

Child Exploitation

Extremism and Radicalisation

In 2010 the Government published The Prevent Strategy. This highlighted the need to safeguard children, young people and families from violent extremism and radicalisation. The setting recognises that children and young people are susceptible to extremist ideology and radicalisation and that protecting children from this risk forms part of the setting's safeguarding procedures. The Prevent Duty: safeguarding learners vulnerable to radicalization (2023) and Prevent Duty Guidance: for England and Wales, HM Government (2024) will be followed. Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. The Principal will ensure that the all staff have undertaken Prevent training (online). The setting's DSL should be aware of local procedures for making a Prevent referral.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology (Child Sexual Exploitation, Definition and Guide: DFE, 2017). CSE can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Potential indicators of CSE will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of CSE arise.

Child Criminal Exploitation (CCE)

CCE is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. CCE can occur even if activity appears to be consensual. The setting will address indicators of CCE with staff through training. Staff will follow the procedures outlined in this policy if concerns of CCE arise. The DSL will complete the Safeguarding Partnership Board Exploitation Risk Assessment and Management Tool and refer to Children's Social Care if there is a concern that a young person may be at risk of CCE.

Child Sex Trafficking (CST)

CST is a repeated process involving two or more adults in which a child is recruited and transferred to a location in order to be sexually exploited.

Child on Child Abuse

Children and young people may be harmful to one another in a number of ways, this is classified as child on child abuse, this can include:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual bullying
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Sexual violence and sexual harassment
- Abuse within intimate partner relationships
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting – where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive, and/or violent behaviour in the future.

The setting will:

- Be clear that child on child abuse, sexual violence and sexual harassment will not be tolerated.
- Provide training for staff on how to manage and report concerns.
- Make decisions on a case-by-case basis.
- Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.
- Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations
- Liaise closely with external agencies, including police and social care, when required.

Sexual Violence and Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary age and beyond. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect them and will be exacerbated if the alleged perpetrator(s) attends the same setting. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

The setting will:

- Be clear that sexual violence and sexual harassment will not be tolerated.
- Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- Make decisions on a case-by-case basis.
- Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.

- Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe.
- Record any risk assessments and keep them under review.
- Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- Liaise closely with external agencies, including police and social care, when required.

Further information can be gained from:

- Keeping Children Safe in Education - Part Five, 2023
- Sexual violence and sexual harassment between children in schools and colleges, DfE, September 2021
- Sharing nudes and semi-nudes: advice for education settings working with children and young people, UKCIS, December 2020
- Safeguarding Partnership Board: Child Sexual Behaviour Assessment Tool

COMPLAINTS POLICY

INTRODUCTION

Daisies Montessori Nursery School believes that parents and children are entitled to expect courtesy and careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. 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 will have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved. To achieve this, we operate the following complaints procedure.

MAKING A COMPLAINT

Stage 1

- Any parent, who has a concern about an aspect of the provision, should talk over his/her worries with the Principal. Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 by putting the concerns or complaint in writing to Daisies Montessori Nursery School.
- For parents who are not comfortable with making a written complaint they can complete the form on the Pre-School Learning Alliance website (www.pre-school.org.uk). The form must then be signed by the person in charge and the parent. We will store all written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the Principal may wish to store all information relating to the investigation in a separate folder.
- When the investigation into the complaint is completed, the Principal of Daisies Montessori Nursery School will meet with the parent to discuss the outcome.
- When the complaint is resolved at this stage, the summative points are logged in the complaints procedure folder.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, or he/she requests a meeting with the Principal. The parent should have a friend or partner present if required and the Principal should have another member of staff present.
- An agreed written record of the discussion should be made as well as any decisions or actions to take as a result of this meeting. These notes must be signed and dated by both the parent and Principal. Both parent and Principal must then have a copy.

Stage 4

- If at the Stage 3 meeting the parent and setting cannot reach an agreement, an external mediator is invited to help 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 define the problem, review the action so far and suggest further ways in which this may be resolved.
- Staff or volunteers within the Pre-School Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. He/she can hold separate meetings with the setting personnel (Principal) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and any advice that is given.

Stage 5

- When the mediator has concluded his/her written investigations, a final meeting between the parent and Principal 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 actions taken, is made. Everyone present at the meeting signs the record and receives a copy. This signed record signifies that the procedure has concluded.

MAKING A COMPLAINT TO OFSTED

Parents may approach Ofsted directly at any stage of this Complaints Procedure.

The telephone number for Ofsted is: 0300 123 1231

The help lines are open from 8.00am to 6.45pm, Monday to Friday

By post:

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

MAKING A COMPLAINT ABOUT DATA PROCESSING IN RELATION TO GDSLR

You have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

CONFIDENTIALITY AND CHILDREN'S RECORDS POLICY

INTRODUCTION

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.

Legislation relating to Confidentiality:

1991 – United Nations Conventions on the Rights of the Child

1998 – Human Rights Act

1999 – Protection of Children Act

Daisies Montessori Nursery School aims 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.

Daisies Montessori Nursery School meets the requirements of the Human Rights Act 1998 with regard to protecting the individual's rights to a private family life, home and correspondence. Our only justification to interfering with this right is where we believe that a child may be at risk of significant harm, to prevent a crime or disorder.

Daisies Montessori Nursery School meets the requirements of the General Data Protection Regulation 2018 with regard to the information we gather from or about families, how we gather it, store it and use it.

Daisies Montessori Nursery School has regard to the Common Law Duty of Confidentiality and only shares information with other professionals or agencies on a 'need to know' basis, with consent from parents, or without their consent in specified circumstances to do with safeguarding children.

PRACTICE

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

DEVELOPMENT RECORDS

- These include observations of children in the setting, samples of their work, summary developmental reports and learning journeys, including photographs.

They are usually kept in the classroom and can be accessed, and contributed to, by staff, the child and the child's parents.

- Parents have free access to developmental records for their child and will be able to input into these documents.

PERSONAL RECORDS

These include registration and admission forms, signed consents, medical information and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns. Safeguarding records are kept by the Principal.

These confidential records are stored in the locked filing cabinet and are kept secure.

Parents may request access to all written information about their child (except where data protection laws stipulate it is against the best interests of the child to do so). Parents do not have access to information about any other child.

Staff will only discuss personal information given by parents with other members of staff, on a need to know basis. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.

Personal details relating to diet, allergies & child collection arrangements are shared with all staff.

INFORMATION SHARING

There are times when we are required to share information about a child or their family without first obtaining parental permission. This decision to share information without consent would be recorded in the child's file and the reason clearly stated. This would be when there are concerns a child is, or at risk of, suffering significant harm or there are concerns about 'serious harm to adults' (such as domestic violence or other matters affecting the welfare of parents).

Where we may have concerns about a child in need, we would normally gain consent from families to share information. This does not have to be in writing, but we would record in the child's file that we have gained verbal consent as a result of discussing a concern that we need to refer.

Where evidence to support our concerns is not clear we may seek advice from Children's Services. We would only share relevant information that is accurate, factual, non-judgemental and up to date.

In discussions with parents/carers staff will not discuss children other than the children of those parents/carers.

OTHER RECORDS

Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.

Students, when they are training in the setting, are advised of our Confidentiality and Children's Records Policy and required to respect it.

ACCESS TO PERSONAL RECORDS

Parents have a right to request access to their children's files. Where reference is made to other children these papers may be withheld. In general, file notes should be written with the knowledge that they may be viewed by parents. Accuracy is vital.

Parents may request access to any personal records held on their child and family following the procedure below.

- Any request to see the child's personal records by a parent or person with parental responsibility must be made in writing to the Principal.
- The setting will send a written acknowledgement.
- The setting commits to providing access within 28 days - although in some circumstances this may be extended. To ensure data is secure the copy of the file will only indicate the name of the child and family; all other names of professionals etc. will be deleted.
- The setting's Principal will prepare the file for viewing.

Reference should also be made to our policy on safeguarding and child protection.

GENERAL DATA PROTECTION REGULATION 2018

Information is collected from parents about their children and information may be received from them about their previous early years setting. We hold this personal data and use it to: support the child's learning & development, monitor and report on the child's progress, provide appropriate pastoral care and evaluate our own provision.

Information we collect includes both contact details and EYFS assessment records, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

We meet the requirements of the Human Rights Act 1998 with regard to the information we gather from or about families, store it and use it.

DOMESTIC ABUSE POLICY

Domestic abuse is a crime, and regardless of where it occurs it is against the law. Domestic abuse is defined as any incident of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members, regardless of their gender or sexuality. Domestic abuse covers a range of types of abuse, including, but not limited to, psychological, physical, sexual, financial, emotional, verbal and economic abuse. It also includes so called 'Honour Based Violence', Female Genital Mutilation, Coercive Control and Forced Marriage. In the Serious Crime Act 2015 controlling and coercive behaviour became criminal offence. Controlling behaviour is behaviour that makes people subordinate or dependent by isolating them from sources of support, taking control of their resources and depriving them of their independence. Coercive behaviour includes acts of assault, threat, humiliation or intimidation that are used to harm, punish or frighten another person. Please see the domestic abuse statutory guidance 2022 for further definitions and details on Domestic Abuse.

Purpose

It is rare that an employee will simply divulge that they are the victim of domestic abuse and the signs can show themselves in many different ways. Although physical violence is a visible sign of domestic abuse, the abuse may not be physical. It is therefore vital that all of us be aware of possible signs that may point to a problem of this nature. All managers and colleagues need to be alert to those around them and feel confident about raising issues in a sensitive manner if they become concerned for a colleague. The more supportive an atmosphere that exists within the team / service the more likely it is that an individual will feel comfortable disclosing an issue of domestic abuse. Each individual suffering abuse will require support in a way that suits their particular needs. A 'one size fits all' approach is not appropriate in these circumstances. Therefore, managers are not expected to be experts but are required to know how to respond and how to signpost an employee to the support available. It is important that if a manager suspects there may be something wrong that they feel able to open up a conversation and not to wait until the employee raises the issue. The employee may never raise the issue or may do so only when things have escalated to a dangerous level.

Points to be considered

It should be noted that there may be incidents which occur in the workplace or specifically affect the work of an employee. Possible signs of domestic abuse include:

- Changes in behaviour including uncharacteristic depression, low mood, anxiety, distraction or problems with concentration
- Changes in the quality of work for no apparent reason
- Arriving late or leaving early
- Poor attendance or high presenteeism without an explanation
- Needing regular time off for appointments
- Inappropriate or excessive clothing
- Change in use of phones and emails
- Changes in behaviour and character
- Being isolated from colleagues
- Sleep disorders
- Substance misuse

Domestic abuse also affects people close to the victim and this can include work colleagues. Some effects may include:

- Being followed to or from work
- Being subject to questioning about the victim's contact details or locations
- Covering for colleagues when they are absent from work
- Trying to deal with the abuse and fearing their own safety
- Being unaware of the abuse or not knowing how to help
- An overall impact on team dynamics, working relationships and behaviours in the workplace

The impact of domestic abuse on the employer. Some effects may include:

- Negative impact on productivity, performance and morale
- Employee turnover, as employees may have to leave work or move away to escape abuse

The setting expects all employees to report their concerns if they suspect a colleague is experiencing or perpetrating domestic abuse. In the first instance, they should speak to Anna Elcox about their concerns in confidence. Whilst we recognise that employees may not feel able to disclose their personal living situation, we understand that the support we can offer will be in place regardless of a disclosure but with the hope that the employee will be working collectively with the setting and/or a specific staff members for ongoing support and to enable the setting to be proactive in helping the employee to gain the upmost from their position. This may be in the form of adapting working arrangements - a change in working hours or other temporary measures may be possible. Full consideration will be given to security arrangements for you, such as screening telephone calls and not giving information about your work arrangements to callers. In some cases, it may be possible to consider redeployment from your existing job on a temporary basis if this is practical.

We recognise that domestic abuse may have a negative impact on your performance at work. You will not be discriminated against because of domestic abuse however it is important that you discuss any problems immediately with Anna Elcox in order that support and guidance may be offered.

Time off

You may need time off from work to attend counselling session or a court hearing or to make alternative living arrangements. The setting will discuss how this can be accommodated to support you in these tasks and ensure the setting remains working to the highest child:adult ratios.

Crisis planning

There may be a time when you have to leave your home in a hurry. It is helpful to have already thought about how you would do it and have a plan ready to help you feel more in control. The following advice may be useful to you:

- Find somewhere you can quickly use the phone
- Carry with you a set of emergency telephone numbers
- Try to have some money aside for the bus or taxi
- Obtain an extra set of keys for your home
- Try to keep an emergency bag packed.
- Have a checklist of important numbers such as passport, driving licence, credit cards etc.

Disclosure of your personal details

We recognise that by listing you as a member of staff within the setting we may increase your anxiety or level of danger to outside influences. Upon request we will not divulge your name and role upon our

website. An alternative name can be used within the workplace at your request and we will ensure confidentiality with those privy to your legal name.

Consideration to work arrangements

We recognise that you may need to change your working arrangements such as days and times, routines, including your journey to and from work which may affect your arrival time for example. We will support you to find a suitable alternative in these cases and collectively come to an arrangement on what would be the safest and supportive to both yourself and the setting.

Key professionals and contact

We maintain confidentiality at all times and it may be worth considering sharing with a trusted adult within your organisation a number of key contacts, such as IDVA you have been working with, a family friend or trusted relative that can be contacted should your employee be unable to verify your wellbeing or be concerned about your ongoing wellbeing.

Training opportunities

We recognise that training within and outside of work may be difficult to facilitate if you are held accountable for your time and location for safety. We recommend that you discuss this with us to ensure we can accommodate this as best as possible and ensure that your statutory training remains up to date and effective.

Support for managers

As stated previously while, as a manager, you are there to support the employee and offer them signposting, it is not your role to 'solve' the problem. Issues such as these are complex and will only be successfully addressed by appropriate professional intervention. As a manager you must not feel that it is your responsibility to take the weight of the employee's difficulties on your shoulders. It can be extremely distressing listening to revelations from an employee and feeling unable to make the situation right. This can cause you stress and impact on your own mental health. In addition, the desire to help could cloud your judgement and make you take decisions that place your personal safety at risk. We do not want to see either of those things happen and as a manager you need to ensure that you find avenues of support (while maintaining confidentiality) to help you, while you in turn, provide support to your employee. Please make use of the support available as it is crucially important that you look after your own wellbeing as you will not be of benefit to your team member if the situation takes a toll on your own mental health.

Key support and signposting

The Domestic Abuse Statutory Guidance has a wealth of information from page 147 to p151 including telephone numbers and websites. A copy of the Statutory guidance can be found online. Safe spaces within the community are located closest to the setting at Boots Huntingdon High Street and Lloyds Pharmacy Ermine Street. The IDVA service can be contacted with a professional referral from the setting.

EMPLOYMENT POLICY

INTRODUCTION

We meet 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.

PROCEDURES

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 DBS check. 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.
- 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.
- 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/directors/owners) and/or our Principal.

TRAINING AND STAFF DEVELOPMENT

- Our Principal is an experienced teacher with QTS and the Assistant Principal holds the CACHE Level 3 Diploma for the Children and Young People's Workforce. Other staff hold either Level 3 or Level 2 qualifications.
- The Principal holds a Masters Degree in Early Years Education and a Montessori qualification to support the Montessori curriculum of our school.
- We provide regular training to all our staff - whether paid staff or volunteers - through The Cambridgeshire County council 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 Child Protection Policy. Other policies and procedures are introduced within an induction plan.
- We support the work of our staff by holding termly supervision meetings and annual appraisals.
- We have a weekly team meeting to organize the setting and discuss any ongoing matters.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

STAFF TAKING MEDICATION OR OTHER SUBSTANCES

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. 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

- Staff are entitled to Bank/Public Holidays and Daisies Montessori Nursery School term holidays.
- In exceptional circumstances leave will be granted outside of this time and this should be agreed with the Principal.
- Where our staff are unwell and take sick leave in accordance with their contract of employment or are on training, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary, in accordance with the individual's contract of employment.
- We have contingency plans to cover staff absences, as follows:
 - As much as possible, absence will be planned to assure that suitable cover will be found.
 - In the case of unexpected absence (sickness, accident, family emergency) members of staff contact the Principal or Assistant Principal to inform them of their absence.
 - The Principal or Assistant Principal will check if the staff ratio is respected.
 - If yes, they will carry on with the day, otherwise they will attempt to find suitable cover at short notice.
 - Parents and students who are registered with us as volunteers and DBS checked might be contacted to cover at short notice. Parents and volunteers will never be left unsupervised with the children during the time they cover for a staff member.
 - As a last resort, parents will be advised that Daisies Montessori Nursery School has a shortage of staff and that the number of children will be limited for the day. Priority will be given to working parents.

FIRE SAFETY AND EMERGENCY EVACUATION POLICY

INTRODUCTION

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The Principal and staff are familiar with the current legal requirements and the Principal has undertaken Fire Risk Assessment Training with the Cambridgeshire Fire and Rescue Service. An online fire safety log is used to record fire drills and any actions taken or incidents that have occurred.

PROCEDURES

FIRE SAFETY RISK ASSESSMENT

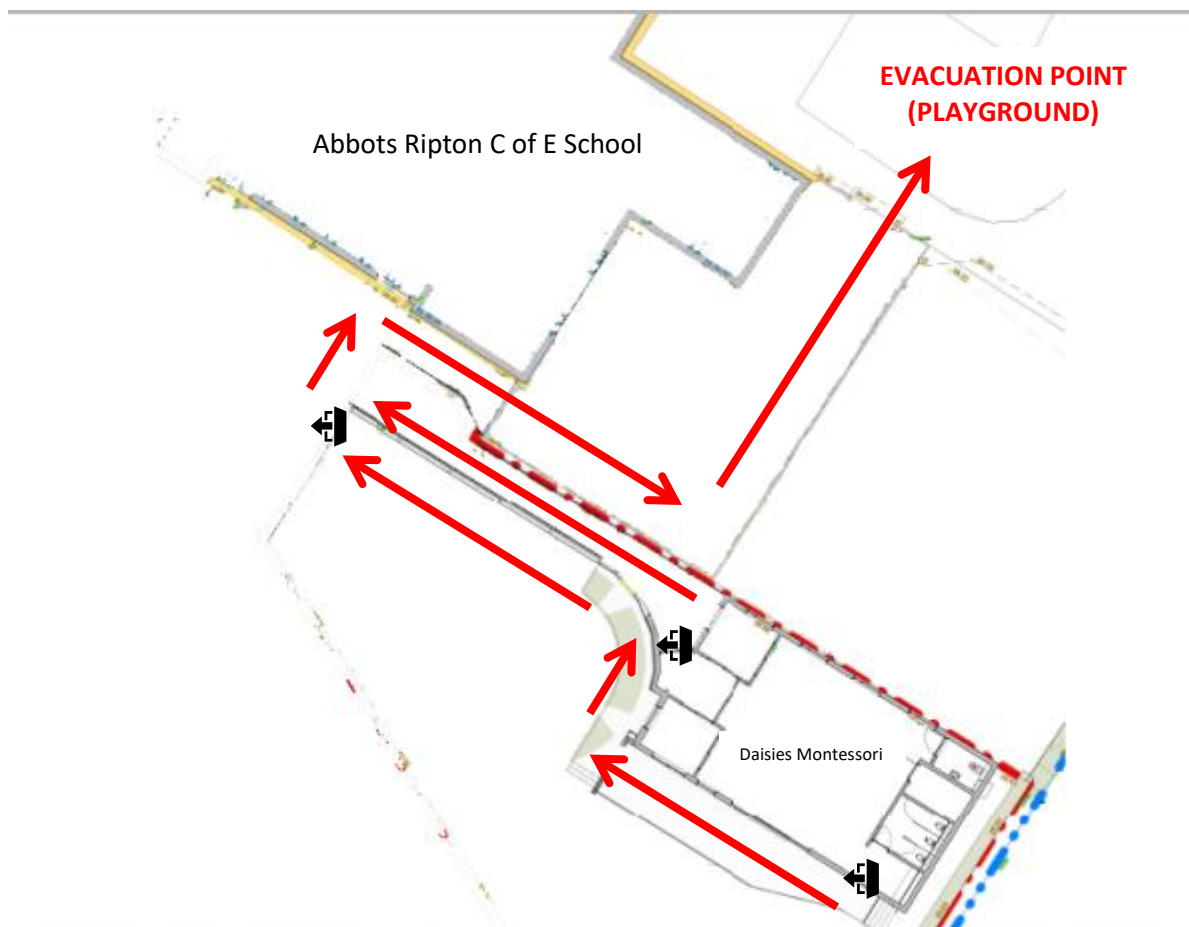
- The basis of fire safety is risk assessment, carried out by a 'competent person'.
- We will follow the Government Guidance Fire Safety Risk Assessment - Educational Premises (HMG 2006).
- We operate from the grounds of Abbots Ripton C of E School and our fire alarm systems are linked. We have a copy of their Fire Emergency Plan and we contribute to regular reviews.
- Our emergency evacuation procedures are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents;
 - practised regularly, at least termly, making sure that all the children in our setting experience the fire drill.
- Records are kept of the servicing of fire safety equipment.

FIRE DRILLS

We record the following information about each fire drill in the online fire safety log:

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

Emergency Evacuation Procedure



If the nearest exit is blocked use the next closest, safest exit

In the event of a fire:

- Sound the fire alarm at the nearest call point.
- Teachers to calmly lead children (and visitors) in a silent line to the evacuation point (playground). Leave via the nearest, safest emergency exit. There are two emergency exits from the building and one from the garden.
- AE to collect an iPad for registration purposes, mobile phone and first aid box. AE to sweep the building and garden for any children (or visitors) left behind.
- Children (and visitors) assemble in a line for the register.
- AE to call fire brigade.
- Wait at the evacuation point (playground) until the premises are deemed safe.

FIRST AID POLICY

INTRODUCTION

We are able to take action to apply first aid treatment in the event of an accident involving a child or adult. All staff have completed a 12-hour paediatric first aid course which is refreshed every three years as a minimum. We ensure that first aid training is local authority approved and is relevant to adults caring for young children.

The DSL for First Aid in the setting is: Anna Elcox

PROCEDURES

THE FIRST AID KIT

Our first aid kit is accessible at all times and contains the following items

- Triangular bandages (ideally at least one should be sterile) x 4.
- Sterile dressings:
 - Small x 3.
 - Medium x 3.
 - Large x 3.
- Composite pack containing 20 assorted (individually-wrapped) plasters x 1.
- Sterile eye pads (with bandage or attachment).
- Container of 6 safety pins x 1.
- Guidance card as recommended by HSE x 1.

In addition, the following equipment is kept near to the first aid box:

- 2 pairs of disposable plastic (PVC or vinyl) gloves.
- 1 plastic disposable apron.
- A children's forehead 'strip' thermometer.
- A supply of ice is kept in the freezer.
- Information about who has completed first aid training and the location of the first aid box is provided to all our staff and volunteers.
- The first aid box is easily accessible to adults and is kept out of the reach of children. Our first aid kit is stored in the kitchen on top of the worktop during the operating hours.
- Anna Elcox is responsible for checking and replenishing the first aid box contents.
- Medication is only administered in line with our Administering Medicines Policy.
- In the case of minor injury or accidents, first aid treatment is given by a qualified first aider.
- In the event of minor injuries or accidents, we normally inform parents when they collect their child, unless the child is unduly upset or we have concerns about the injury. In which case we will contact the child's parents for clarification of what they would like to do, i.e. whether they wish to collect the child and/or take them to their own GP.
- An ambulance is called for children requiring emergency treatment. We contact parents immediately and inform them of what has happened and where their child has been taken.
- Parents sign a consent form at registration allowing a member of staff to take their child to the nearest Accident and Emergency Unit (Hinchingbrooke Hospital) to be examined, treated or admitted as necessary on the understanding that they have been informed and are on their way to the hospital.
- Accidents and injuries are recorded on My Montessori Child and, where applicable, notified to the Health and Safety Executive, Ofsted and/or local child protection agencies in line with our Health and Safety Policy.

FOOD HYGIENE POLICY

INTRODUCTION

We provide snacks and serve packed lunches for children. 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 for Caterers (Food Standards Agency 2011). 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
 - 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 Daisies Montessori Nursery School, the Principal 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.

HEALTH AND SAFETY POLICY

INTRODUCTION

Daisies Montessori Nursery School takes the maintenance of health and safety extremely seriously as a matter of both legal and moral importance. The staff will always go beyond the minimum statutory standards to ensure that health and safety remains very important.

Daisies Montessori Nursery School aims to ensure the health and safety of all staff, children and visitors through the Health and Safety at Work Act 1974 and the Workplace (Health, Safety and Welfare) Regulations 1992 and their associated Approved Code of Practice (ACoP) and guidance will be complied with at all times.

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in the cloak room.

STRATEGIES

It is vital to ensure that all members of staff take health and safety matters seriously. Staff are responsible for ensuring that the provisions of the health and safety policy are adhered to at all times.

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. 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.
- Staff are responsible for their own health and safety as well as other persons who may be affected by their acts at work.
- Staff have to report any accidents, incidents or dangerous occurrences that have led to injury or damage, and assist in the investigation of any such events.
- Staff undergo relevant health and safety training when instructed to do so by the Principal.
- Staff maintain an environment that is safe and without risk to health.
- We operate a no-smoking policy.
- We make children aware of health and safety issues through discussions, planned activities and routines.

SAFETY OF THE PREMISES

We operate from a purpose-built nursery building which complies with all health and safety regulations. The building is maintained by the Principal.

HEALTH

Staff will make sure there is a regular supply of water available to children at all times, especially in hot conditions. In such circumstances, staff will also ensure that children are adequately protected from the sun.

HYGIENE

All staff will be vigilant of any potential threat to good hygiene at Daisies Montessori Nursery School, and a generally clean environment will be maintained at all times.

Toilets are cleaned daily and there is always an adequate supply of soap and hand drying facilities for both staff and children. This is monitored throughout the day.

Staff administering first aid treatment to children will be mindful of the need to observe the highest standards of personal hygiene. **As such, they will wash their hands thoroughly both before and after giving first aid, and ensure that plasters or disposable gloves cover any cuts, wounds or skin damage (see First Aid Policy).**

PERSONAL HYGIENE

In all circumstances, staff will adhere to and ensure that children carry out the same routines.

- Washing hands before and after handling food.
- Washing hands after using the toilet.
- Covering cuts while at Daisies Montessori Nursery School.
- Taking any other steps that are likely to minimise the spread of infection.
- A large box of tissues are always available and children are encouraged to blow their noses and dispose of tissues in an appropriate manner.
- Washing hands prior to and following first aid.

DEALING WITH SPILLAGES

The staff are committed to taking all practical steps to prevent and control the spread of infectious germs, and to uphold high standards of personal hygiene in order to minimise the risk of catching or spreading infections.

All spillages will be dealt with rapidly and carefully. Blood, vomit, urine and faeces will be cleaned up immediately and disposed of safely and hygienically by double bagging and taking out of the setting. Staff will wear disposable gloves while using bleach and disinfection solution, and wash themselves afterwards. Children will be kept well clear while such substances are being used.

All cleaning solutions will be kept locked away unless needed to clean up spillages.

ILLNESS

Parents are given an infectious and communicable disease sheet when starting so they know what to do if their child is sick. If a child becomes unwell while at Daisies Montessori Nursery School the parent/carer will be called and asked to collect their child. With regard to administering lifesaving medication such as an auto injector or inhaler, staff will undertake the relevant training. A care sheet will be kept with the relevant medication in the first aid box, which is kept on the fridge in the kitchen (see Managing Illness and Allergies Policy).

KITCHEN HYGIENE

All areas where food or drink are stored, prepared and eaten are prone to the spread of infections. Therefore, staff must be particularly careful to observe high standards of hygiene in such instances.

- If cooking is done as an activity, all surfaces and equipment involved will be thoroughly cleaned before and after the session.
- Food storage facilities will be regularly and thoroughly cleaned.
- Kitchen equipment will be thoroughly cleaned after every use.
- Waste will be disposed of safely and all bins will be kept covered.
- Never cough or sneeze over food.
- Tea towels will be kept clean and washed on a hot wash between sessions (see Food Hygiene Policy).

STORAGE

- All resources and materials which are used by the children are stored safely.
- All resources and equipment are stored or stacked safely to prevent them accidentally falling or collapsing.

OUTDOOR AREA

- Our outdoor area is securely fenced. All gates and fences are childproof and the gate is locked when we are in the garden.
- Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.

- We leave receptacles upturned to prevent collection of rainwater. Where water can form a pool on equipment, it is emptied and cleaned before children start playing outside.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- We supervise outdoor activities at all times.
- We check that children are suitably attired for the weather conditions and type of outdoor activities; ensuring that sun cream is applied and hats are worn during the summer months.

SUN PROTECTION

- We understand the dangers to children by over exposure to the sun.
- In hot weather, parents/carers are encouraged to provide sun cream for their children.
- It must be clearly named and placed on the shelf in the cloakroom.
- When necessary, staff may apply sun cream to children who cannot do it for themselves, however they must only apply the specific sun cream which has the child's name on in order to stop any skin reactions.
- In hot weather staff will encourage children to drink water frequently.
- Staff should ensure that all children wear a hat when playing outside, and shady areas are always available.

ACTIVITIES, RESOURCES AND REPAIRS

- Before purchase or loan, we check equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.
- We keep a full inventory of all items in the setting for audit and insurance purposes.
- The layout of our play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- We separate from general use any areas where repair is needed.
- All materials, including paint and glue, are non-toxic.
- We ensure that sand is 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.

JEWELLERY AND ACCESSORIES

- Staff do not wear jewellery or fashion accessories, such as belts or high heels, which may 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.
- We provide safe equipment for adults to use when they need to reach up to store equipment or to change light bulbs.
- We ensure that all warning signs are clear and in appropriate languages.
- 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 keep a record of all substances that may be hazardous to health - such as cleaning chemicals or gardening chemicals if used, and where they are stored.
- Hazardous substances are stored 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.
- 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 soap/hand wash, unless specifically advised during an infection outbreak such as pandemic flu;
 - anti-bacterial cleaning agents, except in the toilets, nappy changing area and food preparation areas. Anti-bacterial spays 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.
- Members of staff wear protective gloves when using cleaning chemicals.

HEALTHY EATING POLICY

INTRODUCTION

At Daisies Montessori Nursery School we regard snack time and lunch time as an essential part of the children's daily routine. They are times which provide valuable opportunities for learning and for adults and children to enjoy each other's company and engage in conversation. Adults at the meal table have the opportunity to role-model social behaviour, such as active listening and courteous table manners, to the children in a relaxed atmosphere and the children enjoy the opportunity to socialize in small groups. We endeavour to work in partnership with parents to develop and support healthy eating habits which will not only promote their children's growth and development while young but which will also provide a strong foundation for health and well-being in their adult lives. We help children to understand the importance of a healthy diet by ensuring that we provide healthy, well-balanced and nutritious snacks and meals; parents provide healthy, well-balanced and nutritious packed lunches; and that our staff members talk to the children about the choices they can make to stay healthy. We understand that we have an overarching responsibility for the welfare of all of the children who attend our nursery and we therefore adhere to our Health and Safety Policy and Food Hygiene Policy.

PROCEDURES

ALLERGIES

We follow these procedures with regards to allergies 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 Managing Children who are Sick, Infectious or with Allergies Policy.)
- 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. Parents sign the updated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all of our staff and volunteers are fully informed about them. Our list of the children's allergies is in the kitchen.
- Particular care is taken to ensure that children with food allergies do not have contact with the food products to which they are allergic, and we are a nut free nursery.
- We discourage children from swapping food with one another in order to protect children with food allergies.
- We request that parents do not give their children snacks, treats or food in the cloakroom during drop-off or pick-up time or leave any food item in their children's bag in the cloakroom.
- Any food prepared during a class activity which children take home is to be wrapped and given to the parent/carer collecting the child so that it may be eaten at home.
- There may be special events where parents are invited to bring food which is prepared at home to contribute to the party buffet. We request that all such food is clearly labelled with its ingredients and that all parents are aware of what their children are eating throughout the celebration.
- We 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.
- We show sensitivity in providing for children's diets and allergies. 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 their diet or allergy.

FOOD AND DRINK

- We organise meal and snack times so that they are social occasions in which children and adults participate.
- All children learn from early on that they must sit down while eating or drinking. They are also shown to eat independently, serve themselves and pour their own water.

- 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 constantly available for the children and additionally there is milk at snack time. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- In keeping with our Montessori philosophy, children are shown how to use real drinking glasses and cutlery from early on. They are shown how to take care when handling breakable items and the teachers ensure that the children understand that they must handle such items with care. The children also understand what to do in a situation when an item breaks in their class; and how to keep themselves safe.
- All children and staff wash their hands before eating and before preparing any food items.
- Tables are cleaned with antibacterial spray before every meal and all food preparation areas are cleaned before use.
- All of our staff have a current Food Hygiene qualification.
- Snacks for the children are prepared in a clean, modern kitchen which is regularly inspected by food hygiene officers
- We comply with all environmental health requirements for food preparation and storage.
- Breakfast is between 8.30am and 9.00am.
- The Snack Café is open between 10.15am and 11.00am.
- Lunch is between 12.00pm and 12.30pm.
- Afternoon Tea is between 3.00pm and 3.30pm.

NUTRITION

We follow these procedures with regards to nutrition in our setting.

- As part of our commitment to giving the children in our care the best start in life, we understand that we must provide them with nutritionally sound and varied snacks.
- We understand that it is essential that young children get adequate amounts of calories and nutrients to support their rapid growth and development.
- It is equally important that young children do not consume too many calories as this may lead them to becoming overweight or even obese.
- It is important for young children to consume the right type of food and reduce the amount of sugar and fat content in their food, which can lead to potential problems in their teens and adulthood.
- We plan our snacks so that the children are given a variety of foods from the main food groups:

Dairy: Includes milk, cheese, fromage frais. These foods provide protein, calcium and vitamin A. Recommended serving is three portions a day.

Carbohydrates: Includes bread, crackers, biscuits. These foods provide carbohydrates as well as fibre, vitamin B and iron. Recommended serving is four portions a day.

Fruits and vegetables: Includes fresh, frozen, dried. These foods provide carotenes (a source of vitamin A), vitamin C, zinc, iron and fibre. Recommended serving is five portions a day.

Protein: Predominantly consumed in packed lunches and at home rather than snack. These foods provide protein, zinc and iron. Oily fish provides omega 3 fatty acids, vitamin A and vitamin D. Recommended serving is two portions a day.

PACKED LUNCHES

If children are bringing in a packed lunches, we:

- provide guidelines for the parents about what to pack in the lunch box
- encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts, such as yoghurt or fromage frais. We discourage sweet drinks and can provide children with water
- 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
- ensure perishable contents of packed lunches are refrigerated or contain an ice pack to keep food cool
- inform parents whether we have facilities to microwave cooked food brought from home

INDUCTION OF EMPLOYEES AND VOLUNTEERS POLICY

INTRODUCTION

We provide an induction for all employees and volunteers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

PROCEDURES

- We have an induction plan for all new staff, which includes the following:
 - Introductions to all employees and volunteers
 - Familiarisation with the building, health and safety, and fire and evacuation procedures.
 - Ensuring our policies and procedures are read and adhered to.
 - Introduction to the parents, especially parents of allocated key children where appropriate.
 - Familiarisation with confidential information in relation to any key children where applicable.
 - Details of the tasks and daily routines to be completed.
- The induction period lasts three months. The Principal inducts new employees and volunteers. During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- Following induction, we continue to support our staff to deliver high quality performance through regular supervision and appraisal of their work.

INTIMATE CARE POLICY

What is intimate care?

Intimate care encompasses areas of personal care such as nappy changing, wiping and dressing.

Our approach to best practice

Support for children with intimate care needs will be carefully planned and the Daisies Montessori will ensure that:

- Staff who provide intimate care are appropriately trained to meet the needs of individual children.
- All staff adhere to the setting's safeguarding and child protection policy and related procedures.
- Staff should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.
- The setting will consider the appropriateness of any areas of the setting which may place staff or children in vulnerable situations and alternative areas will be strongly considered. This includes situations where staff carry out intimate care procedures in an unsupervised and/or isolated areas.
- Mobile phones, cameras and technological devices are not used by children or staff in areas where intimate care is carried out.
- Staff carrying out intimate care are appropriately supported and known to the child.
- Staff should be aware of their own limitations, only carrying out procedures they understand and feel competent and confident to carry out, if in doubt staff should ask.
- Suitable equipment and facilities are made available.
- Every intimate care procedure will be completed within an atmosphere of total respect and dignity both for the individual receiving care and for the person involved in giving the care.
- The number of adults engaged in the care should only reflect the minimum needed to perform the task safely and respectfully. Each situation should reflect both the safety and vulnerability of children and staff.
- The needs and wishes of the child are taken into consideration.
- Staff should ensure that the child's privacy and modesty is respected and protected at all times.
- Staff should speak to the child personally by name so that they are aware of being the focus of the activity and seek their consent, where possible, to the intimate care about to take place.
- Staff must always communicate in an age-appropriate way taking into account the child's developmental level and preferred communication method.
- Staff should enable the child to be prepared for or anticipate events while demonstrating respect for her/his body e.g. by giving a strong sensory or verbal cue such as using a nappy or wipe to signal intention to change.
- Staff should have knowledge and understanding of any religious and cultural sensitivities related to aspects of intimate care and take these fully into account.
- Staff should agree with the child and their family appropriate terminology for private parts of the body and functions. Best practice in personal safety work would be to use the correct anatomical names for intimate body parts.
- Intimate care is logged and recorded on My Montessori Child and records retained. The record will include the date and time the intimate care was carried out and by whom.
- Staff should keep records where relevant, of a child's responses to intimate care and any changes in behaviour.
- The setting has procedures and plans in place for the day-to-day intimate care needs of a child, but further consideration and risk assessment will need to be taken in good time before a trip, outing or an activity.
- Equal opportunities legislation is taken into account.

Nappy changing procedures

- We have set times of the day when children who are in nappies are changed, and we change more frequently where necessary.
- Our changing area is warm, with a safe area to lay children and no bright lights shining down in their eyes. Each child has their own nappies and changing wipes provided by parents.
- Our staff put on gloves before changing starts and the area is prepared. The changing mat is wiped down before and after using it with a child.
- All of our staff are familiar with our hygiene procedures and carry these out when changing nappies.
- Our staff inform colleagues when they are about to change a nappy with a child.
- Our staff never turn their back on a child or leave them unattended whilst they are on the changing mat.
- We are gentle when changing; we avoid pulling faces and making negative comments about 'nappy contents'.
- We do not make inappropriate comments about children's genitals when changing their nappies.
- We dispose of nappies hygienically. Any soil (faeces) in nappies or is flushed down the toilet and the nappy is bagged and put in the bin. Cloth nappies, training pants and ordinary pants that have been wet or soiled are bagged for parents to take home.
- We have a 'duty of care' towards children's personal needs. If children are left in wet or soiled nappies in the setting this may constitute neglect and will be a disciplinary matter.

Intimate care – safeguarding children

If a member of staff has any concerns about physical or behavioral changes in a child's presentation e.g. marks, bruises, soreness, becoming watchful and wary, freezing, gaze aversion, they will immediately log and pass their concerns to the DSL for Child Protection.

Children are entitled to respect and privacy at all times and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. An appropriate level of supervision to safeguard children and/or to satisfy health and safety considerations will be implemented. This supervision should be appropriate to the needs and age of the child concerned and sensitive to the potential for embarrassment.

Research has shown that whilst all children are vulnerable to abuse, young children and children and young people with disabilities are especially vulnerable. It is important to remember that some individuals may choose this line of work to gain access to vulnerable children in order to abuse them. One to one situations have the potential to make children more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one-to-one situations with children may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when one to one situations happen, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of children and young people and the adults who work with them.

The setting will ensure that the intimate care policy and procedures are reviewed at least annually and staff are supported with their implementation and understanding of these. Adults will be encouraged to be vigilant about their own behaviour at all times, ensuring they strictly follow agreed procedures and be mindful of the needs of the children with whom they care for. In the event of an allegation being made against a member of staff, volunteer or student, the procedures for an Allegation of Abuse (as per the guidance and flow chart) will be followed.

Part of creating a protective ethos in settings involve raising awareness among staff and children as appropriate about the process of targeting and grooming used by sex offenders.

Targeting is the process offenders use to identify a victim. Children most likely to be targeted are those in groups identified as 'vulnerable'. They may fall into one or some of these categories: children with troubled or unsettled lives; with identified behavioural or emotional problems; who are separated from parents; who are known to have been previously abused; who are insecure with low self-esteem; who are isolated, socially or geographically; with disabilities or SEN.

Grooming is the process by which an offender manipulates the environment to increase the likelihood of offending without being caught. Some areas to consider in relation to grooming are:

- It involves adults and children.
- The more protective adults a child has in their network the less likely they will be successfully targeted.
- It is subtle and it may be carried out in such a way as to have an 'innocent' explanation.
- It is manipulative and deliberate.
- It may be seen as warmth and helpfulness making the person extremely plausible.
- It can be a slow process.
- Children become entrapped and feel responsible and guilty.
- Children are coerced to keep secrets.

Staff need to know that if they have concerns about the behaviour of a member of staff or volunteer within the setting they must report their concerns immediately to the DSL for Child Protection. If the concerns are about the DSL for Child Protection they should speak immediately to the Principal or Deputy Principal.

Whistle blowing

Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. Staff and volunteers who use the setting Whistle Blowing Policy should be made aware that their employment rights are protected.

Staff and volunteers should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

KEY TEACHER AND SETTLING IN POLICY

INTRODUCTION

Daisies Montessori Nursery School believes 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, 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

KEY TEACHER

- The key teacher is allocated before the child starts and will welcome and look after the child and their parents at the child's first session and during the settling in process.
- The key teacher is responsible for:
 - Providing an induction for the family and for settling the child into our setting.
 - 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 co-ordinating the sharing of appropriate information about the child's development with those carers.
 - Carrying out a home visit where appropriate.
- Encouraging positive relationships between children and their peers
- 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 Daisies Montessori Nursery School, we use a variety of ways to provide their parents with information. These include written information (including our website and policies), displays about activities available within the setting, a tour of the setting and individual meetings with parents.
- We use a Stay and Play Session to explain and complete the child's registration records with parents.
- When a child starts to attend, we explain the process of settling in with their parents and jointly decide on the best way to help the child to settle into the setting.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need to re-settle.

- 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 they arrive, 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 and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to be flexible with regards to session times for at least the first week, or possibly longer, until their child can stay happily for a full session.
- 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 Daisies Montessori Nursery School.
- Within the two weeks of starting, we discuss and work with the child's parents to begin to create their child's learning journey. The key teachers will carry out an in-depth observation to record the child's starting points (in addition to the 'All About Me' and Home Assessment completed by parents).

THE PROGRESS CHECK AT AGE TWO

- The key teacher and Principal carry out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance in *A Know How Guide: The EYFS progress check at age two*.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key teacher and Principal will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key teacher will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

LOCKDOWN POLICY

INTRODUCTION

Daisies Montessori Nursery School recognises the potentially serious risks to children, staff and visitors in emergency or harmful situations. A lockdown may take place where there is a perceived risk of threat to the pre-school, its children, staff and visitors, for example:

- A reported incident or disturbance in the local community
- An intruder on site
- A warning being received regarding an environmental risk locally
- A major fire in the vicinity
- The close proximity of a dangerous animal

PROCEDURES

A lockdown will be initiated by a member of staff blowing the whistle 3 times to gather all of the children together as quickly as possible (and take them inside the building as necessary). There are two types of lockdown:

1. Partial Lockdown

A partial lockdown is a precaution aimed to keep children and staff safe while remaining indoors. Children and staff should remain in the building and all doors and windows leading outside should be locked. No one should be allowed to enter or leave the building, however, the setting can otherwise continue as usual.

2. Full Lockdown

All Staff

- Calmly move the children into the kitchen/office and close the internal door. The kitchen has access to drinking water, food and a first aid box
- Headcount the children in your care, alerting the principal if any are missing
- Make the kitchen/office safe by locking away cleaning products etc
- Remain inside the kitchen/office until the principal deems the premises as safe
- Attempt to keep the children as quiet and calm as possible until the dangerous situation is over

Principal

- The Principal or Assistant Principal will immediately call 999
- Assign the management of the children in your care to another member of staff
- Collect an iPad for registration purposes
- Sweep through the building to check for children or visitors left behind
- Secure all external windows and doors
- Turn off lights, put smartphones on silent
- Remain inside the kitchen/office until a member of the police deems it safe to come out

Once the danger has passed:

- When completely sure that the danger is over, leave the kitchen/office and continue activities as far as possible
- Principal to telephone all parents (if not already contacted) and inform them of the incident
- Send a letter to parents to inform parents of the context of the lockdown in more detail
- Records will be made of the event and actions taken
- Ofsted and the Local Authority will be informed within 24 hours of the incident occurring

LOCKDOWN DRILLS

We hold lockdown drills once a year and record the following information about each lockdown drill on My Montessori Child:

- The date and time of the drill.
- Number of adults and children involved.
- How long it took to enter the kitchen/office.
- Whether there were any problems that delayed entry.
- Any further action taken to improve the drill procedure.

LOOKED AFTER CHILDREN POLICY

INTRODUCTION

Daisies Montessori Nursery School is committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable 'looked after' children in our care to achieve and reach their full potential.

Children become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home, however, there are instances when this does occur or where the child has been placed with another family member who works.

We place emphasis on promoting children's right to be strong, resilient and listened to. Our policy and procedures for looked after children are based on two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children's lives, as the foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

PRINCIPLES

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- In exceptional circumstances, we offer places to two-year-old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- Where a child who normally attends Daisies Montessori Nursery School is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

PROCEDURES

- The DSL for looked after children is **Anna Elcox**, along with the designated safeguarding leads. **The DSLs for Child Protection in the setting are: Anna Elcox and Claire Eldred.**
- Every child is allocated a key person while settling in and this is no different for a looked after child. The DSL ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The DSL and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.

- Daisies Montessori Nursery School recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professional's meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider issues for the child such as:
 - their emotional needs and how they are to be met
 - how any emotional issues and problems that affect behaviour are to be managed
 - their sense of self, culture, language(s) and identity – and how this is to be supported
 - their need for sociability and friendship
 - their interests and abilities and possible learning journey pathway
 - how any special needs will be supported
- In addition the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored
 - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed
 - what written reporting is required
 - wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning
 - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days, alongside the foster carer
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school will be handled sensitively. The DSL and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

LOST/MISSING CHILDREN POLICY

INTRODUCTION

Daisies Montessori Nursery School has the highest regard for the safety of the children. Staff will always be extremely aware of the potential for children to go missing during a session. At vulnerable times of the day, such as arrival and departure times, staff ratios and staff responsibilities are clear and we maintain an overview of headcounts at all times. The responsibility for the child moves from the setting to the parent or from the parent to the setting at the nursery door. If we see anyone on the premises that we do not know, we challenge them. Visitors follow sign in procedures. We have clear procedures in place for the collection of children and never let a child go with an unauthorised person. Even when all precautions are properly observed, emergencies can still arise. If for any reason a member of staff cannot account for a child's whereabouts during a session the following procedures will be activated.

PROCEDURES

- The principal and the rest of the staff must be informed that a child has gone missing.
- A thorough search of the entire premises will commence.
- The staff will be careful not to create an atmosphere of panic and ensure the other children remain safe and supervised.
- The principal will nominate as many members of staff as possible to search the area surrounding the premises, Abbots Ripton C of E School.
- All staff will stay extra vigilant to any potentially suspicious behaviour or persons in and around Daisies Montessori Nursery School.
- If after 10 minutes of thorough searching the child is still missing, the principal will inform the police and then the child's parent/carer.
- While waiting for the police and the parent/carer to arrive, searches for the child will continue. During this period, other members of staff will remain composed and maintain the normal routine for the rest of the children.
- The principal will be responsible for meeting the police and the missing child's parent/carer. The principal will co-ordinate any actions instructed by the police, and do what they can to comfort and reassure the parent/carer.

Once the incident is resolved, the principal and staff will review relevant policies and procedures and implement any necessary changes, paying particular attention to risk assessments. All incidents of children going missing will be recorded on an incident record sheet, and in cases where either the police or social care have been informed, Ofsted will also be informed as soon as practicable.

MANAGING CHILDREN WHO ARE SICK, INFECTIOUS OR WITH ALLERGIES

POLICY

INTRODUCTION

Daisies Montessori Nursery School aims to provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic trigger.

Reference to Covid-19 is excluded from this policy, please see the separate Coronavirus (Covid-19) Policy.

PROCEDURES FOR CHILDREN WHO ARE SICK OR INFECTIOUS

- If a child appears unwell during the day – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – our principal will call the parents and ask them to collect the child, or to send a known carer to collect the child on their behalf.
- If a child has a temperature, they are kept cool by removing top clothing and sponging their heads with cool water, but kept away from draughts.
- The child's temperature is taken using a forehead thermometer strip, kept in the first aid box.
- If the child's temperature does not go down and is worryingly high, then we may give them Calpol or another similar analgesic, after first obtaining verbal consent from the parent where possible. This is to reduce the risk of febrile convulsions. Parents sign the medication record when they collect their child.
- In extreme cases of emergency, an ambulance is called and the parent informed.
- Parents are asked to take their child to the doctor before returning them to Daisies Montessori Nursery School; we can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- 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 Daisies Montessori Nursery School.
- After diarrhoea, we ask parents keep children at home for 48 hours following the last episode.
- Some activities, such as sand and water play, and self-serve snacks where there is a risk of cross-contamination may be suspended for the duration of any outbreak.
- We have a list of excludable diseases and current exclusion times. The full list is obtainable from www.hpa.org.uk/webc/HPAwebFile/HPAweb_C/1194947358374 and includes common childhood illnesses such as measles. The list is on view for parents and staff in the cloakroom.

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 Public Health England.
- When we become aware, or are formally informed of the notifiable disease, our principal informs Ofsted and contacts Public Health England, and acts on any advice given.

HIV/AIDS/HEPATITIS PROCEDURE

HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults:

- Wear single-use vinyl gloves and aprons when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Use protective rubber gloves for cleaning/sluicing clothing after changing.
- Rinse soiled clothing and either bag it for parents to collect or launder it in the setting.
- Clear spills of blood, urine, faeces or vomit using mild disinfectant solution and mops; any cloths used are disposed of with the clinical waste.
- Clean any tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit using a disinfectant.

HEAD LICE

When a case of head lice is discovered at Daisies Montessori Nursery School, the situation will be handled sensitively.

- The child will not be isolated from other children, and there is no reason for the child to be excluded from activities.
- When the child is collected, their parent/carer will be informed in a sensitive manner.
- Other parents/carers will be informed as quickly as possible of the head lice but the child concerned will not be mentioned.
- Staff should check themselves for head lice and treat whenever necessary.

PROCEDURES FOR CHILDREN WITH ALLERGIES

- When children start at Daisies Montessori Nursery School we ask their parents if their child suffers from any known allergies. This is recorded on the Registration Form.
- If a child has an allergy, we complete a risk assessment form to detail the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc.).
 - The nature of the allergic reactions (e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.).
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen).
 - Control measures - such as how the child can be prevented from contact with the allergen.
 - Review measures.
- This risk assessment form is kept in the child's personal file and a copy is displayed where our staff can see it.
- Generally, no nuts or nut products are used within the setting.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

INSURANCE REQUIREMENTS FOR CHILDREN WITH ALLERGIES AND DISABILITIES

- If necessary, our insurance will include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from our insurance provider must be obtained to extend the insurance.
- At all times we ensure that the administration of medication is compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.
- Oral medication:
 - Asthma inhalers are now regarded as 'oral medication' by insurers and so documents do not need to be forwarded to our insurance provider. Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
 - We must be provided with clear written instructions on how to administer such medication.
 - We adhere to all risk assessment procedures for the correct storage and administration of the medication.
 - We must have the parents' or guardians' prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to our insurance provider.
- Life-saving medication and invasive treatments:
These include adrenaline injections (EpiPens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc.) or invasive treatments such as rectal administration of Diazepam (for epilepsy).
We must have:
 - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;

- written consent from the parent or guardian allowing our staff to administer medication;
- proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
- Copies of all three documents relating to these children must first be sent to our insurance provider. Written confirmation that the insurance has been extended will be issued by return.
- Key person for special needs children requiring assistance with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.:
 - Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
 - The key person must have the relevant medical training/experience, which may include receiving appropriate instructions from parents or guardians.

MANUAL HANDLING POLICY

INTRODUCTION

Daisies Montessori Nursery School aims to fulfil the requirements of the Manual Handling Regulations 1992 and 2002. Although it is not possible to eliminate all manual handling we recognise correct handling techniques will lessen the chances of injury occurring. Manual handling applies to a wide range of manual handling activities, including lifting, lowering, pushing, pulling or carrying. The load may be either inanimate - such as a box or a trolley, or animate - a person or an animal.

As with other health and safety issues, the most effective method of prevention is to eliminate the hazard – in this case, to remove the need to carry out hazardous manual handling. For example: it may be possible to re-design the workplace so that items do not need to be moved from one area to another. Where manual-handling tasks cannot be avoided, they must be assessed. This involves examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

ROLES AND RESPONSIBILITIES

As the employer, Anna Elcox has overall responsibility for all matters relating to manual handling. She will:

- Provide the correct equipment to support moving and handling techniques
- Provide adequate warning signs where necessary

Day to day responsibility lies with Anna Elcox. She will:

- Carry out an assessment of main tasks, identify potential risks arising from manual handling and set clear rules in our risk assessments
- Ensure outdoor and indoor spaces, furniture, equipment and toys are safe and suitable for their purpose
- Ensure staff, students and volunteers are given guidance about the safe storage, movement, lifting and erection of large pieces of equipment on induction and through training, meetings and handouts
- Complete an individual risk assessment for staff/students/volunteers where deemed necessary

As part of a manual handling assessment all staff will consider the following:

- The tasks to be carried out
- The load to be moved
- The environment in which handling takes place
- The capability of the individual involved in the manual handling

All staff will:

- Follow three basic rules:
 1. AVOID the need for hazardous manual handling, so far as reasonably practical.
 2. ASSESS the risk of injury from any hazardous manual handling that can't be avoided.
 3. REDUCE the risk of injury from hazardous manual handling, so far as reasonably practical, limiting the distances for carrying, making the load smaller/lighter where possible and using the proper equipment provided such as ladders, trolley etc.
- Not move any load unless they know the correct handling techniques or believe the load may cause them an injury.
- Not carry loads at arm's length or finger tips and avoid a lift from the floor or to above shoulder height and avoid awkward movements such as stooping, reaching or twisting, minimising repetitive actions by re-designing and rotating tasks. Ensure that there are adequate rest periods and breaks between tasks.

- Ensure that they are capable of undertaking the task, two person lifts are to be encouraged where practical for (large pieces of furniture or equipment) – people with health problems and pregnant women may be particularly at risk of injury and must report their condition to Anna Elcox immediately.
- Report any injuries incurred during any manual handling operation and record it in the accident book.
- Follow the policies of the Daisies Montessori Nursery School with regards to Manual Handling and co-operate on these issues at all times.

CORRECT LIFTING PROCEDURE

1. Think about the task; consider what you will be lifting, where you will put it and how you are going to get there. Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable.
2. Remove obstructions and ensure that the correct equipment is available.
3. Assess the weight, centre of gravity of the load and the size to make sure that you can grip it safely and see where you are going.
4. Assess whether you can lift the load safely without help. If not, get help. If more than one person is involved, plan the lift first and agree who will lead and give instructions. Consider a resting stage before moving a heavy load or carrying something any distance.
5. Plan your route and remove any obstructions. Check for any hazards such as uneven flooring.
6. Check whether you need any PPE (personal, protective equipment) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you.
7. Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear.
8. Ensure that you will be able to maintain a firm grip.
9. Remove any unnecessary packaging, if this will make the task safer.
10. Stand with your feet apart and your leading leg forward. Your weight should be evenly distributed over both feet. Position yourself (or turn the load around) so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift.
11. Always lift using the correct posture.
12. Bend the knees slowly, keeping the back straight.
13. Tuck the chin in on the way down
14. Lean slightly forward if necessary and get a good grip.
15. Keep the shoulders level, without twisting or turning from the hips.
16. Try to grip with the hands around the base of the load.
17. Bring the load to waist height, keeping the lift as smooth as possible.
18. Move the feet, keeping the load close to the body.
19. Proceed carefully, making sure that you can see where you are going.
20. Lower the load, reversing the procedure for lifting
21. Avoid crushing fingers or toes as you put the load down.
22. Position and secure the load after putting it down.
23. Report any problems immediately – for example, strains and sprains.
24. Where there are changes, for example to the activity or the load, the task must be reassessed.

MOBILE PHONES, CAMERAS AND TECHNOLOGICAL DEVICES POLICY

1. Use of personal mobile phones, cameras and other technological devices by staff, volunteers or students (known as 'staff').

Daisies Montessori Nursery School recognises that staff may wish to have their personal mobile phones at work for use in case of emergency. It is acknowledged that staff may also have other technological devices in their possession or within their personal belongings.

However, safeguarding of children within the setting is paramount and it is recognised that personal mobile phones, cameras and technological devices have the potential to be used inappropriately or distract from the safe supervision of the children. The setting management has implemented the following policy:

- Personal mobile phones and technological devices should only be used outside of working hours and never whilst children are present. All devices with imaging and sharing capabilities, including smart watches, should have messaging and camera modes turned off if worn when working directly with children.
- Personal mobile phones and technological devices should be stored in the kitchen.
- In very exceptional circumstances, such as a family emergency, staff should seek permission from Anna Elcox to use their mobile phone.
- If a staff member must use their mobile phone or technological device this should be away from the children and ensuring that staff supervision levels are not compromised.
- Consideration is given to staff who have a technological device linked to a mobile phone to record potential medical emergencies in the case of recording blood sugar levels. This is risk assessed, recognising the unique need of these devices and the clear use of them for individuals to ensure their safety in the setting.
- Staff who ignore this policy and use a mobile phone or other technological device on the setting premises without permission may face disciplinary action.
- The setting's main telephone number can be used for emergencies by staff or by people who need to contact them.
- In circumstances such as outings and off-site visits, staff will agree with Anna Elcox the appropriate use of mobile phones in the event of an emergency.
- Where there is a suspicion that the material on a mobile phone or technological device may be unsuitable and may constitute evidence relating to a criminal offence, the 'Allegations of Abuse' process will be followed (please refer to the setting's 'Safeguarding and Child Protection Policy').
- Staff remain responsible for their own property and will bear the responsibility of any losses.

2. Use of personal mobile phones, cameras and other technological devices by non-staff*

* Throughout this policy the term non-staff may include children, parents, visitors and contractors.

Daisies Montessori Nursery School recognises that visitors may wish to have their personal mobile phones and technological devices with them.

However, safeguarding of children within the setting is paramount and it is recognised that personal mobile phones and other technological devices have the potential to be used inappropriately and therefore the setting management has implemented the following policy:

- Mobile phones and technological devices must only be used away from the children and where possible, off site.
- In exceptional circumstances, such as a family emergency, visitors should seek permission from Anna Elcox to use their mobile phone.

- The setting's main telephone number can be used for emergencies.
- Photos of children must not be taken without prior discussion with Anna Elcox and in accordance with the General Data Protection Regulation and Data Protection Act 2018 (GDPR).
- In circumstances where there is a suspicion that the material on a mobile phone or other technological device may be unsuitable and provide evidence relating to a criminal offence, the 'Allegations of Abuse' process will be followed (please refer to the setting's 'Child Protection and Safeguarding Policy').
- Visitors remain responsible for their own property and will bear the responsibility of any losses.
- Exceptions will be made when staff or students need to use their mobile phone for medical recording in the case of recording blood sugar levels. This is risk assessed, recognising the unique need of these devices.

3. Use of the setting's technological devices

Daisies Montessori Nursery School provides iPads for staff to use to support their work with children. To ensure the appropriate use of this equipment, and to safeguard children, the following policy applies:

- Only the iPads belonging to the setting may be used to take appropriate and relevant images of children, i.e. observations, photographs of setting events and off-site trips.
- Images must be used in accordance with the GDPR and Data Protection Act 2018.
- Technological devices should only be used where two or more staff members are present.
- It is not appropriate to take photographs of bruising or injuries on a child for child protection concerns. The 'Logging Concern Form and Body Map' must be used to record factual observations.
- The setting's iPads must only be used for work related matters.
- In circumstances where there is a suspicion that the material on the setting's iPads may be unsuitable and provide evidence relating to a criminal offence, the 'Allegations of Abuse' process will be followed (please refer to the setting's 'Child Protection and Safeguarding Policy').
- The setting's iPads remain the property of the setting at all times and should not be taken off of the premises (with the exception of outings or other off-site trips).

ADDENDUM

We currently have a staff member who wears a blood sugar monitor connected to her mobile phone. She retains her mobile phone in a zipped pocket on her body throughout the day to ensure her safety. It is set to Airplane Mode with Bluetooth switched on.

NO SMOKING POLICY

INTRODUCTION

We comply with health and safety regulations and the welfare requirements of the EYFS in making our setting a No Smoking environment - both indoors and outdoors.

PROCEDURES

- All staff and volunteers are made aware of our No Smoking Policy.
- Smoking is not permitted anywhere on the premises.
- We display No Smoking signs.
- The No Smoking Policy is stated in our information for parents.
- Staff who smoke do not do so during working hours, unless on a break and off the premises.

ONLINE LEARNING JOURNEY POLICY

INTRODUCTION

The EYFS (2014) states:

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting on those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Daisies Montessori Nursery School ensures that all children attending the setting have a personal Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage (EYFS), to build up a record of each child's achievements during their time with us. It will also show children's developmental progress through the different age bands of the EYFS. To help us achieve this in a more productive way, Daisies Montessori uses an online learning journey software called My Montessori Child.

This policy sets out our procedures for the safe and effective use of My Montessori Child and the management of online learning journeys, to ensure the system works to the benefit of every child, information is secure and safeguarding procedures are rigorous. The staff can upload observations, assessments, photographs and videos of the children throughout their time at Daisies Montessori. This is a completely secure system, only the principal, the staff and the child's parents will have access to the child's learning journal. We encourage parents to be as involved in the process as possible, not only by reading and commenting on the observations but also by uploading their own pictures and comments of their children for us to enjoy and add to the assessment process. This partnership creates a journal, which grows for your child to keep. The staff will only use the school tablets, which have been bought for this purpose. The tablets are stored overnight in the office. The staff are not permitted to take the tablets home. Staff are only allowed to use the tablets in conjunction with their job role; no personal usage will be allowed.

PROCEDURES

- Daisies Montessori Nursery School uses an online Learning Journey system (My Montessori Child), allowing staff and parents to access the information from any computer via a personal password protected login.
- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos. Parents do not have access to edit existing material.
- All observations are regularly moderated by the principal.
- Parents logging into the system are only able to see their child's Learning Journey.
- Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect the images of other children that may appear in any photos.
- In the instance where a parent does not give permission for their child's photograph to be used, staff will ensure that every possible measure is taken to not include the said child in photographic evidence, with the exception of their own photos for their own journal.
- New observational entries to a child's Learning Journey will be uploaded within the week of the observation being made.
- My Montessori Child is also used as a general communication tool between home and school.

Staff Agreement

All staff using the system will adhere to a Staff Agreement where they shall:

- Only use devices supplied by the setting for their intended use and in line with their role as an employee of Daisies Montessori.
- Not download any images or information to personal computers/tablets/mobile phones.
- Not use devices for personal use.
- Not allow family members to use devices.
- Not share the information stored with anyone other than the principal and other staff.
- Ensure that log in details remain confidential to themselves.
- Ensure they are logged out when not in use.
- Ensure that devices are only used to access the internet via a secure network.
- Delete photos stored on the device as soon as they have been added to the online Learning Journey.

Parental Restrictions:

Photos or videos including other children or staff should not be shared with anyone other than the My Montessori Child account holder. Parents are prohibited from sharing images or videos from My Montessori Child containing their child or other children to any social networking site or via email or text. Parents sign an agreement to say they will adhere to this.

My Montessori Child Software Privacy Policy:

No data is stored on the tablets. As soon as an observation has been recorded and uploaded to the My Montessori Child server, it is automatically deleted from the tablet. All data is held in encrypted form and is accessed subject to a secure login and password. The only people who can access a child's learning journey are the nursery staff and the child's parents.

ONLINE SAFETY POLICY

INTRODUCTION

Daisies Montessori recognises the exciting opportunities technology offers to staff and children in our setting and have invested in age-appropriate resources to support this belief. While recognising the benefits we are also mindful that practitioners have a duty of care to ensure that children are protected from potential harmful online material and that appropriate filtering and monitoring systems are in place. To reflect our belief that when used appropriately and safely, technology can support learning, we encourage adults and children to use a range of technological resources for a wide range of purposes. At the same time, we do all we can to ensure that technology is used appropriately and that children are safeguarded against all risks. While it is not possible to completely eliminate risk, any online safety concerns that do arise will be dealt with quickly to ensure that children and staff adhere to safe practices and continue to be protected. We will communicate our safe practice in the use of technologies with families and manage any concerns. Children are taught the following stay safe principles in an age appropriate way prior to using the internet;

- only go on line with a grown up
- be kind on line
- keep information about me safely
- only press buttons on the internet to things I understand
- tell a grown up if something makes me unhappy on the internet

The DSL(s) for child protection have overall responsibility for ensuring that children and young people are safeguarded. They also seek to build children's resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways. We refer to the 'Safeguarding children and protecting professionals in early years settings: online safety considerations' guidance as referenced in the Statutory Framework for the Early Years Foundation Stage (2024).

PROCEDURES

This policy applies to everyone - staff, children, parents/carers, visitors and contractors accessing the internet or using technological devices on the premises. The policy is also applicable where staff or individuals have been provided with setting issued devices for use off-site.

We aim to:

- Raise awareness amongst staff and parents/carers of the potential risks associated with online technologies, whilst also highlighting the many learning and social benefits.
- Maintain a safe and secure online environment for all children in our care.
- Provide safeguarding protocols and rules for acceptable use to guide all users in their use of technology and online experiences.
- Ensure all adults are clear about sanctions for misuse of any technologies both within and beyond the setting.

Hardware

Where staff have been issued with an iPad for work purposes, personal use whilst off site is not permitted unless authorised by Anna Elcox. The iPad should be used by the authorised person only. Only technology owned by the setting will be used on the premises and on visits or outings. This includes mobile devices for everyday use and, in case of emergency, a mobile phone is provided. Staff taking photographs or recording with technology not owned by our setting is specifically not allowed.

All staff have a shared responsibility to ensure that children are supervised when using the internet and related technologies to ensure appropriate and safe use as part of the wider duty of care and responding or reporting promptly issues of concern. Setting issued devices only should be used for work purposes and all sensitive information or photographs of children use the encrypted My Montessori Child software. Online searching and installing/downloading of new programs and applications is restricted to authorised Anna Elcox only. Children are not able to search or install anything on a setting device.

Data Storage

No electronic documents that include children's names or digital images will be transported out of the setting e.g. on a memory stick. All sensitive information or photographs of children use the encrypted My Montessori Child software.

Cybercriminals can damage a business, cause a temporary shutdown, expose confidential information, and access finances. The reputational damage could be huge and could lead to an investigation by the Information Commissioner's Office, resulting in hefty fines. Strong passwords that are reviewed regularly will be used to control access. The setting will ensure that all devices have protective software from viruses and malware and keep those up to date.

Email

The setting has access to a professional email account to use for all work-related business, including communication with parents/carers. This allows for email content to be monitored and protects staff from the risk of allegations, malicious emails or inappropriate contact with children and their families. Staff must not engage in any personal communications with children who they have a professional responsibility for. This also prohibits contact with children who previously attended the setting. Staff should not participate in any material that is illegal, obscene and defamatory or that is intended to annoy or intimidate another person or persons. All emails should stay professional in tone and checked carefully before sending, just as an official letter would be. Care should be taken when forwarding emails from others.

Social Networking

Employees must not access personal social networking sites on work premises or use the setting's internet systems or email address for their own use, without prior agreement from Anna Elcox. The setting does not condone employees writing about their work on social networking sites or web pages. If employees choose to do so, they are expected to follow the following rules:

Staff must not:

- disclose any information that is confidential to the setting or any third party or disclose personal data or information about any individual child, colleague or service user, which could be in breach of the General Data Protection Regulation (GDPR) and Data Protection Act 2018.
- disclose the name of the setting or allow it to be identified by any details at all. This includes posting photos of children and young people, the premises or events with work colleagues.
- link their own blogs/personal web pages to the setting's website.
- make defamatory remarks about the setting, colleagues or service users.
- misrepresent the setting by posting false or inaccurate statements.

Staff should not: send social networking site 'friend requests' to, or accept them from, children, young people or parents who use the setting. All communication with children and young people should always take place within clear and explicit professional boundaries. Staff should avoid any misinterpretation of their motives or any behaviour that could be construed as grooming. Failure to adhere to the rules and guidelines in this policy may be considered misconduct and could lead to disciplinary and/or criminal investigations.

Setting social media sites

Although Daisies Montessori has an open Facebook page no staff, families or children's personal information is accessible by users of the site. Anna Elcox moderates all postings to the site.

Safety Guidelines if using devices with children within the setting

Children will always be supervised when using devices and this will be used as a learning opportunity. All websites, apps and search results will be checked prior to children having access to them and safety and privacy settings are always kept at the highest level. Staff will model the safe use of devices and online learning including activities away from devices that may support children's understanding of the risks online (further information on these activities can be found via UK Safer Internet Centre)

Children will not use staff personal devices at any time. Any devices brought in from home will be securely stored for the duration of the child's attendance unless prior consent has been given by management. Any medical devices needed for the child's personal use will be risk assessed and managed with safety as a priority.

Sanctions

Misuse of technology or the internet may result in:

- the logging of an incident
- disciplinary action
- reporting of any illegal or incongruous activities to the appropriate authorities
- the allegations of harm process being followed using the relevant flowchart

Guidance

- Safeguarding Children and Protecting Professionals in Early Years Settings: Online Safety Considerations for Managers (UK Council for Internet Safety, 2019)
- Safeguarding Children and Protecting Professionals in Early Years Settings: Online Safety Guidance for Practitioners (UK Council for Internet Safety, Feb 2019)

OUTINGS POLICY

INTRODUCTION

Children benefit from being taken out of the Daisies Montessori Nursery School to go on walks around the local area which 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 below.

PROCEDURES

- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
- This general consent details the venues used for daily activities.
- A risk assessment for each venue is carried out, which is reviewed regularly.
- A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parents to see.
- Staff take a mobile phone on outings and supplies of tissues, wipes, pants etc. as well as a mini first aid pack, 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.
- Staff take a list of children with them with contact numbers of parents/carers as well as some accident forms and a copy of our Missing Child Policy.
- A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.
- Named children are assigned to individual staff to ensure that each child is well supervised, that no child goes astray and that there is no unauthorised access to children.

PARENTAL INVOLVEMENT POLICY

INTRODUCTION

We believe that children benefit most from early years education and care when parents and settings work together in partnership. Daisies Montessori Nursery School aims 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.

Some parents are 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. In carrying out the following procedures, we will ensure that all parents are included.

When we refer to 'parents', we mean both mothers and fathers; these include both 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.

The Children Act (1989) defines *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 made to feel welcome in our setting; they are greeted appropriately.
- We have a means to ensure all parents are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
- 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 value all parents points of view about the setting and we carry out regular satisfaction surveys.
- 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, 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 a 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 Confidentiality and Children's Records Policy.
- 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.
- We encourage parents 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.

- Where applicable, our key persons work with parents to carry out an agreed plan to support 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 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 consult with parents about the times of meetings to avoid excluding anyone.
- 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 hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. 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.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at our setting:

- Admissions Policy.
- Complaints Procedure.
- Record of complaints.
- Developmental records of children.

PROMOTING BRITISH VALUES POLICY

INTRODUCTION

We actively promote inclusion, equality of opportunity, the valuing of diversity and British Values. Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

PROCEDURES

British Values

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 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015). Please refer also to our continuous provision document that explains in depth the Montessori curriculum.

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - 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 (through the prime area of Personal, Social and Emotional Development)
 - Practitioners ensure that children understand their own and others' behaviour and its consequences.
 - 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.
 - The Montessori rules are reinforced by role modelling and verbal command. The rules are kept simple and fair to ensure the safety of the children and adults in the setting and to allow the children to enjoy each other's company.
 - Practitioners understand that the 2 year olds will have a limited understanding of the rules and adjust their expectations accordingly. Staff act as role models and closely supervise the 2 year olds to prevent unwanted behaviour.

- *Individual liberty*, or freedom for all (through the prime areas of Personal, Social and Emotional Development and Understanding the World)
 - 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, making their own snack, talking about their experiences and learning. According to the Montessori principles, children are free to work at their own pace, with their chosen piece of equipment for as long as they want, individually or with other children.
 - 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 (through the prime areas of Personal, Social and Emotional Development and Understanding the World)
 - 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. The Montessori curriculum is particularly inclusive of other cultures and helps the children to explore the world around us.
 - Practitioners encourage and explain the importance of tolerant behaviours, such as turn-taking, sharing and respecting other's opinions.
 - We challenge gender, cultural or racial stereotyping.
- *In our setting 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

Prevent Strategy

Under the Counter-Terrorism and Security Act 2015 we also have a duty “to have due regard to the need to prevent people from being drawn into terrorism”. This is fully embedded into our safeguarding policy and procedures.

Legal framework

Counter-Terrorism and Security Act 2015

Further guidance

- Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)
- Fundamental British Values in the Early Years (Foundation Years 2015)
- Prevent Duty Guidance: for England and Wales (HMG 2015)
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

PROMOTING CHILDREN'S POSITIVE BEHAVIOURS AND INTERACTIONS POLICY

INTRODUCTION

Daisies Montessori Nursery School recognises the importance of positive and effective behaviour management strategies in promoting children's welfare, learning and enjoyment.

The aims of our behaviour management policy are to help children to:

- Develop a sense of caring and respect for one another.
- Build caring and co-operative relationships with other children and adults.
- Develop a range of social skills and help them learn what constitutes acceptable behaviour.
- Develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.
- Develop emotional literacy, the ability to identify, understand and respond to emotions in a healthy way.

'Beneath every behaviour there is a feeling. And beneath each feeling is a need. And when we meet that need rather than focus on the behaviour, we begin to deal with the cause not the symptom.'

Ashleigh Warner

STRATEGIES TO SUPPORT POSITIVE BEHAVIOURS AND INTERACTIONS

Are the children's interests met?

Staff will ensure that children are interested and engaged in what they are doing and if they are not then they will change the resources or activities.

Distract and divert

Staff will distract the child and divert them to a different activity that is as engaging as the original one or an activity that meets their interests. Staff will consider one that is totally different to the original activity. They will think about how they are sounding, making sure they sound really excited about the distraction or diversion.

Planned ignoring (of the behaviours)

Staff will agree on behaviours they are not going to respond to, ignore them and praise other children for carrying out the desired behaviour. They will understand that planned ignoring does not mean no interaction with the child, it is a non-response of the behaviours.

Offering limited/clear choices

Staff will offer two choices as a way of what they want the child to do – the child is doing what the adult wants but it gives them some control over the situation. Staff acknowledge that children need to be allowed enough time to make that choice and not rush into it.

Clear and positive instructions

Staff will think about the child's language level – do they need a very simple one or two word instruction that is positive? Staff will repeat if necessary and use the child's name first if needed.

Acknowledging children's feelings

Staff will value the child and validate their feelings. This teaches respect and names the feeling so that the child understands why they are reacting that way.

Use an agreed script

Staff understand that it can be helpful for a child to hear consistent messages from all staff and so using a pre-agreed script is a way in which the entire team can be consistent in their approach to managing and responding to any behaviours that cause concern. This approach also contributes to the development of a supportive culture within our staff team.

Consequences not punishment

Staff understand that punishment is a negative experience, which leads to negative feelings and anti-social behaviours. When staff consider what consequences to use, it is best they choose the one that will be the least restrictive and give the child the greatest opportunity to learn from the situation. Staff will talk through the consequence and why it is being imposed. If a consequence is too harsh, the child will spend their energy being angry at the staff member, rather than considering what they did wrong.

Reflect, repair and restore

Depending on a child's developmental stage it can be helpful to do a 'debrief' with a child after an event so that the child can re-tell and explore the story with a changed set of feelings. This may be done through the use of our Peace Table.

DEALING WITH INAPPROPRIATE BEHAVIOUR

- When confronted with negative behaviour, staff will be clear to distinguish between 'disruptive' or 'unacceptable' behaviour.
- Disruptive behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them.
- Unacceptable behaviour refers to non-negotiable actions and may include violence, bullying or destruction of equipment. Staff will be clear that consequences will follow from such behaviour, including in the first instance removing a child from the activity.
- When an incident of inappropriate behaviour occurs, staff will listen to the child or children concerned and hear their reasons for their actions. Staff will explain to the child or children what was unacceptable behaviour and that such actions have consequences.
- Staff will make every attempt to ensure that children understand what is being said to them.
- Children will always be given the opportunity to make amends for their behaviour and, unless it is judged inappropriate, be able to re-join the activity.
- Children who need help in order to behave in an appropriate manner will be given support and consistent strategies to address the matter. Staff will seek appropriate training in order to reflect upon the triggers and effects for some children who find some aspects of the environment stressful.

USE OF REWARDS AND SANCTIONS

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- 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). If used then the type of rewards and their functions must be carefully considered before applying.
- 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, encouraging them to vent their frustration in other ways by diverting the child's attention.
- 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 in writing on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

RULES AND STANDARDS

The children are encouraged to respect themselves and others and care for their environment. Ground rules are explained to each child. Any concerns regarding a child's behaviour are discussed with the parents to ensure consistency when dealing with a situation. The mission of Daisies Montessori Nursery School is in part to help children become intrinsically motivated learners. We ask that children follow certain general classroom expectations as listed below.

1. Any child can do work as long as they:
 - Have had a lesson
 - Work safely and appropriately
 - Work quietly
 - Respect themselves, others and the environment
2. Take materials to a mat or table.
3. Return work to the shelf in the condition it was found (or better).
4. One child per activity (with exceptions governed by the teacher).
5. Restore the environment:
 - Chair in
 - Spills/area cleaned up.
6. No child touches the work of another or interferes with another's activity by touching, correcting, taking over or behaving in a way that will disturb another's concentration.
7. A child may join another if he is invited or gets permission. This includes watching (watching is eyes only, not touching or talking).
8. No child is ever forced to share her activity or materials (this could make them obsessive about their rights. A child must be 4 years old or older to truly share).
9. Children are not forced to participate in a group activity. They may watch. They cannot disturb an activity they choose not to join. They may be excused if they participate inappropriately.
10. Each child deserves the right to do nothing at all. They may sit and muse or take time alone. Doing nothing does not include wandering and disturbing the work of others.

PROVIDER RECORDS POLICY

INTRODUCTION

We keep records and documentation for the purpose of maintaining our business. These include:

- Records pertaining to our registration.
- Lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of our staff including their name, home address and telephone number.

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the General Data Protection Regulation (2018) and the Human Rights Act (1998). This policy and procedure should be read alongside our Confidentiality and Children's Records Policy.

PROCEDURES

- All records are the responsibility of our principal who ensures they are kept securely.
- All our records are kept in an orderly way in files and filing is kept up-to-date.
- Our financial records are kept up-to-date for audit purposes.
- We maintain health and safety records; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

We notify Ofsted of any:

- change in the address of our premises
- change to our premises which may affect the space available to us or the quality of childcare we provide
- change to the person managing our provision
- significant event which is likely to affect our suitability to look after children
- other event as detailed in the *Statutory Framework for the Early Years Foundation Stage* (DfE 2012)

RISK ASSESSMENT POLICY

INTRODUCTION

At Daisies Montessori Nursery School we understand the importance of ensuring that systems are in place for checking that we have a safe and secure place for children, staff and visitors. Our risk assessment procedures are part of a continuous process to prevent any dangerous incidents taking place. This is the responsibility of all staff as part of their daily duties.

PROCEDURES

- In accordance with our duties at Daisies Montessori Nursery School we are required to undertake regular risk assessments and take any necessary action arising from these according to provisions set out in the Health and Safety Policy. All staff are responsible for making sure that risk assessments are completed, logged and effectively monitored. Reviews are conducted when there is any change to equipment or resources.
- The principal is responsible for conducting any necessary reviews or making changes to Daisies Montessori Nursery School's policies or procedures in the light of any potential risks that they or any other members of staff discover.
- A visual inspection of both equipment and the entire premises - both indoor and outdoor - will be carried out daily. This will be carried out by a designated member of staff on arrival at Daisies Montessori Nursery School and be completed before any children arrive.
- During the session, staff will be vigilant and continuously aware of any potential risks to health and safety arising from the environment, both indoor and outdoor. This includes floors and all equipment used by staff and children.
- On discovering a hazard, staff will take all steps necessary to making themselves and any other people safe.
- The principal is then responsible for ensuring that any necessary action is taken.
- Risk minimisation procedures can be found in the Lost/Missing Children Policy.

RECORDING ACCIDENTS, INCIDENTS AND DANGEROUS OCCURRENCES

All accidents, incidents and dangerous occurrences will be recorded on My Montessori Child on the same day as the accident happened. Records must contain:

- The time, date and nature of the incident, accident or dangerous occurrence
- Details of the people involved
- The type, nature and location of the injury sustained
- What action was taken and by whom
- The signature of the member of staff who dealt with the event, a witness and countersigned by the parent/carer of the child involved upon collection

SOCIAL NETWORKING POLICY

INTRODUCTION

Social networking sites, such as Facebook, Instagram and Twitter, are now the communication form of choice amongst young people, parents and professionals alike, providing them with a powerful voice to express opinions, contact friends and share multimedia content at little to no cost. For this very reason, Daisies Montessori Nursery School has set up a Facebook page as a contemporary means of marketing our services. The Facebook account will be used to market our services, share information about ongoing events (in addition to all of our usual channels), as a way to meet other providers in the area and create links with our community.

RISKS

There are always going to be risks to using any form of communication which lies within the public domain. Therefore, it is imperative that there are clear rules, procedures and guidelines to minimise those risks to:

- The staff managing the social networking account (e.g. allegations and inappropriate contact)
- Members of the public who are linked to the social networking account, particularly children and young people (e.g. grooming, cyberbullying or exposure to harmful and inappropriate content)
- Reputational damage to the company's name and brand (e.g. bad language, inappropriate comments from the public, complaints etc.)

Whilst Daisies Montessori Nursery School acknowledges that every effort will be made to safeguard against all risks, it is likely that we will never be able to completely eliminate them. Any safeguarding related incidents that may occur will be dealt with quickly and according to our Safeguarding and Child Protection Policy to ensure children and young people continue to be protected.

SCOPE OF POLICY

This policy applies to all staff members involved in the daily operations and management of the social networking account. All staff must be aware of the guidelines and procedures for contacting and communicating with young people and members of the public via the social networking account. This is not only to ensure professionalism in staff communications, but also to safeguard against misunderstandings or allegations. For this reason, all staff involved are required to read and sign acceptable use rules before commencing work on the account.

RESPONSIBILITIES

The very nature of social networking means that it is never truly possible to connect exclusively with one demographic (e.g. parents) meaning that contact with, or connections to, young people is inevitable at some point. For this reason, appropriate consideration must be given towards ensuring that the social networking account is a safe environment for all members of the community to participate in.

SENIOR STAFF

- Read and sign the code of conduct for professional behaviour when using the Facebook group.
- Only the principal will have administrative rights for the page and will be allowed to publish content on the page.
- To create the account, a generic work/business email address should be used and never an individual's work email address, or personal Facebook details. This allows for any future personnel changes within the team and prevents individuals from receiving unwanted contact.
- Only pictures of the setting and the activities (hands in action) might be used on the page. We don't post pictures of the children on the page.
- Report any illegal online content to the Internet Watch Foundation (www.iwf.org.com)

ALL STAFF AND VOLUNTEERS

- Be aware of relevant Policies and know how to report a Safeguarding and Child Protection concern.
- Know who the Designated Safeguarding Lead is within Daisies Montessori Nursery School.
- Be able to signpost young people or parents to further online safeguarding support e.g. www.thinkuknow.co.uk.
- Ensure that privacy settings for their personal social networking sites are set to a maximum to minimise the risk of members of the public accessing inappropriate information or images of a staff member.
- Avoid linking their personal online presence (i.e. Facebook account) to the corporate social networking account. Private communications, or the potential to establish private contact between staff and the public, is inadvisable and strictly prohibited where children and young people are concerned.
- Ensure that professional email addresses are used for any correspondence with the public, particularly young people, so as to minimise risk of misunderstanding or allegations.
- Ensure that children and young people are protected and supported in their use of technologies so that they know how to use them in a safe and responsible manner. Children and young people should know what to do in the event of an incident.

INAPPROPRIATE USE BY A STAFF MEMBER OR VOLUNTEER

In the event that a member of staff is believed to have misused the social networking group in an abusive or illegal manner, a report must be made to the Designated Safeguarding Lead immediately. The Safeguarding and Child Protection Policy should then be followed to deal with any misconduct and all appropriate authorities contacted.

SPECIAL EDUCATIONAL NEEDS POLICY

INTRODUCTION

We provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND, including disabled children with special educational needs.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

PROCEDURES

- We designate at least one member of staff to be the Special Educational Needs Co-ordinator (SENDCO) and give their name to parents.
The SENDCO in the setting are: Anna Elcox
- The SENDCO work closely with other colleagues and has responsibility for the day-to-day operation of our Special Educational Needs Policy and for co-ordinating provision for children with SEND.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We believe that the Montessori curriculum is particularly inclusive for all children.
- We apply SEND support to ensure early identification of children with SEND.
- We use the graduated approach system (assess, plan, do, review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
- We, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We have systems in place for referring children for further assessment e.g. Early Help Assessment and Education, Health and Care (EHC) assessment.
- Whenever it's possible, we provide resources (human and financial) to implement our Special Educational Needs Policy. We will apply for extra funding from our Local Authority and we will make adjustments to accommodate the needs of the child (for example, offering a space in the afternoon when we have less children and therefore a higher ratio staff for children).
- We attend further training as needed.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

FURTHER GUIDANCE

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2013)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

STAFF SUPERVISION POLICY

INTRODUCTION

This policy includes a clear statement of the purpose of supervision and why it is important to Daisies Montessori Nursery School, including how it contributes to positive outcomes for our staff, children and families. Supervision links to the following Early Years Foundation Stage Safeguarding and Welfare Requirements:

- Child protection
- Information and records
- Staff qualifications, training, support, and skills.

PROCEDURES

Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision making that is audited to improve practice and to improve the service that is provided to children and parents. Supervision acts as a means for ensuring that members of staff have access to the support, training, and procedures they require for their professional growth and development, and that of the setting. Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion. Supervision meetings should provide opportunities for staff to:

- Review and monitor practice
- discuss any issues – particularly concerning children’s development and well-being
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

At Daisies Montessori Nursery School all practitioners who work directly with children and families are supervised by Anna Elcox. Supervision meetings are held termly for each staff member. Supervision meetings are conducted in line with existing procedures and are held in a confidential space suitable for the task. Supervision agreements are drawn up for all staff. A copy of the supervision record form is retained by the supervisor on MMC and a copy is accessible on MMC for the supervisee. Each member of staff has a copy of their supervision agreement in their staff file which is stored securely at all times. The file may be requested by Ofsted during inspections. All supervision meetings must include discussions concerning the development and well-being of each of the supervisee’s key children. Where concerns are raised, the supervisor and supervisee must seek to identify solutions and identify further actions that need to be taken – these are recorded on the child’s file and may include support from external agencies. All aspects of supervision must ultimately focus on promoting the interests and needs of children. During supervision meetings members of staff are able to discuss any concerns they have about inappropriate behaviour displayed by colleagues. During supervision meetings staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves (or anyone in their household) which may affect their suitability to work with children that have occurred during their employment with the setting.

STAFFING POLICY

INTRODUCTION

Daisies Montessori Nursery School provides 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 (1 adult : 13 children where the staff member has QTS).
 - 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 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 principal or assistant principal.
- Our principal 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.
- 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 teacher and a key teaching assistant 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 teacher and key teaching assistant plans with parents for the child's well-being and development in the setting. The key teacher and key teaching assistant 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.

STUDENT PLACEMENTS POLICY

INTRODUCTION

We recognise that qualifications and training make an important contribution to the quality of the care and education we provide. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience. We aim to provide students with experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

PROCEDURES

- We require students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s).
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools, colleges or universities placing students under the age of 17 years with us to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff and students over the age of 17 may be included in the ratios if they are deemed competent and responsible.
- We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers.
- We require students to keep to our Confidentiality and Children's Records Policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

SUSTAINABILITY AND CLIMATE CHANGE POLICY

Sustainability is an essential and integral part of our daily routines at Daisies Montessori Nursery School, which is housed in an eco-building with an energy performance rating of A. We wish to instil an understanding and awareness of the importance of sustainable practices, reducing our carbon footprint and impact on the planet. Our commitment to sustainability aligns with the government's goals to become a net zero nation.

Our Sustainability Lead is Anna Elcox

'Through their learned and lived experiences from early years to further and higher education; we will provide opportunities to develop a broad knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change and to translate this knowledge into positive action and solutions.'

Sustainability and climate change: a strategy for the education and children's services systems, DfE, 2023

Our values and ethos

Our goal is to ensure that our setting and its practices, both inside and out, support sustainability, in line with government expectations regarding sustainability and climate change. We do our best to reflect these values and our ethos regarding sustainability in everything we do. This includes our consumption of food, energy, and water, as well as how we travel and waste reduction/disposal.

Our setting will be used to promote the benefits of living sustainably. Instilling such procedures into our daily routines will enable our values and ethos to be put into practice and help us meet our goals, ensuring that our consumption is reduced for the benefit of all. We hope that staff, learners, and their families will also join us in our commitment to protecting our planet.

Our curriculum

Providing our learners with a curriculum that teaches them the importance of sustainability and how to live a more sustainable lifestyle is integral to the ethos and values of our setting. Within our curriculum, we will give our learners the following opportunities to extend their understanding and appreciation of sustainability:

- Helping children to explore nature through art and play
- Supporting children to experience the natural environment through natural materials like wood, stone, sand and recycled materials
- Supporting the environment by learning how to grow and nurture plants in the nursery garden and discovering all about the food cycle by growing, harvesting and cooking food for our nursery menu
- Helping children to learn about water conservation, energy efficiency and waste reduction through play-based activities and adult interactions
- Going on nature walks and learning about flora and fauna they see in the local area
- Developing a recycling area and encouraging children to share a recycling ethos in the home environment

Food management

To ensure that we meet sustainability expectations relating to the management of food within activities and mealtimes, the following actions will be taken:

- Shopping local where possible
- Composting food waste
- Using food that we have grown in nursery meals

Energy

To reduce our environmental impact, our setting aims to monitor and limit our energy consumption (electricity). The following actions have been implemented to demonstrate our commitment to this goal:

- Lights are on automatic sensors
- Using energy saving light bulbs
- Presence of an air source heat pump
- Not leaving any equipment on standby
- Unplugging all equipment at the end of its use/the day
- Use of retractable sun shade

Water

We understand that water is a valuable natural resource and that using it wisely and sparingly is essential. To reduce our water consumption within the setting and in our outdoor provision, the following actions have been implemented to demonstrate our commitment to this goal:

- Incorporating water-wise strategies such as ensuring taps are turned off and leaks fixed
- Retain low water pressure
- Half flush option on toilets
- Recycling water from the water play to water plants outside

Transport and travel

We will endeavour to promote sustainable practices relating to transport and travel, although due to our location and large catchment area this is challenging. We will:

- Encourage families to travel via more sustainable environmentally friendly means, including walking, cycling, scootering and public transport.

Waste reduction/disposal

We are committed to reducing the amount of waste we produce as a setting and to disposing of it as much as possible in an eco-friendly way to avoid unnecessarily sending waste to landfills. To ensure that we can limit the amount of waste generated in our setting, we aim to instil proactive sustainability practices in our learners and staff to ensure that, wherever possible, materials are recycled and repurposed. We will endeavour to:

- Utilise recycled materials for art and creative activities and encouraging parents to bring in their recycling materials for the same use
- Ensuring all waste is split appropriately into recycling, food and general where necessary.
- Where possible, our setting sources and uses sustainable, reusable materials and products. This will enable us to contribute to reducing single-use items and ensuring that items are not disposed of in landfills.

Climate Action Plan

Decarbonisation – Reducing Emissions

Using less energy and reducing reliance on fossil fuels.

Target:

- Use picture prompts to support children with energy-saving routines in the home.
- Adjust heating/cooling temperature by 1°C on air source heat pump.

Adaptation and Resilience – Preparing for Climate Change

Adapting your setting so it stays safe, cool and prepared for extreme weather.

Target:

- Create a Sun Protection Policy.
- Collect and use rainwater for gardening (e.g. via a water butt).

Improving the Environment and Biodiversity – Helping Nature Thrive

Making your setting more nature-friendly and improving outdoor spaces.

Target:

- Set up a wildflower patch and monitor for insect activity.
- Allocate a weekly staff rota for garden care.

Climate Education and Green Careers

Helping children and adults understand environmental issues and think about future opportunities.

Target:

- Include sustainability themes in small-world play, role play or art.
- Include climate awareness training for staff.
- Add new sustainability-related books to your setting's library each term.
- Embed at least one climate-focused activity per term.

Engagement and Communication

Effective climate action involves everyone in your early years community: staff, children, families and the wider local network.

Target:

- Share regular updates/tips on our social media pages and My Montessori Child.
- Acknowledge and gently address eco-anxiety through age-appropriate discussions, reassuring messaging and a focus on empowerment and positive actions. Offer resources or signposting for families who may want support.

UNCOLLECTED CHILD POLICY

INTRODUCTION

In the event that a child is not collected by an authorised adult at the end of a session/day, Daisies Montessori Nursery School puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives 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 of children starting at the setting are asked to provide the following specific information 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 of adults who are authorised by the parents to collect their child from the setting, for example a child-minder or grandSLarent.
 - 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. This is usually done by giving us a password in advance as well as checking photo identification.
- 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. We provide parents with our contact telephone number.
- We inform parents that we apply our Child Protection procedures in the event that their children are not collected from the setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected by fifteen minutes after the end of the session we follow the following procedures:
 - 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 from the setting – 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 after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
 - We contact our local authority children's Social Care team.

- The child stays at setting in the care of two fully-vetted workers 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 do staff go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file including a written record of all attempts to contact the parents/ guardians and a log of all other calls and responses. .
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed.

USE OF IMAGES POLICY

INTRODUCTION

This guidance is designed to offer practical advice to help Daisies Montessori to achieve a balance between safeguarding the children and young people in our care and ensuring families can celebrate in their children's achievements through the use of technology, specifically My Montessori Child. The use of images can be divided into three categories:

- Images taken by the setting i.e. observations
- Images taken by parents at setting events
- Images taken by third parties

Staff or volunteers must not use personal technological devices (including mobile phones and cameras) to take images of children that attend Daisies Montessori. The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 affect the use of photography. An image of a child is personal data and it is, therefore, a requirement that consent is obtained from the parent/carer of a child for any images made such as those used for setting websites, observations, outings and events or other purposes. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken. A signed consent form is obtained from the child's parent/carer at Registration, covering all cases where images of children are to be used. We annually review consent to ensure that parents and young people, who have previously given consent, can choose to opt out if they no longer wish to be included.

PROCEDURES

Where parents/carers have refused permission for their child/young person to be photographed the child's image will not be recorded. Where a parent/carer has given consent, but a child or young person declines to have an image taken, it should be treated as consent not having been given and other arrangements should be made to ensure that the child/young person is not photographed/filmed. Care should be taken in relation to particularly vulnerable children such as Children in Care, recently adopted or those who have fled domestic abuse.

Examples:

- A photograph of a child is taken as part of their Learning and Development record and consent has been gained from parents/carers. The images are likely to be securely stored electronically with other personal data and the terms of the GDPR and Data Protection Act will apply.
- A small group of children are photographed during an outing and the photo is to be used in a group observation. This will be personal data but will not breach the GDPR and Data Protection Act 2018 if the children and/or their parents/carers have given their consent and the context in which the photo will be used.

Parents wishing to take images at setting events

The GDPR and Data Protection Act 2018 do not prevent parents/carers from taking images at setting events, but these must be for their own personal use. Any other use would require the consent of the parents of other children in the image. The setting owner will decide when parents are to be permitted to take images. This information must be given to parents. It is recommended that wherever possible settings take their own 'official' photos or videos, to retain control over the images produced.

Examples:

- A parent takes a photograph of their child and some friends taking part in a sponsored fun walk to be put in the family photo album. These images are for personal use and the GDPR and Data Protection Act 2018 do not apply.

- GrandSLarents are invited to the setting nativity play and wish to video it. These images are for personal use and the GDSLR and Data Protection Act 2018 do not apply. However, if they intend to use the video on a social networking site e.g. Instagram, Twitter, they must receive permission from the parents/carers of all the other children involved.

Third parties

Staff should challenge anyone who is using a camera, mobile phone or video recorder at the setting whom they do not recognise.

Storage of images

Daisies Montessori has a duty of care to safeguard images so that they cannot be used inappropriately, or outside the agreed terms under which consent has been obtained. Images can be stored digitally, on videotape, in prints or negatives, or electronically, provided the storage is secure. Images must be maintained securely for authorised setting use only, and disposed of either by return to the child, parents, or by shredding. The Images taken will be stored for the length of time required and no longer than the child remains in attendance at the provision.

Transfer of images

There is a risk, however small, that images may be lost while in the process of being transferred by either traditional or electronic methods. Therefore, there is the risk that an individual who would use them inappropriately may obtain the images. This risk should be explained to parents and carers.

Publishing or displaying photographs or other images of children

The Department for Education advises that if the photograph is used, avoid naming the child. Whatever the purpose of displaying or publishing images of children care should always be taken to avoid the possibility that people outside the setting could identify and then attempt to contact children directly.

- Where possible, general shots of group activities rather than close up pictures of individual children should be used
- Children should be in suitable dress
- An article could be illustrated by including the children's work as an alternative to using an image of the child

Useful sources of information

The Information Commissioner Office
www.ico.org.uk

Guidance to the General Data Protection Regulation (GDSLR)
<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>

Child Exploitation and Online Protection
www.ceop.gov.uk

VALUING DIVERSITY AND PROMOTING EQUALITY POLICY

INTRODUCTION

The ENCo in the setting is: Anna Elcox

Equality, diversity and inclusion is very important and we have a significant responsibility to embody the principles of equality and diversity. We work hard to ensure that our service is fair and accessible to everyone, to help people to be the best that they can be.

At Daisies Montessori Nursery School we are committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

We are 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 within our service and foster good relations with the local community;
- 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, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

PROCEDURES

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 advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages if requested.
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We provide information on our offer of 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 ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We take action against any discriminatory, 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 e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
 - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
- Displaying of openly discriminatory 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.

Employment

- 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. This ensures fairness in the selection process.
- All of our job descriptions include a commitment to promoting equality, and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for our staff and our volunteers to enable them to develop anti-discriminatory and inclusive practices.

- We ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures on children when these are required.
- We review our practices to ensure that we are fully implementing our Valuing Diversity and Promoting Equality Policy.

Curriculum

The Montessori curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self esteem, empathy, critical thinking and reflection.

We ensure that our practice is fully inclusive 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 and those relevant to our cohort;
- 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

We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:

- undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.
- fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

Narrowing the gap

We aim to identify the vulnerable and underachieving groups within our setting and include strategies to close the gap in achievement between underachieving groups of children and others.

Valuing diversity in families

- The setting is registered for 28 children. Typically each year we have an equal proportion of boys and girls. The setting's intake is predominantly British with a number of American and European children as well.
- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to encourage their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

Food

- We work in partnership with parents to ensure that the dietary requirements of children that arise from their medical, religious or cultural needs are met wherever possible.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and where resources allow in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

Monitoring and reviewing

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Public Sector Equality Duty

- We have regard to the Duty to eliminate discrimination, promote equality of opportunity and foster good relations between people who share a protected characteristic and those who do not.

Legal framework

The Equality Act (2010)

Children Act (1989) & (2004)

Children and Families Act (2014)

Special Educational Needs and Disabilities Code of Practice (2014)

WHISTLE BLOWING POLICY

The whistle-blowing procedure aims to help and protect both staff and children. By following the procedure you are acting to:

- *prevent a problem getting worse,*
- *safeguard children and young people, and*
- *reduce the potential risks to others.*

The earlier you raise a concern, the easier and sooner it is possible for the setting to take action.

INTRODUCTION

Daisies Montessori Nursery School is committed to the highest possible standards and recognises that its staff, students and volunteers are often the first to realise that there may be something wrong within the setting. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or they may fear harassment or victimisation. In these circumstances, it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

The Public Interest Disclosure Act 1998 protects workers who raise concerns from victimisation or harassment. In accordance with that Act and its commitment to the highest standards of service delivery, Daisies Montessori Nursery School actively encourages its workers with concerns about any aspect of the setting's practice or any adult's, volunteer's or pupil's conduct to come forward and voice those concerns, in confidence, within the setting rather than overlooking a problem.

OBJECTIVE

The aim of this policy and associated procedures is to establish an internal procedure that will encourage and enable staff, pupils and volunteers to raise concerns about any aspect of Daisies Montessori Nursery School's practice, (which do not meet the criteria for being dealt with as a complaint or grievance), in confidence and without fear of reprisals, to ensure that Daisies Montessori Nursery School continues to work within best practice and safeguard children and young people.

SCOPE

Concerns that should be raised via the whistle-blowing policy may be in relation to the actions/behaviours of other staff, pupils or volunteers, or about something that is perceived as:

- unlawful
- failing to comply with the Daisies Montessori Nursery School's policy and procedures
- poor practice
- improper conduct.

PRINCIPLES

This policy is based on the following fundamental principles:

- All staff, pupils and volunteers have the right to raise concerns about perceived unacceptable practice or behaviour.
- The responsibility for expressing concerns about unacceptable practice or behaviour rests with all staff, pupils and volunteers.
- Daisies Montessori Nursery School will not tolerate harassment or victimisation and will take action to protect workers when they raise a concern in good faith.
- Daisies Montessori Nursery School will do its best to protect a whistle-blower's identity when he/she raises a concern and does not want his/her name to be disclosed. However, if the concern raised needs to be addressed through another procedure, e.g. disciplinary procedure, the worker may be required to provide a signed statement as part of the evidence.
- In some circumstances Daisies Montessori Nursery School may have to disclose the identity of the worker without his/her consent, although this will be discussed with the worker first.

- Appropriate advice and support will be made available to staff, students and volunteers who raise concerns.
- Those who raise concerns will be kept informed of the progress and outcome of any investigation.
- Daisies Montessori Nursery School will not tolerate malicious allegations; these may be considered as a disciplinary offence.

PROCEDURES

Procedures for reporting and investigating 'whistle-blowing' concerns have been developed to ensure that:

- Staff, pupils and volunteers can raise concerns (no matter how small they may appear) internally as a matter of course, and receive feedback on any action taken.
- Concerns are taken seriously and dealt with quickly and appropriately.
- Staff and volunteers are reassured that they will be protected from reprisals or victimisation for whistle-blowing in good faith.
- Staff and volunteers can take the matter further if they are dissatisfied with the setting response and seek external advice and guidance.
- Issues raised are addressed via other procedures and policies as appropriate, e.g. Safeguarding and Child Protection Policy, Health and Safety Policy.
- Appropriate records are maintained for monitoring purposes.

RAISING A CONCERN

Staff, pupils and volunteers should raise concerns with Anna Elcox. Concerns should be raised in writing and include:

- reference to the fact that it is a whistle-blowing disclosure
- the background and history of the concerns
- names, dates and places (where possible)
- the reasons why the individual is concerned about the situation.

Staff who feel unable to put concerns in writing, can telephone or meet Anna Elcox.

INVESTIGATION

The action taken will depend on the nature of the concern. All matters raised, with the exception of allegations of abuse against a staff member*, or unlawful activity, will be investigated internally.

The appropriate person/s will investigate the concerns thoroughly, ensuring that a written response can be provided within ten working days.

The response should include details of how the matter was investigated, conclusions drawn from the investigation, and whom to contact should the staff member be unhappy with the response and wish to raise the matter.

If the investigation cannot be completed within the timescale above, the staff member should receive a response that indicates:

- progress to date
- how the matter is being dealt with
- how long it will take to provide a final response.

In order to protect individuals, initial enquiries (usually involving a meeting with the individual raising the concern), will be made to decide whether an investigation is appropriate and if so, what form it should take. Concerns or allegations that raise issues that fall within the scope of other policies/procedures, will be addressed under those procedures.

Some concerns may be resolved at this initial stage simply, by agreed action or an explanation regarding the concern, without the need for further investigation.

If you do not feel that the complaint has been dealt with effectively or you still have concerns, you have a right to refer your concerns to Ofsted.

****ALLEGATIONS OF ABUSE AGAINST ADULTS WHO WORK OR VOLUNTEER IN THE SETTING***

An allegation may relate to a person who works or volunteers with children who has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If you feel a concern may meet these criteria, please follow the process in the blue and yellow allegation flowchart titled 'Allegation against a person who works or volunteers with children...what to do' and the accompanying guidance. Do not investigate any allegations until you are certain the above criteria have not been met, advice should be gained from the Local Authority Designated Officer (LADO) where there is uncertainty. All allegations referred to the LADO must also be referred to Ofsted as a significant event within 14 days via telephone or the online notification form.

Local Authority Designated officer (LADO)	01223 727967
Ofsted	0300 123 1231
Senior Adviser Intervention and Safeguarding (Gemma Hope)	01223 714760

Further Advice and Support

The National Society for the Prevention of Cruelty to Children (NSPCC) whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their setting. Staff can: call 0800 028 0285, the line is available from 8:00am to 8:00pm, Monday to Friday or email: help@nspcc.org.uk. It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from Anna Elcox.

"Absolutely without fail - challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong" - Sounding the Alarm (Barnados)

WORKING IN PARTNERSHIP WITH OTHER AGENCIES POLICY

INTRODUCTION

We work in partnership with local and national agencies to promote the well-being of all children.

PROCEDURES

- We have procedures in place for the sharing of information about children and families with other agencies. These are set out in our Confidentiality Policy, Safeguarding and Child Protection Policy and Special Educational Needs Policy.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in our setting and respect their professional roles.
- We follow the protocols for working with agencies, for example on child protection.
- We ensure that staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary, we consult with and signpost to local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.