



# POLICIES AND PROCEDURES

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**NURSERY SCHOOLS  
& CREATIVE CLASSES**

**REGISTERED OFFICE**

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# Policies and Procedures

This document contains all current Paint Pots policies.

Please ensure that you read them carefully.

Staff are required to read them carefully and ensure that they use them in their work at Paint Pots. Policy documents are supplemented by procedures for carrying out duties at Paint Pots. All staff are asked to sign a statement that they have read these documents and agree to comply with their provisions.

When the policies are changed or updated in any way, the Head Teacher(s) will ensure that each member of staff signs a copy of the circulated update so that everyone is aware of the change.

## OFSTED EARLY YEARS

The National Business Unit,  
Piccadilly Gate,  
Store Street, Manchester

[Tel:- 0300 123 1231](tel:03001231231)

OFSTED is our regulatory body. We will notify them in the case of a safeguarding case, emergency or serious accident, lost child, food poisoning or if we have an Infection Disease. We also refer to Ofsted in our Complaints, Child Protection and Health & Safety Policies.

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## **MISSION STATEMENT**

First and foremost, nursery school should be fun! This is our main priority in everything we do. We aim to make learning an enjoyable, exciting and challenging experience, which will give a good foundation to the children for many years ahead. The habits and skills developed in early years will help them concentrate and work efficiently for a lifetime.

A child's first nursery school is an important stepping stone. At Paint Pots our aim is to make this step as happy and as rewarding an experience as possible, helping each child to develop confidence, self-esteem, independence, concentration, social skills and self-discipline.

All our Nursery Schools follow the Montessori philosophy of education. We recognise the importance of the early years in forming a child's character and talents in later life, aptitude for learning and respect for the world and others. Children learn at their own pace, absorbing new information and concepts naturally.

Art, crafts, movement, music, dance and drama are an essential part of our programme. With our talented in-house team, we balance creativity and practical learning to develop the child's full potential.

We encourage parents to keep their children at Paint Pots until they are approaching 5 years of age, to benefit fully from our carefully structured programme which combines a Montessori approach with the Early Years Foundation Stage Curriculum.

We are committed to always using positive language with the children and avoid negative language as much as possible. All staff are provided with assistance to ensure that we are consistent with the language that we use.

## STAFFING POLICY

At Paint Pots Montessori Nursery Schools and our Creative Classes we aim to employ warm, tender, professional and highly dedicated teachers and assistants who work with love and diligence to achieve our aims. In recruiting well qualified, motivated and committed staff, the school operates within recognised employment frameworks. Paint Pots is particularly concerned to fulfil the spirit as well as the letter of the law on equal opportunities. To achieve this it is our policy to:

- employ Montessori, or other suitably qualified staff
- follow the Paint Pots recruitment policy to ensure all staff are appointed on the basis of ability and in accordance with all relevant legislation and Paint Pots' Diversity Policy
- Interviews include a section on personal views to help prevent employing staff with extreme or radical ideas
- take up at least two written references on all new members of staff
- carry out Disclosure & Barring Screening (DBS) criminal record bureau checks on all new members of staff
- require all teaching staff to sign a Contract of Employment
- All staff are required to have Level 1 Safeguarding Training annually.
- require all teaching staff to complete a probationary period before permanent employment is confirmed
- provide all teaching staff with a clear written job description
- provide all contracted staff with a copy of the Policies & Procedures document
- provide all teaching staff with a copy of the Induction Document
- provide all new teaching staff with Induction training and, in the case of newly qualified staff, a mentor for the first term of employment
- maintain a ratio of at least one member of staff for every eight children aged 3 – 5 years and 1:4 for those under three years of age
- implement a Key Person system within the schools
- provide, arrange and encourage regular Professional Development training for all contracted staff
- provide full time staff ongoing supervision with termly supervision meetings
- carry out staff appraisals to assess performance and identify career development, future goals and training
- hold weekly staff meetings on Friday afternoons to discuss staff development and deployment, children's development, planning and assessment
- staff are not available for babysitting for Paint Pots children except in the case that they have known the child before they enrol with the school. In these instances they will advise the Head Teacher and sign a confidentiality statement.

## **SUPERVISION POLICY**

At Paint Pots Montessori Nursery Schools and Creative Classes it is our policy to provide high quality supervision for all staff. Supervision is a planned, accountable two way process which aims to support, motivate and ensure all practitioners develop good practice.

Supervision is seen as a continuous process and the Head Teachers will provide regular informal supervision for all staff and will be available for discussion and advice at the beginning and end of each day as well as in our Friday Afternoon staff meetings. Supervision also refers specifically to meetings between the Head Teacher and each individual member of staff and they will be planned and follow an agenda. Outcomes, agreed action and any other important matters of discussion are recorded on My Montessori Child. These meetings will occur termly and an appointment for a formal supervision with each individual member of staff will be made each term. Staff have a duty to participate and contribute actively in supervision and team meetings. Outcomes, agreed action and any other important matters of discussion are recorded. The Head Teachers work closely together and are in contact frequently. They receive Supervision from the Vice Principal termly or upon request. The Vice Principal has Supervision with the Head of Hyde Park. If we require further support we contact The Principal.

The content and focus of supervision may vary depending on the circumstances and the particular needs of individual staff. However, it must always be seen as a two way process, allowing the free discussion of any aspect of work or development which either the Head Teacher or staff member wish to raise.

This process is designed to provide a positive working environment for staff as well as opportunities for staff to express any safeguarding concerns and changes in personal circumstances that could affect the wellbeing of the school.

## RECRUITMENT POLICY

The Paint Pots' staff recruitment process is characterised by openness and transparency. To achieve this it is our policy to:

- Comply with current legislation and with our Diversity Policy
- advertise all vacancies internally and externally unless there are overriding reasons for not doing so
- include a closing date for applications and a reference to the Paint Pots Diversity Policy in all applications
- provide all applicants with a clear job description and person specification for the position advertised
- ask all applicants to complete a standard application form
- draw up a shortlist of candidates for interview on the basis of information supplied on their application form and CV, with relevance to the job description and person specification
- have at least two members of staff (at least one of whom should be the Principal, Vice Principal, Head Teacher or Classes Manager) on the interview panel
- use a standard list of questions for all candidates
- include subsequent questions for individual applicants where appropriate
- when possible invite applicant for a trial session
- record responses to questions from each candidate
- inform applicants of the outcome in writing and within a reasonable time frame following the interview
- make offers of employment subject to receipt of references and DBS clearance. All contracted staff will sign an employment contract and will need to complete a successful completion of probationary period. Assistants and short term employees sign a Worker's agreement.

## ADMISSIONS POLICY

Paint Pots Montessori Nursery Schools are open to children between the ages of 2 years six months to 5 years. Paint Pots Montessori Nursery Schools and Creative Classes aim to be accessible to children and families from all sections of the local community in line with our Diversity Policy. To achieve this it is our policy to:

- Publicise the school and classes in the local community
- Make our contact details easily available
- Make information about the school and classes available to everyone
- Make our admissions procedure open and transparent (see below)
- Be flexible about attendance patterns to accommodate needs of individual children and families
- The opening and closing times for each session are displayed at each site.

Children generally start in the afternoon sessions and then move up to the morning sessions as they become available. Once in the mornings there is an option to stay full day (9.15am to 3.45pm) on the lunch bunch days (Monday to Thursday). We don't usually do this until the child is three years old. It may be necessary to limit the number of days a child stays for lunch each week to ensure that all the children have a chance to benefit from these sessions.

### ADMISSIONS PROCEDURE

- Any parent considering sending their child to Paint Pots is guided to the school website [www.paint-pots.co.uk](http://www.paint-pots.co.uk). If they prefer a printed version they are sent a printed prospectus which includes the fee schedule and registration form.
- An appointment is arranged for them to visit the school, where they can observe the school in action as well as discuss our aims and the needs of their child with the Head Teacher.
- The parent is asked to complete a registration form and to send this to the office with a non-refundable registration fee of £70.00. On the registration form parents will be asked to provide names, address, landline, work and mobile telephone numbers and emails of the child's parents and carer(s), medical details and doctors details.
- The office address is:  
Paint Pots Montessori Nursery Schools Ltd,  
Unit 57, Battersea Business Centre, 99-109 Lavender Hill, SW11 5QL
- Upon receipt of the registration form, the child's name is placed onto the appropriate waiting list.
- 
- Places are offered in the following order:

- Morning places are offered to afternoon children already attending our schools first except in the case of late registration.
- Siblings
- Date of receipt of registration form and registration fee

When a place has been offered this can be secured by payment of a deposit of one full term's fees. The deposit is refunded against your final term's fee invoice providing we are supplied with one full terms written notice of withdrawing your child from our register.

The term before the child starts they are invited into the nursery for an induction session. All parents will be provided with a welcome pack. We ask parents to sign the following consent forms and complete the All About Me questionnaire:-

- Medical Consent
- Contact in Emergency Details
- Collection Consent
- Birthday Cake Consent
- Local Outing Consent
- Photograph Consent
- Policy Agreement
- Consent for Child Observations
- Sharing Personal details with other parents
- All About Me settling questionnaire

## CURRICULUM POLICY

At Paint Pots Montessori Nursery Schools we combine the Montessori approach to education with the Statutory Framework for the Early Years Foundation Stage. Montessori is a holistic approach with an emphasis on giving children freedom of choice within a prepared environment, allowing them to develop naturally in their own way and at their own pace. We support their development by ensuring accurate and well thought plans are provided for each child, they are then implemented and the impact of their learning is recorded and shared with parents and leads to the intent of the next plans made. Given such an environment children are self-motivated and quickly develop in independence, confidence and concentration. Our ethos is fully embedded in our practice in all of our schools which provides opportunities for the children to learn through playing and exploring (engagement), active learning (motivation) and creating and thinking critically (thinking). English is our teaching language yet we like to use simple phrases of all languages used by attending children.

The Principles of the Early Years Foundation Stage are grouped into four themes:

**A Unique Child – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.**

We celebrate the individuality of every child and encourage them to work at their own pace and make their own choices. We use observation and assessment to monitor the child's progress. This provides the teachers with a sound knowledge of the child so we are then equipped to stimulate and extend the child's learning journey. We present new activities to the children, show them how to do it and then let them explore the materials for themselves. The staff monitor their progress and encourage the children to have pride in their work. The children are not corrected but shown the activity again or redirected so that they are continuing to explore in a safe manner. Keeping the children safe and healthy is an integral part of our practice. When a child feels safe, secure, included and happy their minds are like absorbent sponges for learning.

**Positive Relationships – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.**

Nothing is more important than happy well-balanced children. We aim to provide a warm and caring environment in which children can thrive. We operate a group teacher (key person) system and are careful to employ individuals who believe in and reflect our values (see the Recruitment Policy). We model good behaviour, setting examples of kindness and politeness and praising children when they show these qualities. We encourage children to reflect on their feelings and actions. We value their families and friends and we help them

build relationships with other adults and children. We plan for children to work in small and large groups as well as on their own, and we promote community awareness through local visits with the local community. Also see our Parents as Partners Policy.

### **Enabling Environments – the environment plays a key role in supporting and extending children’s development and learning.**

Maria Montessori always placed huge emphasis on the importance of the prepared environment. We aim to place the materials within reach of the children and ensure that they are the appropriate size. Children are free to request materials that are not on display and where possible we will then provide these. The materials are in good condition so that they are inviting for the children. The children are involved in maintaining the environment which increases their respect for it. The settings are open planned which encourages freedom of movement. We have allocated different areas of learning within the classroom. Every activity has its own learning goal. The environment is regularly assessed and developed.

### **Learning and Development – children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected.**

This area includes learning through Playing and Exploring, Active Learning, Creating and Critical Thinking as well as the seven areas of Learning and Development. Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development. They learn through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

### **Personal, Social and Emotional Development**

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Paint Pots maintains a wonderful atmosphere where the child can explore and make their own choices thus building up their self-esteem. The staff are trained to be sensitive to the children’s needs and always answer their questions honestly, trying to use positive language

at all times. Staff help the children build relationships and solve disputes. The children are all in open plan classrooms where they benefit from working with children of mixed ages. Each child has their own individual aims which are prepared by their group teacher (key person). We have large circle times including all the children as well as small circle times with group teachers. Activities include sharing their weekend news, show and tell and small projects. We have a communal snack table where the children are encouraged to pour drinks and share fruit and vegetables with their friends. They are also encouraged to wash up and leave the area clean for the next child. While the group teacher has an important role we like to ensure that the children get the opportunity to work with all staff. The practical life activities help the children do things for themselves which increases their independence and confidence.

The practical life activities are at the heart of the Montessori curriculum and correspond perfectly with the above requirements. Practical Life consist of activities which on the one hand equip children with skills that lead to greater independence, while at the same time being a route to improving the children's fine motor skills, hand-eye co-ordination, sense of order and concentration. The range which these activities can cover is large, and typically the teachers change the materials through the course of the term. The dressing frames (for learning to use large and small buttons, buckles, poppers, zips etc) are always accessible; other activities encompass pouring, threading, polishing, opening and closing boxes and bottles, cutting with scissors, sweeping up and using a dustpan and brush, nuts and bolts, locks and keys, transferring objects with spoons, tongs and tweezers, and transferring liquids with sponges, basters and pipettes.

We also introduce the children to the benefits of mindfulness through embedding it into the curriculum. Our teachers focus on creating a mindful environment for the children. This practice is not about religion or philosophy. We may sit in a circle for some breathing exercises, focusing on a candle, listening to a bell, chanting or gazing at our mind jar. The skills the children gain during these sessions are tools that they can draw on as they get older. It will help them to gain control of their thoughts and emotions, cope with academic stress and deal with the day-to-day pressures of life.

Through the introduction of mindfulness and the Montessori Peace Curriculum, we are giving children the opportunity to develop their emotional intelligence at a young age.

### **Communication and Language**

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

At Paint Pots children are exposed to an environment which inspires conversation and dialogue. There is constant learning and interaction throughout the day. Informally the staff are constantly engaged in conversation with children and there are many points of language learning in the classroom in terms of both scheduled events (Show & Tell, stories, drama, songs) and materials (games, books, audio materials). We aim to identify early and respond to any particular difficulties in a child's speech development, co-ordinating with outside specialists as appropriate. We pride ourselves on how we communicate with all of the children which is particularly advantageous for children whom English is an additional language and we make special efforts to assist them. We recognise the importance of laying the foundations required to be in place prior to the teaching of writing. These include the development of comprehension of spoken language, phonetic awareness, rhyme, rhythm, visual discrimination, small motor control and pincer grip.

### **Physical Development**

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

The large open plan rooms encourage movement throughout the day. The practical life materials provide an extensive range of activities designed to refine and strengthen fine motor movements. Gross motor development is nurtured through a wide variety of activities including balancing equipment, walking blocks, obstacle courses, drama, music and movement and yoga. We go outside every day and the children have the opportunity to use large play apparatus. When exercising we help them notice the changes in their bodies through discussion and example. Opportunities for the development of the senses are offered by the sensorial material. We have a strong focus on the importance of healthy eating introducing the children to new foods and using real food in the classroom. We cook regularly, choosing healthy, nutritious recipes from around the world. Lunch time is a social occasion where the value of healthy eating is discussed and celebrated. Children are taught to wash their hands before eating. We have a free snack table where children can independently help themselves to fruit, vegetables and water when they are hungry or thirsty. We provide time and opportunities for children with physical impairments to develop their physical skills, working with physiotherapists and occupational therapists and using additional adult help if necessary.

Once the foundations have been built in the three prime areas, communication, personal, social and emotional and physical development we then support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

## **Literacy**

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. These are situated in a comfortable and well presented book corner and books are refreshed regularly and we represent different cultures, topics and languages.

When the child is ready to commence formal written work, we approach this via the well structured sequence of Montessori materials (sand paper letters, large moveable alphabet, pink boxes etc). We are careful to teach children according to their own stage of development and not to push them before they are ready. We have an extensive array of writing equipment to encourage mark making, exploration and creativity.

## **Mathematics**

This involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

The development and training of the senses is central to the unfolding development of the human being - "There is nothing in the brain which did not first enter through the senses". The Montessori sensorial materials provide opportunities for the refining of all the senses which lay a foundation for problem solving, reasoning and numeracy. Tactile is addressed through the touch tablets and fabrics; olfactory with the smelling boxes; auditory with the sound boxes; sight (both visual discrimination and colour perception) with the knobbed and knobless cylinders and colour boxes; and taste with tasting exercises and in our many cooking activities and in experiencing food from other cultures. Other materials address the sensation of weight, pressure and temperature. Materials such as the broad stair, pink tower and long rods offer multiple sensations (in these cases, dimension and weight). Another set of the sensorial materials embodies mathematical concepts, notably the broad stairs, pink tower, knobbed and knobless cylinders, geometric and solids, constructive triangles and the binomial and trinomial cubes.

In line with Montessori thinking the children are helped to approach mathematics working from concrete to abstract and from simple to complex. There is a well-structured sequence of material with which the children learn the meaning and symbols for numbers from zero to ten (large and small number rods, sand paper numbers, cards and counters, short bead stair) as well as more advanced numbers (golden beads, Séguin boards, number strips). This formal Montessori material is supplemented by a large range of puzzles, books and other

mathematical apparatus. Furthermore, we aim to promote general mathematical awareness in much of what we do in the course of the day - through songs, rhymes, stories and games, as well as the opportunities that arise in cooking, small groups, in creative activities and with construction materials.

## **Understanding of the World**

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and celebrate. We learn about people, places, the environment and technology so that the children's minds are broadened and prepared for their lives ahead.

In the Montessori curriculum the cultural area covers not only the traditional cultural aspects - learning about different countries, peoples, languages, foods, festivals and cultures - but also elementary biology (lifecycles, terminology cards), geology (globes and maps, land forms, volcanoes) and science (floating and sinking, tasting, gravity, states of matter, properties of air etc). We have drawers full of natural and scientific objects for the children to explore and experiment with. The children are encouraged to use ICT equipment such as stereos, cameras, computers and programmable toys. The curriculum includes regular science and cooking sessions and is further extended by a schedule of well-planned outings to theatres, museums, libraries, fire stations, parks, farms and ecology centres.

## **Expressive arts and design**

This involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

We offer a range of opportunities for children's creative development. The children have permanent access to graphic materials (pencils, crayons, pens, chalk), paint, collage and three dimensional modelling, as well as introduction to a wide variety of artistic materials and techniques (clay, plaster, play dough, stencils, stamps, rollers, sponges, water colours etc) on a rotating basis. The children have access to dressing up clothes and role play equipment so that they can create their own stories. The children relate their stories to the teachers who record them and then enable the children to perform their stories. We do two performances a year when we invite the parents to watch. Music and musical instruments are available at all times. There is teacher led singing daily and a specialist music teacher comes in once a week. We use a wide variety of construction materials and model people and animals which provides opportunity for the children to create stories.

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

The Ofsted definition of EAL is English as additional language refers to learners whose first language is not English.

At Paint Pots we follow best practice principles and guidelines to support all children's developing speech, language and communication skills. The strategies that we provide for all children will also support children learning EAL.

- All children are entitled to equal access to the whole curriculum
- Learning and using more than one language is an asset and is a learning opportunity for children as well as the adults in our Nurseries
- Good development of a child's first language has a positive effect on the development of other languages
- An atmosphere where being able to speak other languages is valued and appreciated as a positive skill
- We help children learn to communicate using smiles and warm greetings; gesture and signing; expression and movement; clear transition signals
- We have high expectations for all of our children and assume that a child learning to speak English may be able to do more than is apparent.
- We understand that as children learn English they move through several important stages which may include an extended silent period.

## KEY PERSON POLICY

To assist with settling our children we allocate each child a key person who will build a strong relationship with the child and their family which will help them meet their individual needs. At Paint Pots the key person is referred to as their Group Teacher. Research shows that a key person 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 all staff. We also want parents to have confidence in both their children's well-being and their role as active partners in their child's education and school life.

We aim to make our schools 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 person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. At Paint Pots we assign a key person for each child.

The key person is responsible for the induction of the family and for settling the child into their new learning environment. The key person offers unconditional regard for the child and is non-judgemental.

The key person works with the parents to keep them involved in their child's learning journey and will ensure that their My Montessori Child records are up to date and shared with the families. They will act as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers. The parents are regularly invited in to have a catch up meeting with their child's group teacher at parents' evenings and/or before school. The key person is responsible for 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.

We work closely as a team and we all work with every child so when a child's key person is absent the children will always have a familiar adult to support them in the setting.

## RECORD KEEPING POLICY

We use an internet based record keeping system called My Montessori Child.

We take photos of the children at work as the basis of the observation and then upload comments and levels of concentration and familiarity before uploading the observation. The system combines the Montessori Philosophy with the Early Years Foundation Stage ensuring that all areas of learning are presented. Parents have access to their child's records by using their own individual pin number to enter My Montessori Child's secure website.

We ask parents to complete a Settling in Report (All about Me) when their child starts at Paint Pots which helps us by providing useful information concerning every child. Parents are invited to a Baseline Assessment meeting with their group teacher which is recorded on My Montessori Child. They can add their own comments and observations on My Montessori Child throughout their child's time at Paint Pots and we always appreciate their feedback on their development.

We use a range of different observation methods, detailed narrative, event sampling, time sampling, tracking observations and quick anecdotal. We write observations for all children in the group, not just the writer's allocated key children. We also keep evidence of their early writing and drawing skills and their quotes. We will take photos of their Art work which will be entered into their My Montessori Child Portfolio and then you will be given the originals. We make individual plans for each child which are stored on My Montessori Child.

All children's records are stored in lockable cupboards which are always locked whenever we leave the building. When your child leaves Paint Pots we will provide you with a copy of their child's Montessori Child Learning Album for you to share with their next school. We also complete forms supplied by Primary Schools or write reports on request.

### **The progress check at age two**

This check is in accordance with Early Years procedures that are in place and we refer to the supporting guidance to the EYFS *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. We will review their progress, provide parents with a short written summary of their child's development in the prime areas, communication and language, physical development and personal, social and emotional development. We will generally do this before a child's third

birthday unless they have only just joined us and then we will ensure it is completed after their first term.

The two year progress check will:-

- Identify a child's strengths
- Identify any areas where progress is less than expected
- Record if there are any significant emerging concerns, or an identified special education need or disability and practitioners will develop a targeted plan to support the child's future learning and development
- Will involve parents and other professionals for example SENDCO or health professionals as appropriate
- Highlight areas in which a child is progressing well; areas in which some additional support might be needed; focus particularly on any areas where there is a concern that child may have a developmental delay which may indicate a special educational need or disability.
- Will describe the activities and strategies that we intend to adopt to address any issues or concerns
- Will provide an opportunity for parents to discuss how they can help support learning at home

Parents will be invited into Paint Pots for a meeting and an opportunity to include their views of their child's development in the document. They will be provided with a copy of the document and the original will be safely stored with the rest of the child's records at the school.

Within the progress check, the key person 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 the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).

The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs so that parents can enhance their development at home.

## SCHOOL ATTENDANCE POLICY

We monitor the children's attendance within our schools via our School Register. On arrival children are entered into the Paper Register as well as My Montessori Child. In our Parent's Handbook we request that parents advise us if their child will not be attending nursery via email, text or telephone. Absences are marked according to the code below:-

M	-	Medical Appointment
S	-	Sick
R	-	Religious Festival
E	-	Educational
H	-	Holiday
A	-	Absent with no advice from a parent
O	-	Not due in for that session

All registers are archived so that we can monitor absences.

To prepare children for Primary Schools and compulsory education we encourage children to maintain regular attendance. As a multinational school we accept the importance of times with family and trips abroad. We recognise the importance of family ties and family experiences for young children.

If we are not advised that a child will be absent and we have not heard from the family they will be contacted in order to ascertain the welfare of their child.

## CONFIDENTIALITY POLICY

It is our intention to respect the privacy of children and their parents and carers while at Paint Pots. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. To ensure that all those using – and working in – Paint Pots can do so with confidence, we respect confidentiality in the following ways:

- parents have ready access to the files and records of their own children but do not have access to detailed information about any other child. Other children may appear in group or social observations
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person, they are asked to sign a confidentiality agreement (see Appendix) which is stored in the Policy and Procedures File.
- any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need-to-know" basis
- personal information about children, families and staff is kept in a secure place whilst remaining as accessible as possible
- issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions
- Students, volunteers, cover teachers and work experience placements who are observing or assisting at Paint Pots, are advised of our confidentiality policy, are required to respect it and also sign our Confidentiality Agreement.
- Parents' permission will be sought before photographs are taken of children either as individuals or in groups. We ask parent's to sign a photograph consent form.
- Parents are provided a form to fill in where they can volunteer contact details to give to other parents.
- All records are safely stored in locked cupboards
- Staff are not allowed to use their personal phones, they are securely stored in a locked cupboard.
- No photos of children will be used on social media sites.
- Staff do not become friends with current parents on social media sites.

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

## **EQUALITY OF OPPORTUNITY & DIVERSITY POLICY**

Paint Pots aims to demonstrate through its work that it positively values and respects children, families, staff, students and members of the local community regardless of their ethnic origins/racial groups, religions, cultures, linguistic backgrounds, age, gender, sexuality and abilities. We consider it important to provide a range of experiences and an environment that will instil in the children a positive outlook towards people in our society whom they may see as different from themselves.

We believe that cultural and lifestyle differences enrich society. We promote books, pictures, stories, activities and songs in different languages, about different cultures, about people with disabilities and without sexual stereotyping. Parents are encouraged to come and tell stories or sing songs from their country of origin or in their first language(s).

All children will have access to the full range of activities regardless of race, gender, religion or ability. Staff will plan and organise activities for the different needs of children, enabling all children to develop their skills and knowledge to their full potential, with high levels of self-esteem and respect for others. We will help them overcome barriers and will respond quickly to any signs of needs that could lead to later difficulties.

We choose our staff on the base of their abilities and their dedication to childcare, regardless of gender, religion, race, age, or disability. Our policy for diversity encompasses adults as well as children. All adults will be welcomed to the group, i.e. parents, carers, visitors, helpers, applicants for jobs, and no-one will be discriminated against. All adults are expected to read and abide by the Paint Pots Diversity Policy.

### **Religious Festivals**

Paint Pots is not associated with any specific religion and draws children from a variety of faiths and families that profess no faith. Our aim is to show a respectful awareness of the diversity of the families and staff at Paint Pots, our local community and society. We achieve this by acknowledging the major festivals celebrated in our area and by the families and staff. This may include sharing stories, celebrations and food relevant to the festival concerned. We do this to help children celebrate the diversity of different beliefs and religions and increase their awareness of different cultures. We encourage parents to share their experiences with us and considerate if they advise us that they prefer their child not to be involved in particular activities or cover certain subjects.

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES AND OUR INCLUSION POLICY**

Paint Pots Montessori Nursery Schools and Creative Classes is an organisation that aims to provide all children with a broad and balanced learning environment that is committed to the integration of children with Special Needs and Disabilities. Our philosophy is that all children with or without Special Needs or Disabilities should have the opportunity to develop to their full potential alongside other children in an educational environment. Our Policy is written in accordance with the Code of Practice for Special Educational Needs and Disability 2014.

We aim to provide a learning environment suitable for all children, including those with Special Educational Needs and/or Disabilities. To do this the school follows the guideline listed below and works closely with the borough's Early Years Development and Childcare Partnership.

## **Definitions**

- A child has special educational needs if he or she has a learning difficulty or disability that requires special educational provision to be made for him/her.
- A child with a learning difficulty has significantly greater difficulty in learning than the majority of peers or has a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age
- Special Educational Provision is educational provision that is additional to or different from that generally made for children of the same age
- SEN Support is a graduated approach with four stages of action: assess, plan, do and review, to support children with SEN or disabilities and address difficulties in areas such as communication and interaction, cognition and learning, behaviour, emotional and social development, sensory and or physical. This can involve advice and support from external agencies such as Educational Psychologists or other forms of pupil support. Parents written permission must be sought before consulting outside agencies
- A Targeted Plan sets out short term targets and strategies to achieve aims for an individual child. This is written by the key person and the Sendco and is agreed with the parents.
- An Education, Health and Care Needs Assessment (EHC Plan) is the multi-disciplinary assessment whereby the local authority has a duty to gather advice from relevant professionals about the child's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet the identified needs and achieve desired outcomes. The early years provider will cooperate with the local authority providing the requested advice and information.
- An EHC Plan is a document made and maintained by a Panel of relevant professionals to identify needs and achieve desired outcomes to meet the needs for a child's special educational needs or disability.

## **SENDCO (Special Educational Needs & Disabilities Coordinator)**

Please refer to Appendix I for details of our current appointed SENDCO. The named SENDCO will also be displayed on the school notice board. The role of the SENDCO is to be responsible for the day to day operation of the settings SEND Policy by ensuring liaison with parents and other professionals in respect of children with SEND, advising and supporting other practitioners in the setting, ensuring that appropriate Targeted Plans are in place and ensuring relevant background information on individuals with SEND is collected, recorded and updated.

### **Assess / Plan / Do / Review**

- Each child has a designated key person, who is the initial contact for parents and is available by arrangement to discuss any concerns they may have
- Key people share relevant information with the other members of the team during weekly staff meetings
- During the session the key person records the child's activities and progress on My Montessori Child which is reviewed. New plans are formed from our observations.
- The key person will observe the children and record the observations in their records - if any special need is identified this will be shared with the parents
- A meeting will be held with the key person, SENDCO and the parents. If a decision is made that the child needs intervention that is additional to or different from that of other children. This is A Targeted Plan
- A Targeted Plan is written by the key person and the SENDCO and agreed with the parents. At this point we may contact the Borough's Early Years team for additional support.
- The plan will be reviewed after it has been given time to work i.e. after about six weeks. The key question at review will be: Is the child making progress? If the answer is yes, then support with the Targeted Plan can continue. If the child is not making progress, then we seek support from relevant external agencies.
- In a very few cases, despite all this intervention, progress will continue to be limited. When all concerned are sure that the Targeted Plan has been fully implemented and reviewed then a request for an EHC Assessment can be made.

### **Arrangements for co-ordinating SEND provision**

- The SENDCO keeps a register of children with SEND, which is up-dated termly
- The SENDCO records relevant information on newly admitted children whose needs are already known
- The SENDCO leads the staff meeting each term to review the targets for children who need intervention through SEND Support. The team collaborates in setting new targets that are recorded by the SENDCO, from this a Targeted Plan is written, this will also be reviewed termly
- Newly arising concerns and Targeted Plans are discussed at weekly staff meetings
- The SENDCO continuously reviews Targeted Plans with contributions sought from staff, parents and children where appropriate
- Identifying and assessing SEND for young children whose first language is not English requires particular care. We look carefully at all aspects of the child's learning and development to establish whether any delay is related to English being the additional language or from SEND or disability. Difficulties related solely to learning English as a second language are not SEND.

## **Specialist Provision**

- Primarily all teaching staff deliver SEND support through differentiated teaching methods. When a SEND is identified a Targeted Plan would be put into action, all staff members would be made aware and would follow up the targets
- The SENDCO has been involved in professional development to support the teaching and provision for SEND

## **Partnership with Parents**

We believe that a good working relationship with parents is paramount to the education and development of every child. We welcome a parent's guidance and knowledge because they know their child best. If any concerns are identified parents are consulted immediately. If a child is put on a Targeted Plan the parents will be consulted and asked for their input. Likewise, if it is deemed necessary for SEN Support then a meeting with the parents is called and the child's development discussed before any action is taken.

We would like parents to know that they are always welcome in the school either to help out or to discuss any concerns they might have. Arrangements can be made for private discussions at a mutually convenient time.

If any member of staff has any concerns about a child in our care they will liaise with the Head Teacher who will arrange to meet with the parents to discuss any action that may need to be taken.

## **Children's Involvement**

Children are involved as much as possible in their choice of activities to address their needs, and their progress towards individual targets is acknowledged.

## **Inclusion**

Pupils with SEND are perceived positively by all members of the school community and included in all activities. Being inclusive can be thought of in terms of four key areas, attitudes, language, physical layout and learning objectives and teaching strategies.

## **Transition**

Our SEND support includes planning and preparing for transition into another setting or school. We will contact the Primary School and invite them to visit us at Paint Pots. We will provide a review of the SEND support being provided or the EHC plan. To support positive transition, it is vital that information is shared between both settings.

## BEHAVIOUR MANAGEMENT POLICY

All staff at Paint Pots Montessori Nursery Schools and Creative Classes believe that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. To achieve this, it is our policy to:

- Ensure the head teacher (or Creative Classes Manager) has overall responsibility for issues concerning behaviour.
- Regularly train staff on behaviour management practice to ensure that they are kept up to date with legislation and research
- access relevant sources of expertise on handling children's behaviour
- ensure that behaviour management is included in the induction of new staff and volunteers
- require staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy
- require all staff, volunteers and students to use positive language and strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development
- to have an agreed set of ground rules which are displayed in the nursery and we expect all staff to apply to these consistently
- praise and endorse desirable behaviour such as kindness and willingness to share
- avoid creating situations in which children receive adult attention only in return for undesirable behaviour
- help children who behave in unacceptable ways, to see what was wrong and how to cope more appropriately
- never send children out of the room by themselves
- Never use physical punishment, such as smacking or shaking. Children are never threatened with these
- Never use techniques intended to single out and humiliate individual children.
- Only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event will be recorded as an intervention on My Montessori Child. We record what happened, what action was taken, by whom, and the names of witnesses. This information is brought to the attention of the settings Head Teacher and Vice Principal. A parent is informed on the same day and signs the Incident Book to indicate he/she has been informed.

- Make clear immediately in cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame
- never shout or raise voices in a threatening way to respond to children's behaviour unless trying to stop a dangerous action
- handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development – e.g. by distraction, discussion or withdrawing the child from the situation
- Work in partnership with children's parents. Parents are regularly informed about their children's behaviour by a member of staff. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately
- If a child hurts another child, either physically or verbally we will take the following action
  - We intervene to stop the child harming the other child or children
  - We explain to the child why his/her behaviour is inappropriate
  - We give reassurance to the child or children who have been hurt
  - We speak to the child who has hurt somebody about apologising and encourage them to do so without forcing a child into submission
- Whenever we have an incident of this nature in the class we talk to both sets of parents individually explaining how we are helping the children as well as filling in an incident report
- In the extreme case of a child putting another child or himself in danger we will take them out of the environment and sit with them to gently explain that we have to sit together until it is safe for us both to go back inside.

Our School ethos and behaviour policy is based on respect. Every individual at Paint Pots, both children and adults, have the right to:-

- Feel safe and a responsibility to ensure the safety of others
- Feel respected and a responsibility to show respect for others
- To be supported both in their learning and everyday life and a responsibility to assist and support others.
- Be treated fairly and to treat others fairly.
- Move freely and safely, subject to rules
- Have property kept safe and a responsibility to care for the property of others
- Members of staff have a responsibility to provide good role models to all pupils by demonstrating respectful behaviour.
- Children have a right to be taught in a respectful manner.

## BRITISH VALUES POLICY

In September 2015 it became an Early Years Foundation Stage requirement to ensure that we have a British Values Policy that encompasses the values stated below. These attributes such as an environment where staff support children to have a positive view of themselves and provide lots of opportunities for them to make their own choices, as well as show respect for each other based on differences has always been an integral part of our Montessori philosophy and the curriculum that we teach.

British Values are

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

### Democracy: making decisions together

Staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, making choices for the group through a simple voting process, children can tick yes or no. This is part of our Personal, Social and Emotional Curriculum.

Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children will be given opportunity to develop enquiring minds in an atmosphere where questions are valued.

### Rule of Law: understanding rules matter

As part of the focus on managing feelings and behaviour staff can ensure that children are helped to understand their own and others' behaviour and its consequences and learn to distinguish right from wrong.

Staff will 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.

Staff will encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Staff will promote diverse attitudes and challenge stereotypes, for example share stories that reflect and value the diversity of children's experiences and provide resources and activities that challenge gender, cultural and racial stereotyping.

### Individual Liberty

Within Paint Pots we encourage children to make choices knowing that they are in a safe and supportive environment. As a school we provide boundaries and ground rules so that they can make safe choices. Children are encouraged to know, understand and exercise their rights and personal freedoms.

### Mutual Respect

Part of our school ethos and behaviour policy is based on respect. Children gain respect through interaction with the caring teaching team who show and value their individual personalities. Positive, caring and polite behaviour will be encouraged at all times in an environment where children learn to respect themselves, other people and their surroundings.

All staff who are either employed or volunteer at Paint Pots Montessori Schools will ensure that these values are respected and promoted within our settings.

## ANTI-BULLYING POLICY

At Paint Pots we believe that children have the right to play and learn in a supportive, caring and safe environment. When behavioural expectations are consistent and reasonable boundaries are put in place by caring and supportive staff, it will minimise the occurrence of bullying. Although bullying in its strongest context of the word does not generally occur within this age group it is important therefore that we have a clear written policy to promote this belief.

Bullying affects everyone, not just the bullies and the victims. No one person or group, whether staff or child, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at Paint Pots.

Although bullying in the strongest context of the word does not generally occur at Paint Pots we recognise that our children are developing their personalities and friendships, as well as exploring boundaries and appropriate behaviour which can result in conflict and clashes of personality.

Our staff minimise occurrences by being observant and providing opportunities for children to work alone and with friends. We are small nursery schools and creative classes so our teachers have a strong understanding of each individual in our care and by observing them we can assist children with appropriate behaviour. If any level of bullying is suspected observed or reported, the matter will be taken seriously, dealt with promptly and all parties will be supported appropriately and fairly. This will involve working towards a shared understanding of the causes of the behaviour. We understand that all behaviour is a form of communication and should be recognised as such. Matters will be documented as necessary and shared with the team and parents if deemed necessary. We encourage parents to share any concerns with us.

### WHAT IS BULLYING?

Bullying can occur through several types of anti-social behaviour. It can be:-

- **PHYSICAL** - child can be physically punched, kicked, hit, spat at, etc.
- **VERBAL** - Verbal abuse can take the form of name calling.
- **EMOTIONAL** - A child can be bullied simply by being excluded from discussions/activities or play, with those they believe to be their friends.
- **DIGITAL** – Online bullying including prejudiced based bullying.

### AS A PARENT:

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend nursery, or they may regularly say that they feel ill
- Always take an active role in your child's education. Enquire how their day has gone and who they have spent their time with
- If your child encounters any problems with their friends, please make sure that you tell us immediately so that we can resolve the issue as soon as possible.
- It is important that you advise your child not to fight back. It can make matters worse! Tell them to ask for help and to tell any adult as soon as possible so the incident can be dealt with effectively.
- Try to ensure that your child maintains a positive image of themselves.

### **AT PAINT POTS**

- To provide an enabling and proactive environment in order to minimise opportunities for bullying
- Use any opportunity to discuss the appropriate way to behave towards each other. Circle time. Topics, puppets, role play, when going outside, conversations and our Peace Curriculum.
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary in a positive and calm manner.
- The staff will continue to have a firm but fair approach to behaviour management. The rules should be few, simple and easy to understand
- Do not use teaching materials or equipment which gives negative views of any group because of their ethnic origin, gender, etc.
- Encourage children to discuss how they get on with other people and to form positive attitudes towards other people exploring what friendship is
- Encourage children to treat everyone with respect
- We will treat bullying as a serious offence and take every possible action to eradicate it from our schools aiming for a social environment that is kind, considerate and respectful.

### **ACTION TO BE TAKEN WHEN BULLYING IS SUSPECTED.**

We will support children as follows:

- Approach calmly, stopping any harmful actions
- Acknowledge all children's feelings
- Gather information from all parties
- Restate the problem
- Ask for ideas and solutions and choose one together
- Be prepared to give follow up support.

We will speak openly with parents/carers in order to formulate a mutual agreement regarding action to move the situation forwards in a way which meets individual needs. If necessary, outside agencies will be contacted in order to support the setting, child and parents/carers.

## **SAFEGUARDING AND CHILD PROTECTION POLICY**

Paint Pots Montessori Schools and Creative Classes recognise that Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable children have the best outcomes. Where a child is suffering significant harm, or is likely to do so, action should be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Children have a right to be safe and should be protected from all forms of abuse and neglect.

All staff should be aware of the process of making referrals to children's social care and for statutory assessments under The Children Act, especially under Section 17 (Children in Need) and Section 47 (a child suffering or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff have a responsibility to provide a safe environment in which children can learn. Safeguarding children is everyone's responsibility. If a member of staff reports a Safeguarding concern it is their responsibility to ensure that the DSL deals with it appropriately. If they feel that the appropriate action is not being taken, they report it to the Vice Principal or directly to the Lado details of which are in the Whistleblowing Policy.

It is better to help children as early as possible before issues escalate and become more damaging.

All staff should be prepared to identify children who may benefit from early help meaning providing support as soon as a problem emerges.

Any staff member who has a concern about a child's welfare should follow the referral processes and should expect to support social workers and other agencies following any referral.

Children and families are best supported and protected when there is a co-ordinated response from all relevant agencies.

This Policy is written in line with the following government documents:-

Working Together to Safeguard Children – February 2019

Keeping Children Safe in Education – September 2019

What to do if you're worried a child is being abused – March 2015.

Section 3 of the Statutory framework for the early years foundations stage – April 2017

A copy of all of these documents is kept on each site.

All staff are required to be aware of the different types of abuse, neglect as listed below:-

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place online or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually

inappropriate ways or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not only perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

## FGM

All staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM) but there is a specific legal duty on teachers to report any discovery of an act of FGM on a girl under 18 to the police. (Serious Crimes Act 2015, Section 74).

## Children in Need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in Need may be assessed under Section 17 of the Children Act 1989.

## Peer on Peer Abuse

This occurs when a young person is exploited, bullied or harmed by their peers of the same or similar age. This also includes sexual violence and harassment.

## Prevent

Children are vulnerable to extremist ideology and radicalisation and should be protected from the risk. Extremism is the vocal or active opposition of fundamental values including rule of law, liberty and mutual respect and tolerance of different faiths

and beliefs. Radicalisation is the process by which a person comes to support extremist ideologies.

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It also refers to:-

- Racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls
- Child sexual exploitation and trafficking
- Child criminal exploitation, including county lines
- Serious violent crime
- Risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- Teenage relationship abuse
- Upskirting
- Substance misuse
- Issues that may be specific to a local area or population, for example gang activity and youth violence
- Domestic abuse
- Forced marriage
- Fabricated or induced illness
- Poor parenting
- Homelessness
- So-called honour based violence
- Other issues not listed here but that pose a risk to children, learners and vulnerable adults.

It also relates to broader aspects of care and education including:-

- Children's health and safety and well-being including their mental health
- Meeting the needs of children who have special educational needs and/or disabilities
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits
- Intimate care and emotional wellbeing
- Online safety and associated issues
- Appropriate arrangement to ensure children's and learners' security, taking into account the local context.

To ensure that we provide a safe environment for children in our care we:-

- create an environment at Paint Pots which encourages children to develop a positive self image, celebrating differences of race, language, religion, culture or home background
- help children to establish and sustain satisfying relationships within their families, with peers and with other adults
- encourage children to develop a sense of autonomy and independence
- enable children to have the self confidence and the vocabulary to resist inappropriate approaches
- work with parents to build their understanding of and commitment to the welfare of all our children
- We display a Safeguarding Children “Recognise, Respond, Refer” Flow Chart where parents and staff can see it.
- For advice or referrals the contacts are as follows:-
- For our Westminster Schools, email [accesstochildrenservices@westminster.gov.uk](mailto:accesstochildrenservices@westminster.gov.uk) or call 020 7641 4000. For The Boltons School we will email [SocialServices@RBKC.gov.uk](mailto:SocialServices@RBKC.gov.uk) or call 020 7361 3013.

Liaison with other bodies

- we work with the Local Tri-borough Safeguarding Children Board (LSCB)
- we have a copy of Safeguarding guidelines available for staff and parents to see
- we notify the registration authority (OFSTED) of any incident or accident and any changes in our arrangements which affect the wellbeing of children
- we have procedures for contacting the local authority on child protection issues, including the relevant list of names, addresses and telephone numbers of our LEA named lead officer and social services whom we may contact in emergency,
- if a report is to be made to the authorities, we act within the LSCB guidance in deciding whether we must inform the child’s parents at the same time
- we follow guidance as outlined in the HM Government document ‘Working Together to Safeguard Children’ (DCSF February 2019)
- a digital and printed copy of the Working Together to Safeguard Children is available for all staff

Staffing & Volunteers

- All sites have two Designated Safeguarding Leads (DSL) trained to Level 3 who are responsible for Child Protection Issues. All our staff have safeguarding training Level 1 which is updated annually. Always speak to the Designated Safeguarding Lead (or deputy) regarding concerns and options of what to do next.
- We provide adequate and appropriate staffing resources to meet the needs of children
- Applicants for posts within Paint Pots are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act (1974). Candidates are informed of the need to carry out Enhanced Disclosing and Barring Service (DBS) checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information
- We abide by OFSTED requirements in respect of references and DBS for staff and volunteers, to ensure that no disqualified person or unfit persons works at Paint Pots or has access to the children
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern
- Any volunteer or student will not have unsupervised contact with children in our care until their suitability has been checked.
- We have procedures for recording the details of visitors to Paint Pots.
- We take security steps to ensure that we have control over who comes into Paint Pots so that no unauthorised person has unsupervised access to the children
- All staff personal mobiles are safely stored and not used within the nursery. Staff are only allowed to access them during break times and are not allowed to use them with children present.
- When a member of staff uses their own personal camera for a project they use a school memory card which stays on the school premises except for the purpose of taking it for developing. The head teachers are responsible for monitoring cameras and memory cards and will check them regularly.
- All staff should be aware of the systems within the school and the names of the designated safeguarding leads and deputies.

## Training

We seek out training opportunities for all adults involved in Paint Pots to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse or neglect and so that they are aware of the Local

Authority Guidelines for making referrals. We ensure that all staff are aware of the procedures for reporting and recording their concerns.

### Curriculum

- We introduce key elements of child protection into our early years foundation stage curriculum, so that children can develop an understanding of why and how to keep safe
- We create an atmosphere and culture of respect for the individual
- We ensure that this is carried out in a way that is appropriate for the ages and stages of the children

### Complaints

- We ensure that all parents know how to complain about the actions of a member of staff or other adult within Paint Pots, which may include allegations of abuse (see complaints procedure)
- We follow the guidance of the LCSB when investigating any complaint that a member of staff or other adult has abused a child at Paint Pots
- We follow all the disclosure and recording procedures when investigating an allegation made about a member of staff or other adult at Paint Pots
- We acknowledge that abuse can take different forms – physical, emotional, sexual and neglect
- Demonstrate this through changes in their behaviour, or in their play. Where such changes in behaviour are observed, or where children's play gives cause for concern, Paint Pots will investigate
- We ensure that investigations are carried out sensitively. Staff at Paint Pots take care not to influence the outcome either through the way they speak to or ask questions of children
- Where a child shows signs and symptoms of 'failure to thrive' or neglect we make appropriate referrals
- We record any evidence that raises concern immediately on our Recording Suspicions of Abuse form and share with the Designated Safeguarding Lead. This is stored in a secure box that only has access by DSLs.
- All Safeguarding Evidence is archived in our Central Office for 25 years according to GDPR 2018.

### Disclosures of Abuse

- Where a child makes a disclosure to a member of staff, that member of staff:
- offers reassurance to the child
- listens to the child
- gives reassurance that she or he will take action
- does not question the child

- does not promise to keep the disclosure a secret

#### Recording Suspicions of Abuse and Disclosures

- Staff make a record of
- the child's name, address and age
- the date and time of the observation or the disclosure
- an objective record of the observation or disclosure
- the exact words spoken by the child
- the name of the person to whom the concern was reported, with date and time
- the names of any other persons present at the time
- these are recorded on My Montessori Child.

These records are signed and dated and kept in a separate confidential file which is securely locked. These records are archived in the office for 21 years. The staff are introduced to the procedures for recording and reporting at induction and have termly review meetings.

All our Nursery School Staff have termly one to one supervision where they are provided an opportunity to raise any concerns they may have about the welfare of the children or the behaviour of another team member.

#### Informing Parents

Parents are normally the first point of contact. Where a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the LCSB does not allow this. This will usually be in the case where the parent is the likely abuser. In these cases the investigating officers will inform the parents.

#### Confidentiality

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Area Child Protection Committee.

#### Support to Families

- Paint Pots takes every step in its power to build trusting and supportive relationships among families, staff, volunteers, students and other adults connected with it
- If investigations are being made in relation to abuse in the home Paint Pots continues to welcome the child and family

- Confidential records kept on a child are shared with the child's parents, or those who have parental responsibility for the child, only if appropriate under the guidance of the Area Child Protection Committee
- With the proviso that the care and safety of the child is paramount, we do all in our power to support and work with the child's family.
- If a child comes to school with any bruises or marks with an explanation this is recorded on My Montessori Child and parent visible
- As children enter Primary School it is our legal duty to pass on any Safeguarding Records to them.

## ALLEGATIONS OF CHILD ABUSE MADE AGAINST A MEMBER OF STAFF

Paint Pots expects the highest standards of behaviour from our staff, both within the school and outside it, to ensure that children are safe. To achieve this it is our policy to:

- create a safe environment at Paint Pots
- respect and protect adults' and children's rights
- ensure that all staff are suitable to work in the nursery

Paint Pots will check and monitor its staff by:

- taking references
- vetting and clearance by the DBS
- monitoring of staff and other adults by Head Teachers or Creative Classes Managers during sessions
- peer to peer observations
- staff training on appropriate behaviour when working with children

Suspicious or allegations of child abuse against a member of staff will be referred by Paint Pots to the Tri-Borough LADO. If speaking to a parent they are asked if this is a concern, an allegation or a complaint and dealt with accordingly.

Our Westminster Schools will call the duty line on 0207 641 7668. Our school at The Boltons in Chelsea need to call 020 7361 3013 or out of hours : 020 7373 2227 or email [SocialService@rbkc.gov.uk](mailto:SocialService@rbkc.gov.uk).

We will inform Ofsted of any allegations as soon as reasonably practical but at least within fourteen days of allegations being made.

Allegations of child abuse against a member of staff will be treated in strict confidence. People who are authorised to know any allegations in the nursery are

the Principal, Vice Principal and other head teachers. Parents/carers of a child or children involved will be told about the allegation as soon as possible and will be kept informed about the progress of the case.

Paint Pots will encourage its staff to co-operate with the investigation in any way it can and will act impartially. Paint Pots must suspend the staff member from working with the children in the case of an allegation. The reasons for the suspension will remain confidential and normal confidentiality rules apply to all members should they become aware of the circumstances.

#### Disciplinary Action

When the investigation is complete, Paint Pots will implement the Paint Pots disciplinary procedure to determine the future of the member of staff at Paint Pots. The disciplinary procedure is located in the Employee Handbook. Where a member of staff or a volunteer is dismissed from Paint Pots, resigns or is internally disciplined because of misconduct relating to a child, we notify the LSCB and the Disclosure and Barring Service as well as OFSTED.

#### Record Keeping

We will keep a detailed record of any allegations and the procedures that followed. This information will be kept on file until the person reaches normal retirement age or for 10 years if that will be longer.

## PREVENT DUTY POLICY

All registered early years childcare providers are subject to duty under section 26 of the Counter-Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on all Early Years Settings to have due regard to the need to prevent people from being drawn into terrorism.

Radicalism refers to the process by which a person comes to support terrorism and forms of extremism. Protection of children and families from the risk of radicalisation is part of our Safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Extremism is vocal or active opposition to British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faith and beliefs. We promote these values throughout our practice at Paint Pots Montessori Schools.

Protecting children from the risk of radicalisation is part of our wider safeguarding duties and is equal to protecting children from other issues such as neglect, physical abuse listed in our Safeguarding Policy.

By promoting the values of democracy, rule of law, individual liberty and mutual respect we build up the children’s resilience to radicalisation and enable them to challenge extremist views. We will challenge extremist and radical views. These include:-

- Actively promoting intolerance of other faiths, cultures and races
- Failure to challenge gender stereotypes and routinely treat children according to their gender.
- Isolate children from the 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.

## WHISTLEBLOWER'S POLICY

This policy is intended to encourage staff (paid and volunteer) and others to report suspected or actual occurrences of illegal, unethical or inappropriate events (behaviours or practices) without retribution.

The Whistleblower should promptly report the event to his or her Head Teacher. If the Whistleblower would be uncomfortable or otherwise reluctant to report to his/her Head Teacher, then the Whistleblower could report the event to the Vice Principal or Head Teacher from a sister school.

The Whistleblower can report the event with his/her identity or anonymously by sending an anonymous letter to the office addressed to Georgina Hood. The office address is Unit 57, 99-109 Battersea Business Centre, Lavender Hill, SW11 5QL. Staff **must refer** to the LADO (contact details in Safeguarding Policy) if you believe a professional 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; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

The Whistleblower shall receive no retaliation or retribution for a report that was provided in good faith – that was not done primarily with malice to damage another or to Paint Pots.

A Whistleblower who makes a report that is not done in good faith is subject to discipline, including termination or other legal means to protect the reputation of the schools and staff.

Anyone who retaliates against the Whistleblower (who reported an event in good faith) will be subject to discipline, including termination. A Head Teacher who receives the reports must promptly act to investigate and/or resolve the issue.

The Whistleblower shall receive a report within five working days of the initial report, regarding the investigation, disposition or resolution of the issue.

If the investigation of a report, that was done in good faith and investigated by internal personnel, is not to the Whistleblower's satisfaction, then he/she has the right to report the event to the appropriate regulating body.

The identity of the Whistleblower, if known, shall remain confidential to those persons directly involved in applying this policy, unless the issue requires investigation by law enforcement.

Staff are provided guidelines on unsuitable behaviour to watch for when adults are with children. These include:-

Personal Space

Sexual conversations or behaviour

Controlling behaviour

Unrealistic expectations of children

Blaming children or others for their own feelings

Cruelty to animals or children

Verbal abuse

Threats of violence

Breaking or striking objects

Use of any force during an argument

Neglect

Emotional abuse and use of inappropriate language

## **POLICY FOR THE USE OF IPADS PHONES AND CAMERAS**

### **My Montessori Child**

The setting uses a website-based system called My Montessori Child for administrative and record-keeping purposes, including taking the attendance register, making text-based and photographic records of children's activities, planning lessons, reviewing children's progress, and compiling statutory Department for Education reports. Data and photographs are uploaded into the My Montessori Child system by teachers using Internet-connected Apple iPads at the setting. Data and photographs stored remotely on My Montessori Child's online servers are protected by industry-standard internet security procedures including encrypted transmission, passwords, access-device registration and physical protections. The system administrator of My Montessori Child who has access to the children's data and photographs on a need-to-know basis has been subject to an Enhanced DBS check (Disclosure Number 001382556238). My Montessori Child is registered in accordance with the Data Protection Act with the Information Commissioner's Office (Registration Z3311745).

### **Physical storage of photos on iPads.**

Before an iPad is removed from the setting, it is checked by a Head teacher for any cached data or stored photographs and these are cleared from the device's memory so there is no risk of unauthorised access to data and photographs if the iPad were lost or stolen. Teachers must inform a Head teacher in advance when they plan to remove an iPad from the setting so that this check can be made. When an iPad is returned to the setting, it is checked by a head teacher for any new content including stored photographs, web browsing content or other material not relevant to the setting, all of which is deleted before the iPad may be used again in the setting.

### **Physical location of iPads in the setting**

The iPads are stored securely in the setting's locked office. Teachers must behave responsibly with iPads as pieces of delicate electrical equipment, protecting them from damage and ensuring they pose no physical risk to children in the setting.

### **Uploading of photos to the Internet**

Photos stored on the iPad are never uploaded to any part of the Internet except to My Montessori Child. For example, no photo of any child or group of children on the iPad may be e-mailed, posted to Facebook, tweeted on Twitter, or pinned to Pinterest. Even parent requests to email photos from an iPad or telephone are always refused for security reasons. In order to ensure that no photos are being

uploaded, e-mail 'sent' lists and web histories on the iPad are never cleared so that they may be checked by a Head teacher.

### iPad Restrictions

All iPads used in the setting have PIN-protected "Restriction" on web content and apps. In Settings>General>Restrictions, these settings are used:

- Facetime, Installing apps and Deleting apps are OFF
- Allowed Content is restricted (using United Kingdom ratings) as follows: 'Clean' Music & Podcasts, 'U' certificate films, 'CAUTION' TV Shows, 'Restricted' Books and 4+ Apps.

In app purchases are off and require password is set to immediately.

In the Games Centre, Multiplayer Games and Adding Friends are set to off.

Children are allowed to use the iPads under adult supervision. They register via My Montessori Child on entry to the Nursery. They can take photos of themselves and the class. When researching a project a teacher may browse the internet with the children to find out facts or images. To ensure that no inappropriate images appear strict settings as mentioned above are maintained.

### Safeguarding

Any teacher has a right to challenge any other teacher regarding their iPad use and is obligated to report any concern immediately and the iPad retained for further investigation. For more information please refer to the setting's Safeguarding Policy.

### Personal mobile phones and cameras

Staff are not permitted to use mobile phones in the nursery when children are present. They need to be securely stored away from the children in silent mode. Staff are permitted to check their phone for messages during break times. If a member of staff uses personal camera equipment for a project permission must be asked of the head teacher who will provide a school memory card for this purpose. The school memory cards must not be taken off the premises except by arrangement for processing purposes.

### Parents

Parents are allowed to take photos during school trips, outings, school plays and birthday walks having signed agreement not to share on social media.

## **WORKING IN PARTNERSHIP WITH PARENTS AND CARERS POLICY**

We like to include parents and carers in the education of their child. They are welcomed into the nursery when they settle their children so that the children can show them their work or activities. There is always a member of staff on the door who records any information parents wish to provide about their child. This is then added to Need to Know on My Montessori Child.

We provide opportunities for parent's evenings. Sometimes they will be an open evening in which there will be a talk from the Head Teacher and others will provide the opportunity for individual appointments with their Group Teacher.

We encourage parents to come in for individual appointments before and after school throughout the school year.

Parents are also invited to come and do projects in the school. These include cooking, art, cultural, dance, music, construction or sessions in the book corner. We also invite parents to come on our outings with us.

Parents have their own individual log in to access their child's My Montessori Child records where they are informed of activities, their child's experiences and progress.

We listen to parents' comments and suggestions and take heed of them. If appropriate we will put their ideas into practice. We give the parents feedback forms and really appreciate their input and suggestions and ensure that we act on them where possible.

The Head Teachers make themselves available for Parents at all times. They are accessible in person, telephone or by email. They provide advice on any concerns about their child providing a link with outside agencies when necessary. They can also provide advice on Primary Schools and admission procedures.

## COMPLAINTS PROCEDURE

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

**Stage 1** - A parent who is uneasy about an aspect of the Paint Pots provision first of all talks over his/her worries with one of the group teachers. The teacher would then pass on the information to the head teacher. The staff would assess the information given and decide on necessary action. This would be recorded and stored in the Complaints File and the parent would be notified of actions taken.

**Stage 2** - If this does not result in a satisfactory outcome, or if the problem recurs, the parent will talk to the Head Teacher who will give the parent a Parental Complaints Form. The parent has the choice to fill in the form and discuss it with the Head Teacher or they may send it directly to the Vice Principal, Vinni Lewis, or the Principal, Georgina Hood. The Principal/Vice Principal and Head Teacher would discuss and give feedback. All written complaints will be dealt with within 28 days.

**Stage 3** - If the problem cannot be resolved at Stage 2, the parent may request a meeting with the Principal. The parent is entitled to have a friend or partner present at this meeting. The Head Teacher may also be accompanied by other colleagues. A record of this meeting is made on the form. Copies are made for both the parents and the school and are kept in our Complaints File for three years.

### Roles of OFSTED Early Years Directorate & Area Child Protection Committee

Parents may approach OFSTED directly at any stage of this complaints procedure, or indeed at any other time. In addition, where there seems to be a possible breach of registration requirements, it is essential to involve OFSTED.

The address and telephone number for OFSTED is:-

<b>Ofsted, 3<sup>rd</sup> Floor, Picadilly Gate Store Street Manchester M1 2WD Telephone 0300 123 1231 Website: <a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a></b>	<b><u>School Reference Numbers</u></b>	
	<b>St John's Hyde Park Bayswater The Boltons</b>	<b>EY369719 EY481423 EY480045</b>

These details are displayed on our Paint Pots notice board. If a child appears to be at risk while at Paint Pots we will follow the procedures of the local LSCB. Both the parent and Paint Pots are informed and the Head Teacher works with OFSTED and the LCSB to ensure a proper investigation of the complaint is followed by appropriate action.

If your child attends an unaccompanied Creative Class please refer to your Class Manager rather than Head Teacher.

## **FIRE POLICY**

Paint Pots will follow the procedures for evacuating the building in the event of the fire alarm being sounded in a way that ensures all children are safely lead away from the building and adults do not taken any undue risks. To achieve this it is our policy to:

- ensure no child or adult will take unnecessary personal risks
- see that staff fully understand the required procedures and their role
- ensure that staff follow day-to-day procedures to reduce the risk of fire
- Follow the advice given by the fire brigade on any matters arising from their visits, including discussing with the church on matters outside our control.
- have a fire procedure displayed on the wall
- have a fire drill for both morning and afternoon sessions each term, and record the days on which these take place
- ensure all staff receive training on fire procedures
- perform a formal risk management assessment at least once a year and monitor risks every day
- keep registers of children, staff and visitors to Paint Pots for each session

A copy of the fire drill procedure is given to all staff and is placed on the noticeboard and in prominent positions around the school. Our procedures are attached at the end of this document as Appendix II.

### **Fire Safety**

- Fire doors are clearly marked, never obstructed and easily opened from inside
- Smoke detectors/alarms and fire fighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer

# HEALTH & SAFETY POLICY

Paint Pots believes that the health and safety of children is of paramount importance. We make Paint Pots a safe and healthy place for children, parents, staff, students and volunteers. We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

The members of staff responsible for health and safety are listed on the Notice Board and in Appendix I. They have undertaken health and safety training. We display the necessary health and safety posters.

We have a Health and Safety Management System which provides us with the means to manage health and safety in an efficient and effective way. This documentary system is divided into the following three elements, Risk Management, Health and Safety Management and Monitoring, Checking and Recording.

## Risk Management

Our risk assessment process includes:

- Checking for hazards and risks indoors and outside, and in our activities and procedures. Our assessment covers adults and children. Recorded in our Risk Assessment Form
- developing an action plan which specifies the action required, the timescales for action, the person responsible for the action and any funding required, recorded in our Safety Plan of Improvement
- maintaining daily risk assessment checklists which are checked and signed before the children arrive in the morning

## Insurance Cover

We have public liability insurance and employers' liability insurance. The certificates are displayed on the Noticeboards.

## Risk Awareness Raising

- 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 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

- Health and safety updates are included during Inset Days and our Health and Safety Officers meet annually to review our practice and procedures.
- We have a No Smoking policy throughout the premises, this includes e-cigarettes
- Children are made aware of health and safety issues through discussions, planned activities and routines

## **Health and Safety Management**

### **Children's Safety**

- Only persons who have been checked for criminal records by an enhanced disclosure from the DBS are ever left with children unsupervised.

### **Security**

- Systems are in place for the safe arrival and departure of children. The times of the children's arrivals are recorded. We take the register at the beginning of each session. On departure, a member of staff keeps a record of each child's departure and with whom they leave.
- At home time parents are asked to wait outside the door as staff say goodbye to each child and direct them to their parent/carer.
- If a child leaves a session early with their parent or carer, this is recorded immediately
- Children will only be allowed to leave Paint Pots with adults who are authorised by the child's parents to collect their child. To authorise for people other than parents to pick up, you need to sign a consent form or sign the day book. If this is not done we will have to contact the parent directly before allowing the child home with anybody else.
- The arrival and departure times of adults – staff, volunteers and visitors – are recorded in registers
- Our systems prevent unauthorised access to our premises
- Our systems prevent children from leaving our premises unnoticed

### **Doors**

We take precautions to prevent children's fingers from being trapped in doors by teaching the children not to put their fingers in the hinges.

## **Floors**

All surfaces are checked daily to ensure they are clean and not uneven or damaged. This is recorded in our daily risk assessment checklist.

## **Kitchen**

- Children do not have access to the kitchen
- All surfaces are clean and non-porous
- Cleaning materials and other dangerous materials are stored out of the children's reach
- Children are kept away from hot surfaces and hot water
- Children do not have unsupervised access to electrical equipment
- Ensure that sharp kitchen knives are kept locked away or out of reach from children.

## **Electrical/gas equipment**

- All electrical/gas equipment confirms to safety requirements and are checked regularly by the Landlords
- All Portable appliances are PAT tested yearly and records stored in our Health and Safety File
- Our boiler/electrical meter cupboard is not accessible to the children
- Wires and leads are properly guarded and the children taught not to touch them
- Heaters are checked daily to ensure that they are not too hot and that they are not covered
- There are sufficient sockets to prevent overloading
- Lighting and ventilation is adequate in all areas

## **Storage**

- All resources and materials which children select are stored safely
- All equipment and resources are stored safely

## **Hygiene**

- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for Paint Pots which includes school and play areas, kitchen and toilets
- We have a schedule for cleaning resources and equipment, dressing up clothes and furnishings
- The toilet area has a high standard of hygiene

- We clean tables between activities
- We check and clean the toilets regularly
- Wearing appropriate protective clothing such as aprons and disposable gloves
- Providing sets of clean clothes
- Providing tissues and wipes

## **Closure**

- In the case of an extended period of power outage, loss of heat or water, Paint Pots will close. Parents will be contacted if we are in school at the time of the loss. Afternoon sessions will be cancelled if the problem arises in the morning and has not been fixed by 10:30 AM.
- In extreme weather conditions or in cases of high levels of staff being too sick to work we will close the school if we do not have the required level of staff to run our sites safely.

## **Activities**

- We check that all equipment and resources are safe
- The layout of the 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 ensure that sand is clean and suitable for children's play
- Physical play is constantly supervised
- Children are taught to handle and store tools safely
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow

## **Food and Drink**

- Staff who prepare and handle food receive appropriate training and understand – and comply with – food safety and hygiene regulations
- All food and drink is stored appropriately
- Adults do not carry hot drinks through the play areas and do not place hot drinks within reach of children unless they are in a safe thermos mug.
- Meal times are appropriately supervised and children do not walk about with food and drinks. Staff are permitted to have hot drinks at lunch.
- Fresh drinking water is available to the children at all times
- We operate systems to ensure that children do not have access to food/drinks to which they are allergic
- We ensure that waste is disposed of properly and out of reach of children
- If there is a case of Food Poisoning Ofsted will be informed.

## **First Aid & Medication**

All our full time staff and group teachers hold a current first aid training certificate (relevant to young children) within a three month period of the start of their employment. The First Aid qualification includes First Aid training for young children.

Our First Aid kits:

- comply with the Health and Safety (First Aid) Regulations 1981
- are checked termly and re-stocked by the designated first aid officer
- are easily accessible to adults who all know where they are stored
- are kept out of the reach of children

We will administer hypoallergenic plasters if the need arises. All parents who are aware of an allergy advise us when completing their child's registration form and on the emergency consent form and in the contact in emergency details. When we receive this advice parents will be given an Allergy Management Plan to complete and will be asked for a copy of their Allergy Action Plan from their GP.

At the time of admission to Paint Pots, parent's written permission for emergency medical advice, treatment or First Aid is required. Parents sign and date their written approval.

In the case of a serious accident the First Aider will assess the situation. If necessary 999 will be called for Emergency Services and a first aider will accompany the child. Parents and/or emergency contacts will be notified immediately. In the case of minor accidents that still need hospital treatment and we are unable to contact a family member the first aider will take the child to the nearest Accident and Emergency Hospital in a taxi. The first aider will stay with the child until a family member arrives at the hospital.

### **Accident Records**

- all accidents and incidents are recorded on My Montessori Child
- all staff know how to complete it;
- It is reviewed termly to identify any potential or actual hazards and recorded in the Health and Safety File.

OFSTED is notified whenever there is a serious accident, illness or injury to, or death of, any child while in their care and the action taken. We define serious injuries:-

- as any injury that requires resuscitation or admittance to hospital for more than 24 hours
- broken bones
- a fracture or dislocation of any major joint
- any loss of consciousness, severe breathing difficulties or asphyxia
- loss of sight (temporary or permanent)

- any penetrating injury to the eye
- any injury leading to hypothermia or heat induced illness
- any injury or medical treatment arising from absorption of any substance by inhalation, ingestion or through the skin
- any injury or medical treatment resulting from an electrical shock or electrical burn
- any injury or medical treatment there is reason to believe that this resulted from exposure to harmful substance, biological agent or its toxins, or infected material.

## Medications

Children's prescribed drugs are stored in their original containers, are clearly labelled and are inaccessible to the children.

Parents give prior written permission for the administration of medication on our medicine consent form. When the medicine is administered another member of staff is present as witness. We record this on the form and the administrator and staff witness sign the form. If the administration of prescribed medicine requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

## Allergies

On registration parents are given forms asking for any details of medical conditions or allergies. If an allergy is recorded parents are requested to fill in an Allergy Management Plan and an Allergy Action Plan from the GP. A list of all food allergies are displayed using initials only. All staff, students and volunteers are notified of allergies at induction. In the case of a high risk of anaphylaxis we will consider introducing a ban on the product within the school. If this is put into action all families will be notified and a poster will be displayed. If a child comes to school with food that has been excluded we will remove and dispose of it. Children are not allowed to share lunches. Any birthday cakes or cooking activities will have all ingredients listed and displayed for all parents.

## Sickness

In order to protect the children from infection we ask parents not to bring sick children to school and in the case of a sick child parents will be called and asked to pick them up.

For many illnesses there are specific incubation periods during which children must not come to school. In line with the Health Protection Agency guidelines Paint Pots operates the following exclusion procedures:

Diarrhoea and vomiting: exclusion from school until 48 hours after the last episode.

Temperature of 38 degrees C or over: exclusion from school for 48 hours

Flu: child must not return to school until fully recovered.

Chicken pox: exclusion from school until 5 days from the onset of the rash.

German measles\*: exclusion from school until 6 days from the onset of the rash.

Hand, foot and mouth: exclude till symptoms clear to protect infection of others.

Impetigo: exclusion from school until the lesions are crusted and healed, or 48 hours after commencing antibiotic treatment.

Measles\*: exclusion from school until 4 days from the onset of the rash.  
Molluscum contagiosum: no period of exclusion necessary.  
Ringworm: exclusion not usually required (treatment is required).  
Scabies: child may return to school after first treatment.  
Scarlet fever\*: child may return 24 hours after commencing antibiotic treatment.  
Slapcheek (Fifth Disease): no period of exclusion necessary.  
Viral Conjunctivitis: exclude till symptoms clear to protect infection of others.  
Head lice: treatment essential, as long as treated no exclusion necessary.  
Mumps\*: exclusion for 5 days from onset of swollen glands.  
Threadworms: no period of exclusion necessary.  
Tonsillitis: no period of exclusion necessary.

\* denotes a notifiable disease

For all other diseases, please ask the staff for specific guidelines as well as communicating to us the advice of your child's doctor.

We will inform other parents and carers of infections and sickness that have occurred so that they can observe their own children. But we respect confidentiality by not identifying the children concerned.

If a child becomes ill at Paint Pots, their parent will be called and advised that they need to collect their child. If a parent cannot be contacted their emergency contact will be called. The child will be taken to a quiet area in the school until the parent or carer arrives to collect the child.

If a child has a notifiable disease listed below it is our duty to report it to the Health Protection Unit and to Ofsted. A list of notifiable diseases is displayed at school.

Acute encephalitis	Acute infectious hepatitis	Acute meningitis
Acute poliomyelitis	Anthrax	Botulism
Brucellosis	Cholera	Diphtheria
Enteric fever (typhoid or paratyphoid fever)		Food poisoning
Haemolytic uraemic syndrome (HUS)		Infectious bloody diarrhoea
Invasive group A streptococcal disease		Legionnaires' disease
Leprosy	Malaria	Measles
Meningococcal septicaemia	Mumps	Plague
Rabies	Rubella	SARS
Scarlet fever	Smallpox	Tetanus
Tuberculosis	Typhus	Viral haemorrhagic fever (VHF)
Whooping cough	Yellow fever	

## Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs, they are provided with safe equipment to do so.
- All warning signs are clear.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed regularly to identify issues which need to be addressed.

## **Records**

We keep records of:

- adults authorised to collect children from Paint Pots
- the names, addresses and telephone numbers of emergency contacts in case of children's illness or accident
- the allergies, dietary requirements and illnesses of individual children
- the times of attendance of children, staff, volunteers and visitors
- accidents
- incidents

## EMERGENCY EVACUATION PROCEDURE

The Emergency Evacuation Procedure will be effective for the following situations: gas leaks; natural disasters which can include but not be limited to a hurricane, tornado, earthquake; a disgruntled individual that might threaten the well-being of the children; bomb threat; terrorist attack in the building. If there is a terrorist attack in the nearby area we will remain in the building until Emergency Services deem it safe for us to leave.

**A.** We will be alert to weather conditions and to monitor any significant changes in weather conditions. After assessing the situation, in certain situations it may best to remain inside until help arrives. For most natural disasters it is best to seek shelter on the lowest level of the building and to remain in an inside location away from doors and windows.

**B.** The Head or teacher in charge will bring the Outing bag, telephone, register and emergency file during the evacuation procedure; whether or not the group seeks shelter within the building or chooses to leave the building.

**C.** The implementation of the plan will be as follows:

1. We will evacuate the building as we would during a fire drill. Fire evacuation procedures are displayed at the exits and on the Notice Boards of all Paint Pots sites.
2. The staff member responsible for collecting emergency file, keys, telephone with emergency contact details will also collect the outing bag.
3. Once all children and staff are safely evacuated from the building, the Head or teacher in charge will assess the situation and make the decision to either remain outside the building or to take the children to the safe locations listed:-  
Paint Pots Hyde Park: - Hyde Park at the Lancaster Gate or Albion Gate entrance.  
Paint Pots Bayswater:-Kildare Gardens or Westbourne Gardens  
Paint Pots The Boltons: - The Boltons Gardens
4. Call the office and request that all parents are contacted and informed them that the children are in a secure location. Request that parents pick up children as soon as it is safe to do so. At least two members of staff will remain with the children at all times.
5. Before returning to school, check with appropriate authorities to determine if conditions are safe, check operation of all utilities and call parents.

We will not evacuate the building in the case of loss of heat, water, or power. We will close the school and contact all parents to collect their children if we are unable to make the building safe as a consequence of these shortages.

## **BOMB THREAT POLICY**

Most bomb threats are hoaxes perpetrated by persons who for whatever reason enjoy causing panic and observing the resulting confusion. We must however treat each seriously and take appropriate action.

We recognise that there is a need to formalise a policy on Bomb Threat, and what we should do in the event of receiving a bomb threat.

Our policy is to:-

- Train staff in telephone techniques
- Implement a procedure for obtaining bomb threat details
- Assist police in obtaining telephoned threat details
- Provide a necessary alarm raising process
- Designate an area at a suitable safe distance to assemble in the need for evacuation

### **How to handle a threatening call**

- Slowly and deliberately repeat the threat to the person. “You said there is a bomb in the building?” Ask when it is going to explode, where it is in the building and when it was placed in the building. You may or may not get replies. Write down what they say because you will be nervous.
- Hopefully, someone nearby will have heard you repeat the threat, but if not you need to get someone’s attention. That person should notify other staff to commence evacuation from all classrooms and then call the police (hopefully whilst the caller making the threat is still on the phone).
- Otherwise, contact the police immediately and evacuate the premises in the same way as you would for a fire alarm. You will need to evacuate to your contingency venue or safe location.

## TOILETING POLICY

The aim is that your child should arrive at Paint Pots happy to use the toilet with support. However, there is flexibility on this goal and we will work with you and your child to help them with this process. In our settling questionnaire we ask parents to provide us with any relevant details regarding their child's toileting habits. If the child is still wearing nappies we will liaise with parents to make a plan when their child will be changed.

“Help me to help myself”. To help your child help themselves, please send them in clothes that they can manage to undo themselves e.g. track suit bottoms, leggings, etc. **Dungarees and body vests with poppers cause frustration for the children and are fiddly and awkward for teachers especially during the toilet training stages.**

All children are asked to bring a labelled bag with labelled clothes which is kept on their peg in case they need changing. If the child is still wearing nappies it is the parent's responsibility to provide enough spare nappies.

Only staff at Paint Pots will change children. They will be trained on the correct procedures during their induction. This excludes students doing their teaching practice and volunteer assisting in the class.

### Changing Procedures

1. Child will be taken to changing area
2. Teacher will put on protective gloves and set down changing mat.
3. Teacher will help the child remove their wet clothes or nappy.
4. Teacher will wipe legs and bottom area with nappy wipes.
5. Teacher will place dirty nappy, gloves and wipes into a nappy bag.
6. Teacher will replace the soiled nappy or clothes with clean ones.
7. Teacher will put wet clothes in a bag; label it with time of accident and any other relevant details
8. Teacher will wipe down changing mat with anti-bacterial cleaner.
9. Teacher will place soiled nappies and wipes into a second bag, tie it with a firm knot and dispose of it in the general waste bin outside.
10. Teacher will wash their hands with hot water and soap.
11. Teacher will put bagged wet clothes near exit door ready to return to parents when their child goes home.

Please note that in the case of seriously soiled pants we will dispose of them.

**EVERY CHILD WILL BE TREATED RESPECTFULLY THROUGHOUT THIS PROCESS AND THEY WILL NOT BE ADMONISHED. THE CHANGING PROCESS WILL BE A POSITIVE EXPERIENCE FOR EVERY CHILD.**

## LOST CHILD POLICY

The following procedures are followed if a child is discovered missing from Paint Pots Montessori Nursery Schools and Creative Classes (if referring to Creative Classes please refer to the Classes Manager rather than Head teacher):

- The register will be checked to confirm whether the child came to Paint Pots. A quick search of all rooms, cupboards and all areas of Paint Pots will take place.
- The Head Teacher will send a member of staff to make an initial search for the child. The search will start by checking the other parts of the building with the member of staff then going to the road outside Paint Pots and checking the road. He/she will then check the grounds around Paint Pots and check the parked cars and other visual obstructions, and report back to the Head Teacher. This will be done as quickly as possible.
- While the initial search is being made, the Head Teacher will make enquiries of all adults at Paint Pots to establish last sighting and time, clothes that the child was wearing, and the emotional state of the child.
- The Head Teacher will then telephone the Police and report the situation and follow their advice.
- The Head Teacher will telephone the parent or carer and report the situation.
- Telephone lines should remain as free as possible so that messages are not delayed.
- Paint Pots activities for the remaining children will continue as normal and staff not involved in the search will give the children proper attention.
- Ofsted will be notified immediately if a child is lost while at Paint Pots Montessori Nursery Schools or Creative Classes.

## **OUTINGS POLICY**

We have the following procedures for the safe conduct of outings:

- A risk assessment is carried out before an outing takes place
- Parents sign a consent form before major outings. The form will notify parents of the adult: child ratios for each outing.
- Adult helpers will be provided with a list explaining the ground rules of the outing, their roles and responsibilities, allergies etc.
- We invite parents and carers to come with their children on outings
- The children are appropriately supervised to ensure no child gets lost and that there is no unauthorised access to children; roll calls are carried out regularly throughout the outing.
- If the group is broken into sub-groups each adult is assigned a small group of children and is responsible for those children at all times
- We travel by coaches which are fully insured and with all seats equipped with seat belts or London Transport
- Food and drink is offered, noting allergies & other dietary requirements
- There will be a first aid kit and at least 2 first aiders
- A phone with a list of contact numbers for parents and staff will be taken
- Spare clothes will be taken on the outing
- Toilet facilities are provided for the children at regular intervals
- If there are children remaining at Paint Pots, the adult to child ratio conforms to the requirements of the Early Years Foundation Stage.

### **Lost Child on Outings Procedure**

- If coach travel is part of the outing, a roll call and head count will be taken prior to boarding the coach, before the coach departs and on disembarking
- If the child is lost at the outings venue the outing supervisor will halt proceedings, gather everyone together and get all children to sit down. A roll call will be taken at this time. Adults will be asked when they last saw the child and what clothes he/she was wearing.
- At least one member of staff will immediately commence searching for the child and report back to the outing supervisor.
- At the same time the outing supervisor will alert officials at the venue that there is a missing child and take their advice.
- If the child is not found on the initial search the outing supervisor will call the Police and follow their advice.
- If the parents are not on the outing, the outing supervisor will telephone the parents and advise them of the situation.

## **ARRIVAL & COLLECTION OF CHILDREN POLICY**

At Paint Pots Montessori Nursery Schools we consider the safety and security of the children to be paramount. Therefore, it is important that the arrival and collection of children is carefully monitored to ensure that staff always know who is on the premises. We also acknowledge the importance of clearly defined routines for helping children to settle in to school. To achieve this it is our policy that:

- the main doors to the school are only open at arrival and collection times.
- The monitoring and times of doors opening varies from site to site and are displayed on the doors.
- parents/carers are welcome into the school at arrival times
- each child is welcomed by a teacher
- Parents who arrive after this should ring the doorbell and wait for a member of staff to come to the door. Please be aware that latecomers disturb the children's work cycle and concentration so on these occasions the parent should hand their child to a teacher at the door.

Any messages or information given by any parent is noted in the register and My Montessori Child. If children are not to be picked up by an authorised adult, the parent must notify us by writing who will be picking up their child on that day or via text message to the school phone. We agree with the parents how the identification of the person who is to collect their child will be verified.

If an adult without consent arrives to pick up a child we will have to contact the parent directly before allowing the child home. In a case of emergency a parent can leave a message on the school phone giving authorisation for somebody to pick up their child.

On occasions when parents are aware that they will be out of contact they will provide the information necessary regarding who will be the main contact.

On collection we ask parents to wait outside the doors and we will say goodbye to each child and direct them to the parent. A record is kept of who picks up each child. Parents are automatically authorised to pick up their children. We need a signed consent for other family members, carers or friends who are entitled to pick up your child.

### **THE LATE/NON COLLECTION OF CHILDREN**

Please remember your child will become distressed if you are very late, or even regularly late. Children don't like to be the last to leave or to worry that you may not come for them. Obviously if you are delayed by traffic or something unavoidable, please contact us by telephone and let us know what is happening.

Any children that have not been collected will still have two members of staff to look after them.

If you (or your child's carer) do not collect your child at the correct time the following procedure will be followed:

- after 15 minutes a teacher will telephone you at home and/or work
- if no contact has been made within a further 15 minutes, the teacher in charge will telephone the emergency contacts using the numbers in the Emergency Contacts File
- If no-one on the emergency form can be contacted within a further 15 minutes, the teacher in charge will contact the Social Services, the Child Protection Unit or the Police.

**We have to follow these procedures as this is in line with current Child Protection legislation. Every possible effort will be made to contact you before this drastic action is taken!**

## STUDENT PLACEMENT POLICY

Paint Pots recognises that qualifications and training make an important contribution to the quality of care and education provided by pre-school settings. As part of our commitment to quality, we offer placements to students undertaking early years' qualifications and training, in particular those studying for Montessori qualifications and also college and secondary school students interested in gaining work experience.

We aim to provide for students on placements with us experiences which contribute to the successful completion of their studies and which provide examples of quality practice in early years care and education.

- We require students to provide a copy of their CV and provide us with a DBS
- In accordance with the *National Guidelines*, placement students may be counted in our staffing ratios provided they are competent and over seventeen. Students coming in to do observations are not counted in our staffing ratios.
- We take out employers' liability insurance and public liability insurance which covers both trainees and voluntary helpers
- We require students to keep to our Confidentiality Policy
- We co-operate with student' 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 Paint Pots is managed, how our sessions are organised and our Policies and Procedures
- We provide students with our policies and procedures document and we ask them to read it and then sign a statement to acknowledge their agreement.
- We assign a staff mentor to all Montessori students at Paint Pots
- 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 which hinder the work of Paint Pots' staff

We ensure that students placed with us are engaged in bona fide early years' training which provides the necessary background understanding of children's development and activities.

## APPENDIX I

### STAFF RESPONSIBILITIES

SCHOOL: - Paint Pots Montessori School,

PRINCIPAL: - Georgina Hood

VICE PRINCIPAL: - Vinni Lewis

HEAD TEACHER:-

DEPUTY HEAD:-

DESIGNATED SAFEGUARDING OFFICER

SENDCO OFFICER:-

HEALTH & SAFETY OFFICER:-

BEHAVIOURAL MANAGEMENT OFFICER:-

FIRE OFFICER:-

EYFS CO-ORDINATOR: -

SCHOOL REGISTRAR: - Lucy Patterson

BURSAR - Stephen Harvey

This sheet will be completed and displayed on each school's own Notice Board.

## **Confidentiality Agreement**

It is a requirement of Paint Pots Montessori Schools that all Staff, Volunteers and Students agree to abide by and sign this document to confirm that they agree with all aspects of the Confidentiality Policy.

All Staff, Volunteers and Students are to respect the confidentiality of all Parents, Children, other Professionals and each other at all times.

All business relating to Paint Pots Montessori Schools will be treated in the strictest confidence and will only be shared with appropriate persons. For clarification of this, seek support from your head teacher.

You are not allowed to discuss the children or their families out of the work environment.

It is forbidden to disclose any information about the families or children at Paint Pots on any form of internet social network sites such as face book, pinterest, instagram or twitter.

You are not allowed to use your camera at Paint Pots unless you have a memory card that does not leave the Paint Pots premises.

Failure to abide by this agreement may result in disciplinary action being taken which may include the dismissal of staff or termination of placement for the Student or Volunteer. In such an event the following agencies will be notified; Ofsted, the Placement College, School or University.

**Declaration:-**

I have read and understood this confidentiality document and agree to abide by this at all times.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

This document will be retained and kept in the Policy and Procedures File

This agreement is produced in compliance with the Early Years Foundation Stage (2008)

“The provider must take necessary steps to safeguard and promote the welfare of children.” Please also see the confidentiality policy held by the preschool. The agreement also draws on the legal framework of the Data Protection Act 1998 and the Human Rights Act 1998. Further information may be found in Information Sharing: Practitioners’ Guide (HMG 2006).

<p>I have read and agree to abide by the Policies and Procedure Document.</p> <p>NAME OF TEACHER: _____</p> <p>Signature _____</p> <p>Date: _____</p>
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**Policies & Procedures next review date: January 2020**

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