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## Admissions Policy

We aim to be a fully inclusive school and welcome all families to come and see us and register for a place. We do not select children on the basis of ability or require children to meet admission criteria.

We welcome children from all backgrounds and are honoured to support children who may have barriers to their learning. We celebrate diversity, and of course welcome all children irrespective of their gender, race, disability, religion or belief, family structure, or any other factor. We ask for families to share information with us so we can discuss any reasonable adjustments and additional needs that we can support.

We ensure that information about our setting is accessible, using simple plain English, in written and spoken form and, where appropriate, and in other formats on request.

Any fee structures, which are designed to balance inclusivity with remaining financially viable, are clearly communicated on our website. We aim to ensure that families have access to the setting through open, fair and clearly-communicated procedures.

As a small one classroom school, we often have a waiting list, and we then admit children in order of priority, which relates to if they already attend sessions and are waiting on other sessions to become available, if they have siblings at the nursery, and the date of registration on the waiting list. A place on the waiting list does not guarantee a place at the nursery. One full term's written notice is required to withdraw a child from school or to reduce the number of sessions attended. Where the required notice is not provided, fees for the notice period remain payable.

### Admission Process

1. We recommend that families familiarise themselves with the Montessori philosophy so they understand our passion and approach to education, as well as the nature of being a sessional term-time only school. Before scheduling a visit, we suggest families review the information found on our website and determine whether a Montessori education is suitable for your child and your family circumstances.

### 2. Schedule a visit and an observation of the classroom

Please call or email us to arrange a visit and observe the classroom in operation. Observations are usually 30-45 minutes in length and one or both parents may attend. Visits are largely outside, so please dress for the weather. The visit will allow parents to see the classroom in operation, check out the outdoor area, and experience the atmosphere and special relationships that take place. This visit is for parents/carers to learn about the setting and is not an assessment or admissions test for the child.

### 3. Complete a Registration Form

We will communicate to you if a place is available, and we then ask for completion of the Registration Form. We do not charge a Deposit, but a non-refundable Registration Fee secures your place. After a visit, full Schedule and Fee information will be sent and the Registration Form. To hold a space for your child, the form must be completed and submitted before the admission date.

### 4. Welcome events

To support settling in, we invite families to come and be with us before starting. This will give you an opportunity to meet the teaching team, your key teacher, to collect your smock and bag, and to ask any questions and learn more about the Montessori curriculum.

**Date: September 2026**

**Our Admissions Policy will be reviewed annually.**

## Allergy Policy

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

### Our Procedures:

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

### Transporting children to hospital procedures

The nursery Manager/staff member must:

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

**Date: September 2026**

**Our Allergy Policy will be reviewed annually.**

## Attendance Policy

Consistent attendance, both for families and team members, is essential to successful educational provision. We have separated this policy into attendance for both children and team members to outline our commitment in both areas.

### 1. Children's Attendance

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

- Establish a good routine and consistency, which supports settling in and prepares them for the transition to primary school.
- Enable them to gain maximum benefit from the education and care offered by the nursery.
- Strengthen relationships with teachers, peers and the learning environment.

We have a minimum attendance expectation of 4 sessions / week except in extraordinary circumstances, and 5 sessions / week after the age of 3, which in general includes stretching to some longer days.

It is perfectly acceptable for children to attend appointments and take holidays during term time; however, we ask parents and carers to keep us fully informed. This enables us to maintain accurate registers, ensure safeguarding, prepare children emotionally for transitions, and use out-of-school experiences as opportunities for learning and enrichment.

#### Safeguarding

Attendance levels are monitored as part of our safeguarding procedures. We have a statutory duty to promote the safety and welfare of children, and ensuring that children attend regularly is an important part of this responsibility.

All staff work closely with parents and carers to address any concerns relating to irregular attendance. Attendance is closely tracked, and any non-attendance, particularly where we do not have a clear understanding of the reason for absence, will be raised with the Designated Safeguarding Lead (DSL).

#### Registration

The nursery team is responsible for completing the register each morning and afternoon. Parents and carers are asked to inform us if their child is absent, either in advance (for example, for medical appointments, holidays or school visits) or as soon as possible on the day of absence.

Reasons for absence will be recorded in the register and reviewed regularly by the teaching team. If parents or carers have not contacted us by 9.30am (or 1.00pm for afternoon sessions) on the first day of absence, a member of the nursery team will make contact by telephone or by email.

All staff share responsibility for monitoring attendance and should be alert to absences or emerging patterns of absence, raising these through the appropriate internal channels for follow-up and closer monitoring. If there is cause for concern, or if a child is persistently absent, the Head will discuss the matter with the parents or carers in order to agree a plan of action, which may include liaison with Health, Social Services or other appropriate professionals.

For all funded places, parents and carers are expected to commit to the allocated sessions and ensure that their child attends for their full entitlement. If, after considerable efforts have been made by the Head to encourage attendance, the child continues not to attend regularly, the nursery, in consultation with the Governing Body, may withdraw the place. In all circumstances, the welfare and best interests of the child remain the highest priority.

### 2. Team Attendance

We believe strongly that our teaching team is our greatest resource and the most important factor in providing an exceptional educational provision. Reliable attendance by all team members is essential to providing children with consistent, high-quality care and education, maintaining statutory staffing ratios and ensuring safeguarding, supporting strong attachments, and ensuring fairness and wellbeing across the team. Strong attendance is also

essential to role modelling to other team members, creating an atmosphere where the responsibility of working in an early years setting is taken with the utmost seriousness.

Our nursery is committed to fostering a positive culture where excellent attendance, punctuality and professionalism are valued and where colleagues feel supported to maintain good health and wellbeing.

#### Attendance Expectations

All employees are expected to:

- Attend work regularly and punctually in accordance with their contracted hours. The team are expected to arrive at work on time, and to inform the manager if an exceptional circumstance arises.
- Make every reasonable effort to maintain a high standard of attendance.
- Notify the nursery promptly if they are unable to attend work due to illness or an unforeseen circumstance.
- Arrange all non-urgent routine medical or dental appointments outside working hours.
- Work collaboratively to minimise disruption to children, families and colleagues.

The nursery acknowledges that genuine illness and emergencies occur and is committed to supporting staff through such circumstances in a fair and compassionate manner.

#### Reporting Absence

If a team member is unable to attend work, they should personally notify the Nursery Manager (or the nominated senior member of staff in their absence) by telephone as early as possible and no later than one hour before the start of their time at work, unless exceptional circumstances prevent this.

Team members should provide an indication of the reason for their absence and, where possible, the expected duration. During longer periods of absence, team members are expected to maintain reasonable contact with the nursery as agreed with the manager.

#### Monitoring and Supporting Attendance

Strong attendance is recognised as an important part of professional practice and contributes directly to the stability and quality of provision for children.

The nursery will monitor attendance patterns to identify where additional support may be needed. Return-to-work discussions may be held following periods of sickness absence to ensure that staff are fit to return, to offer support where appropriate, and to identify any reasonable adjustments that may assist them.

Where attendance levels or patterns of absence become a concern, the Nursery Manager or Head will meet with the employee to discuss the situation, explore any underlying issues and agree appropriate support or actions to help improve attendance. Any attendance concerns will be managed fairly, consistently and in accordance with the nursery's other employment policies and relevant employment legislation.

#### Wellbeing

The nursery is committed to promoting the health, wellbeing and resilience of all staff. We encourage open communication and early discussion of any issues that may impact attendance so that support can be offered wherever possible. We believe that a supportive and positive working environment helps both individuals and the wider team to thrive, benefiting the children and families we serve.

**Date: September 2026**

**This Attendance Policy will be reviewed annually.**

## Behaviour Management Policy

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

Positive behaviour is located within the context of the development of children's personal, social and emotional skills and well-being. A key teacher who understands children's needs, their levels of development, personal characteristics, and specific circumstances, supports this development. This ensures children's individual needs are understood and supported.

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

### Procedures

Our teaching team will:

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

### *Stepped Approach*

#### **Step 1**

- Ensure that EYFS is incorporated into our policies and procedures;
- Be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour and Communicating with Children in line with the Montessori philosophy (see separate team guidance document);
- Ensure the classroom environment and team practices support healthy social and emotional development;
- Review regularly as a teaching team to propose improvements and adaptation;
- Ensure that all team members are supported to address issues relating to behaviour, including applying the Initial Intervention Approach and Focussed Intervention Approach (see below).

#### **Step 2**

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

#### **Step 3**

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

#### *Initial Intervention Approach*

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

#### *Focused Intervention Approach*

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

#### *Use of rewards and sanctions*

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

#### *Use of physical intervention*

- The term physical intervention is used to describe the use of any reasonable force by an adult to prevent a child from injuring themselves or others or damaging property.
- Staff should not use physical intervention, or threaten to use physical intervention, to manage a child's behaviour unless it is necessary to avert immediate danger of personal injury to any person, including the child, or to manage the child's behaviour if absolutely necessary. Physical intervention must always be proportionate, used only when necessary and be the least restrictive option available.
- Any occasion where physical intervention is used must be recorded. Parents or carers must be informed on the same day, or as soon as reasonably practicable.

- Corporal punishment of any kind will never be used or threatened at our school. The nursery will take all reasonable steps to ensure that corporal punishment is not used by anyone caring for or in regular contact with a child. No punishment will be used that could negatively affect a child's wellbeing.

*Challenging Behaviour/Aggression by children towards other children*

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents or carers of the child who has been the victim of behaviour and the parents or carers of the child who has been the perpetrator should be informed.
- Significant incidents, injuries, physical interventions and incidents of recurring or concerning behaviour will be clearly and appropriately recorded in line with the nursery's procedures. Records will be used to identify patterns, triggers and appropriate support.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents or carers should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

*Challenging unwanted behaviour from adults in the setting (this sits alongside and in addition to our Communication Policy)*

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

**Date: September 2026**

**Our Behaviour Management Policy will be reviewed annually.**

## Biting Policy

Biting is understandably an upsetting event for everyone involved: the children who have been bitten, the children biting, their families, and the teachers working alongside these children. For this reason, it is important for us to communicate our approach, so that families understand our ethos as a Montessori school, as well as the practical aspects of how we would handle incidents of biting in the classroom.

### Background:

By way of background, biting is not uncommon in young children particularly during the stage of developing language skills and may not yet be able to communicate their emotions effectively. Biting can be a developmentally typical behaviour in young children, although each child and situation is different. Significance attached to it. It can be highly upsetting, but it is not, in itself, a negative reflection on the child, their family, or the school. It is important that we respond with complete respect and sensitivity to all involved.

The reasons for biting can vary and may be linked to a child's developing self-regulation and ability to express emotions in socially acceptable ways. It can also be associated with teething and painful gums, physical exploration, seeking attention, or the need to express a feeling without yet having the correct words. It may be more likely to happen when a child is tired, frustrated, overwhelmed, or experiencing a significant transition or change. Biting often reduces as children develop their language, communication and self-regulation skills.

### Our Procedures:

We will deal with any biting incident on a case-by-case basis, keeping all involved fully informed and recording incidents in accordance with our accident, incident, safeguarding and behaviour procedures. Where a bite results in an injury, first aid or medical attention, this will be recorded as an accident/injury and parents or carers will be informed on the same day, or as soon as reasonably practicable.

We will respect the confidentiality of all children involved. We will not normally share the name of the child who bit or was bitten with another child's family. Information will only be shared where this is necessary to safeguard a child or meet a legal or statutory requirement.

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

- First, we will comfort and reassure the child who has been bitten, administer first aid if necessary, and monitor the bite for any signs that further medical attention may be required.
- We will inform the parents or carers of the child who has been bitten of any injury and first aid provided on the same day, or as soon as reasonably practicable. This will normally be recorded using an Accident/Incident Report.
- For the child who has bitten the other, we will calmly and sensitively intervene and separate the children where necessary, without shaming, reprimanding or humiliating the child.
- In an age-appropriate way, we will explain that biting is not acceptable, we will role model what we would like them to do instead, and encourage the child to find their own way to make the bitten child feel better.
- We will avoid giving the biting behaviour unnecessary negative attention and will redirect the child's attention from the event that led to the bite. If there is an identifiable reason or trigger for the bite, we will role play and model appropriate alternative behaviour in the days to come.
- We will remain close to the child while there is an identified risk that the behaviour could be repeated and will provide appropriate supervision and support. We will ask that the child is not punished, either at school or at home, as this may exacerbate the situation.
- We will consider adaptations to the environment, such as increasing access to popular resources, changing routines, increasing adult support, or removing identified triggers where appropriate.
- Where biting incidents occur repeatedly over time, we will analyse potential triggers and patterns through our accident/incident and behaviour monitoring, for example frustration, possessiveness over certain materials in the classroom, tiredness, transitions or difficulties with communication.
- In the event of multiple biting incidents, the child's key teacher will monitor and actively manage the triggers leading to the behaviour using our ABC approach (Antecedent, Behaviour and Consequence).
- We expect full and openhearted partnership and cooperation of parents or carers in managing behaviour challenges proactively and consistently with the child.

- Where appropriate, and with the involvement of the parents or carers, we may seek professional advice from our local authority early years team, health professionals or other relevant services.

In both cases, for the child who has bitten and the child who has been bitten, we will make appropriate records in accordance with our accident, incident and behaviour procedures. Where the child has sustained an injury, parents or carers will be informed on the same day, or as soon as reasonably practicable. We may call parents or carers depending on the severity of the incident, and we will strive to speak with them at collection. However, the confidentiality of all children involved takes precedence, and we ask for understanding if detailed information cannot be shared.

It is important to note that a child who has been bitten may name another child as having bitten them; however, it is possible that the wrong child may be identified. We will therefore avoid making assumptions or attributing responsibility without appropriate information. Under no circumstances should parents or carers blame another child or their parents or carers, or request that their child is disciplined. It is the school's responsibility to manage incidents sensitively and appropriately. Where biting is repeated or becomes a significant concern, we will meet with the biting child's parents or carers to work through the challenges in partnership and agree appropriate support.

Any biting incident that indicates a wider safeguarding concern, an unexplained injury, a pattern of concerning injuries or behaviour, or any concern that a child may be suffering or likely to suffer harm will be managed in accordance with the school's Safeguarding and Child Protection Policy and relevant statutory guidance.

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

**Date: September 2026**

**Our Biting Policy will be reviewed annually.**

## British Values Policy

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

**Democracy**, or making decisions together:

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

**Rule of law**, or understanding that rules matter:

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

**Individual liberty**, or freedom for all:

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

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

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

**At our school, it is not acceptable to:**

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

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

**Date: September 2026**

**Our British Values Policy will be reviewed annually**

## Children's Records Policy

Our Children's Records Policy is designed to ensure that all information is collected, stored, processed and shared lawfully, securely and appropriately in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and other relevant legislation. We recognise the importance of protecting personal information about children, parents or carers and staff and ensuring that information is only accessed, used and shared where there is a lawful and appropriate reason to do so.

This policy and procedure should be read alongside our Confidentiality and Information Sharing Policies, and our Privacy Notice.

### Procedures

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

#### *Developmental records:*

These include observations of children in the setting, photographs, video clips, samples of their work and summary developmental reports. These are usually kept as part of our online system and can be accessed and contributed to by authorized staff and, where appropriate, the child and the child's parents or carers, in accordance with our Privacy Notice and data protection procedures.

#### *Personal records:*

These may include the following:

- Personal details – including the child's registration form and any consent forms.
- We keep a daily register of the names of the children we are caring for, their hours of attendance and the name of their key teacher.
- Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.
- Child's development, health and well-being – including a summary of the child's EYFS profile report, where applicable, and any documented records regarding the child's development, health and well-being shared with or discussed with the parent or carer.
- Early Support – including any additional focused intervention provided by our setting, for example support for behaviour, language or development that requires an Individual Education Plan, and records of any meetings held.
- Welfare and child protection concerns – including records of welfare and protection concerns, the action taken in response, relevant meetings and telephone conversations, information relating to special educational needs and disabilities, and any information regarding a child who is looked after or otherwise receiving statutory support.
- Correspondence and Reports – including a copy of the child's 2-Year Progress Check, where applicable, and relevant letters, emails and reports from or to other agencies and professionals.

These confidential records are stored securely. Paper records are kept in a lockable cabinet, which is locked when not in use, and which the Manager keeps secure. Electronic records are stored using appropriate security measures, including access controls and encryption where appropriate.

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

We ensure that access to children's records is restricted to those authorized to see them and make entries in them. This includes the Manager, Designated Safeguarding Lead, the child's key teacher and other staff authorized by the Manager where access is necessary for their role.

We may be required to provide children's personal records to Ofsted as part of an inspection or investigation process, or to authorized local authority staff conducting safeguarding or other statutory audits. We will verify the identity and authority of anyone requesting access and will only provide information that it is lawful and appropriate to share. Parents or carers have access to information relating to their own child in accordance with data protection legislation, our Privacy Notice and Confidentiality and Client Access to Records Policy. This does not provide access to information about another child or information that cannot lawfully be disclosed.

Our staff will not discuss personal information provided by parents or carers with other members of staff unless this is necessary for the child's care, education, safeguarding or wellbeing, or to fulfil the staff member's professional responsibilities. Our staff induction programme includes an awareness of the importance of confidentiality and appropriate information sharing.

We retain children's records in accordance with our Data Retention Schedule. Retention periods are determined according to the type of record, the purpose for which it is held, statutory or regulatory requirements, safeguarding considerations and relevant legal requirements. Personal information will not be retained for longer than is necessary for the purpose for which it is processed, unless a longer retention period is required or permitted by law. Safeguarding and child protection records will be retained securely for the period specified in our Data Retention Schedule and in accordance with relevant safeguarding guidance. Where a safeguarding matter is ongoing, records will not be destroyed until it is appropriate and lawful to do so.

Students on training, when they are observing in the setting, will only have access to information that is necessary for their placement and are appropriately supervised.

### **Archiving children's files**

When a child leaves our setting, we review their records and retain or securely dispose of information in accordance with our Data Retention Schedule.

Paper records that are required to be retained are placed in a secure archive, clearly identified and protected from unauthorized access.

Records that are no longer required are securely destroyed or permanently deleted, using methods appropriate to the type of record.

Electronic records are stored securely with appropriate access controls and encryption where appropriate.

Safeguarding and child protection records are retained separately or clearly identified where appropriate and are subject to the longer retention periods set out in our Data Retention Schedule.

### **Transfer of records to a next school**

We prepare children for transitions and involve parents or carers and the receiving setting or school in this process.

We prepare records about a child's development and learning in the Early Years Foundation Stage. With parent or carers' consent, we then share appropriate information with the receiving setting or school to enable smooth transitions.

Where there are safeguarding or child protection concerns, relevant records will be transferred securely and confidentially to the receiving setting or school in accordance with our safeguarding procedures and relevant statutory guidance. Safeguarding information should be transferred separately from the child's general learning and development records where appropriate, and should be sent directly to the Designated Safeguarding Lead or another authorized person. Confirmation of receipt should be obtained where practicable.

Here is the process we follow:

- We seek consent for transition information in Registration Forms and record consent for the class group.
- Each key teacher will prepare an appropriate summary across the areas of learning and development. The record may include any additional language spoken by the child and their progress in both languages, any additional needs that have been identified or addressed by our setting, any special educational needs and/or disability, including relevant support provided by the setting and any Education, Health and Care Plan or assessment where applicable.
- The receiving school or setting will need to have relevant information about safeguarding or child protection concerns that were raised in our setting and the action taken in response. In this case we will provide a clear summary or the relevant safeguarding record, as appropriate, including the date of significant professional meetings, referrals or case conferences where relevant.
- Information relating to safeguarding will be shared without unnecessary delay where this is necessary to protect the child. Data protection law does not prevent the sharing of information where there is a lawful basis and a safeguarding reason for doing so. Consent is not necessarily required for safeguarding information sharing. Where there has been a child protection investigation or significant safeguarding concern, relevant records will be transferred securely to the receiving setting or school in accordance with our safeguarding procedures and relevant statutory guidance.

- We will securely transfer the information to the receiving school or setting, addressing it to the Designated Safeguarding Lead or another authorized person and marking it as confidential. Where electronic transfer is used, an appropriately secure system will be used.
- We will keep a record of what information was transferred, when it was transferred, to whom it was sent and, where practicable, confirmation that it was received.
- We do not routinely transfer the entire child's personal file to the receiving setting or school. Only information that is relevant, necessary and lawful to share will be transferred.

**Date: September 2026**

**Our Children's Records Policy will be reviewed annually.**

## Communication Policy

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

### **Communication between adults:**

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

We believe that:

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

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

### **Expectations on Adult Behaviour**

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

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

#### **Procedure to be followed**

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

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

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

#### **Communication with Children:**

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

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

- Using eye contact with children when speaking to them
- Getting to a child's level when talking or working with them, for example joining them at a table.
- Remembering that communication is a two-way process with a speaker and a listener.
- Ensuring that teachers leave time for a child to respond.
- Using principles of "Sustained Shared Thinking" when working with a child, encouraging them to take their thoughts further by using open-ended questions such as:
  - o What do you think.....

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

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

**Date: September 2026**

**Our Communication Policy will be reviewed annually.**

## Complaints Policy

### Purpose

We believe that children and their parents and/or carers are entitled to expect courtesy, respect and prompt, careful attention to their needs and concerns. We welcome comments, suggestions and feedback from parents and carers as these help us to continually improve the quality of our provision. We take all concerns and complaints seriously and will deal with them fairly, promptly and appropriately. We aim to resolve concerns informally wherever possible. Where a concern cannot be resolved informally, or where a parent or carer wishes to make a formal complaint, we have a clear procedure for investigation and resolution.

This policy is designed to meet the requirements of the Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers and relevant Ofsted requirements.

### Scope

This procedure applies to complaints made by parents and/or carers about the setting's provision, care, management, staff, policies, procedures or any matter relating to the setting's fulfilment of the EYFS requirements.

Complaints may be made verbally or in writing. Where a complaint is made verbally, the setting will make an appropriate written record of the concern and the action taken.

A parent or carer will not be treated unfairly or disadvantaged because they have raised a concern or made a complaint.

### How to raise a concern

Parents and carers are encouraged to raise concerns as soon as possible so that they can be addressed promptly. In the first instance, parents and carers should speak to:

- the Manager; and/or
- the Owner/Registered Provider.

Parents and carers may raise concerns verbally or in writing.

Where a parent or carer has difficulty making a written complaint, we will offer reasonable assistance. The parent or carer may explain their complaint verbally and the Manager can record the complaint on their behalf for the parent or carer to check and, where appropriate, sign.

Parents and carers may request a copy of the setting's complaints procedure.

### Stage 1 – Informal resolution

Most concerns should be resolved quickly and amicably through an informal discussion.

The Manager or appropriate member of staff will:

- listen carefully to the concern;
- clarify the nature of the concern;
- consider the information available;
- take appropriate action where necessary;
- explain the outcome to the parent or carer; and
- record the concern and action taken where appropriate.

If the concern relates to a matter that requires formal investigation, safeguarding action or notification to an external agency, it will be escalated immediately and will not be dealt with solely as an informal complaint.

### Stage 2 – Formal written complaint

If a parent or carer is dissatisfied with the outcome of an informal discussion, or if the concern recurs, they may make a formal written complaint.

The complaint should include, where possible:

- the nature of the complaint;
- relevant dates and times;
- the names of people involved, if known;
- any relevant evidence or supporting information; and
- the outcome or resolution the parent or carer is seeking.

The setting will acknowledge the complaint and investigate it fairly and thoroughly.

The investigation may include:

- reviewing relevant records and documentation;
- speaking to staff members or other relevant people;
- considering information provided by the parent or carer;
- reviewing relevant policies and procedures; and
- taking any immediate action necessary to protect children's safety and welfare.

The setting will notify the person who made the complaint of the outcome of the investigation within 28 days of receiving the written complaint, in accordance with the EYFS requirements.

Where appropriate, the response will explain:

- the findings of the investigation;
- whether the complaint has been upheld, partially upheld or not upheld;
- any action already taken;
- any further action to be taken; and
- any improvements to practice or procedures resulting from the complaint.

If the investigation cannot reasonably be completed within 28 days, the parent or carer will be informed of the reason for the delay and the expected timescale. The setting will nevertheless seek to resolve the complaint as quickly as reasonably possible.

### **Stage 3 – Further review**

If the parent or carer remains dissatisfied following the formal investigation, they may request a further meeting with the Manager and Owner/Registered Provider.

The parent or carer may bring a friend, partner or other appropriate person with them if they wish.

The purpose of the meeting is to:

- review the complaint and the investigation;
- consider any additional information;
- clarify any outstanding issues; and
- agree, where possible, appropriate actions to resolve the matter.

A written record of the meeting and any agreed actions will be made. Where appropriate, those attending will be provided with a copy of the record.

Where the complaint has been concluded, the outcome and any action taken will be recorded in the setting's complaints record.

### **External assistance and mediation**

Where a complaint remains unresolved after the setting's internal procedure has been followed, the setting and parent/carers may agree to seek independent assistance or mediation.

Any mediator or independent person should be acceptable to both parties and should act impartially.

The mediator may:

- listen to both parties;
- review the issues and actions already taken;
- help identify areas of disagreement;
- facilitate discussions; and
- suggest possible ways forward.

Mediation does not replace the setting's statutory responsibilities, safeguarding duties or any requirement to notify Ofsted or another relevant authority.

### **Safeguarding concerns**

A complaint or concern relating to the safety, welfare or protection of a child will be treated as a safeguarding matter where appropriate. Safeguarding concerns will be dealt with immediately in accordance with the setting's Safeguarding and Child Protection Policy and the procedures of the relevant Local Safeguarding Partnership.

Where necessary, the setting will make referrals or notifications to the appropriate external agencies.

Parents and carers do not need to complete the setting's complaints procedure before raising a safeguarding concern with the appropriate authority.

If a child is believed to be in immediate danger, the appropriate emergency services will be contacted.

**Allegations or concerns about staff**

Any complaint or allegation concerning the conduct, suitability or behaviour of a member of staff will be managed in accordance with the setting's safeguarding and disciplinary procedures.

Where an allegation indicates that a child may have been harmed or may be at risk of harm, the setting will follow the relevant safeguarding procedures and make referrals to the appropriate authorities, including the Local Authority Designated Officer (LADO), where required.

The setting will not allow the complaints procedure to interfere with any safeguarding investigation.

**Complaints concerning the Owner or Manager**

If a complaint concerns the Manager, the complaint should be made to the Owner/Registered Provider.

If a complaint concerns the Owner/Registered Provider, an appropriate independent person will be identified to manage or investigate the complaint wherever reasonably possible.

Where the complaint concerns safeguarding, suitability or a potential breach of statutory requirements, the setting will involve the appropriate external authority as required.

**Confidentiality and information sharing**

Complaints will be handled sensitively and confidentially. Information will only be shared with people who need the information for the purposes of investigating, managing or resolving the complaint, or where disclosure is required by law or necessary to safeguard a child.

The setting will comply with applicable data protection legislation and its Privacy/Data Protection Policy.

Confidentiality will not prevent the setting from sharing information with safeguarding partners, Ofsted, the police, social care or other relevant authorities where this is necessary or legally required.

**Complaints records**

The setting will maintain a written record of complaints and their outcomes.

Records will include, where appropriate:

- the date the complaint was received;
- the name of the person making the complaint;
- the nature of the complaint;
- the people involved;
- the investigation undertaken;
- evidence considered;
- the outcome;
- any action taken;
- the date the complaint was concluded; and
- any changes or improvements made as a result.

Records will be stored securely and handled in accordance with the setting's data protection requirements.

Complaints records will be retained for at least three years, or longer where required by another legal or regulatory requirement.

The setting will make complaints records available to Ofsted on request.

Ofsted may request information about complaints and their resolution as part of its regulatory and inspection functions.

**Learning from complaints**

Complaints will be viewed as an opportunity to learn and improve.

The Manager and Owner/Registered Provider will review complaints to identify:

- recurring concerns;
- weaknesses in policies or procedures;
- staff training needs;
- safeguarding or welfare issues;
- improvements required to the quality of provision; and
- actions required to prevent similar concerns from occurring again.

Where appropriate, changes will be made to the setting's policies, procedures, training or practice.

### **Complaining directly to Ofsted**

Parents and carers have the right to contact Ofsted directly if they have concerns about the childcare provision.

Ofsted regulates registered childcare providers and may review information provided to it, consider whether further regulatory action is required, or work with other agencies where appropriate. Ofsted does not normally resolve individual disagreements between parents and providers.

Parents and carers can contact Ofsted using:

Ofsted

Telephone: 0300 123 4666

Email: [enquiries@Ofsted.gov.uk](mailto:enquiries@Ofsted.gov.uk)

Current Ofsted guidance confirms these are the contact details for concerns or complaints about childcare providers.

Parents and carers can also use the GOV.UK service for information about making a complaint about childcare.

### **Ofsted notifications**

The setting understands that some incidents, allegations and significant events must be notified to Ofsted separately from the complaints procedure.

Where a complaint or investigation identifies a matter that is notifiable to Ofsted, the setting will make the required notification within the relevant statutory timescale.

Registered childcare providers are required to report certain significant events to Ofsted as soon as possible and, where applicable, within 14 days.

Making a complaint does not remove or delay the setting's responsibility to make any required safeguarding referral or Ofsted notification.

### **Local safeguarding arrangements**

Where a complaint raises concerns about a child's safety or welfare, the setting will follow the procedures of the relevant Local Safeguarding Partnership and cooperate with children's social care, the police, the LADO, Ofsted and other relevant agencies as appropriate.

The setting will maintain up-to-date contact details for the relevant local safeguarding arrangements and ensure that staff know how to raise and report safeguarding concerns.

### **Accessibility**

We aim to ensure that all parents and carers can access and understand our complaints procedure.

Reasonable assistance will be provided where a parent or carer:

- has a disability;
- has difficulty communicating in writing;
- requires an interpreter or translation;
- has additional communication needs; or
- requires another reasonable adjustment.

Parents and carers should speak to the Manager if they require assistance.

### **Unreasonable or persistent complaints**

We will always seek to deal fairly and respectfully with complaints.

Where a complaint becomes unreasonable, abusive, threatening or excessively repetitive, the setting may take reasonable steps to manage further communication. This will not prevent a genuine safeguarding concern from being considered or the setting from fulfilling its statutory responsibilities.

Any decision to restrict communication will be proportionate, documented and reviewed by the Owner/Registered Provider.

**Date: September 2026**

**Our Complaints Policy will be reviewed annually.**

## Confidentiality Policy

We respect the privacy and confidentiality of children and their parents and/or carers, and aim to maintain trusting relationships with families and ensure that personal information is handled respectfully, securely and lawfully.

We comply with applicable data protection legislation, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, together with relevant Early Years Foundation Stage (EYFS) requirements.

The safety and welfare of children is our highest priority. Confidentiality will never prevent us from sharing information where this is necessary to safeguard a child or comply with the law.

### Confidentiality

Information about children, families and staff will be treated as confidential and will only be shared where there is a legitimate and appropriate reason.

Information may be shared with other professionals or agencies, including children's social care, health professionals, the police or Ofsted, where:

- there is a safeguarding or child protection concern;
- there is a legal requirement to provide the information;
- sharing is necessary to protect a child or another person; or
- there is another lawful basis for sharing the information.

Where information is shared, we will follow our Safeguarding and Child Protection Policy and Information Sharing Policy.

Staff must not discuss children or families with people who are not involved in their care. Confidential information must not be discussed in public places or shared through personal social media.

### Staff responsibilities

All staff are expected to:

- respect the confidentiality of children and families;
- only access information required for their role;
- share information with colleagues on a need-to-know basis;
- keep paper and electronic records secure;
- use only authorized systems and devices for confidential information;
- avoid making or keeping unauthorized personal notes about children or families; and
- report any suspected loss, unauthorized access or disclosure of personal information to the Manager immediately.

Staff remain bound by confidentiality requirements after leaving the setting.

### Records and information security

We keep records required for the effective care, education, health, safety and safeguarding of children.

Records will be:

- accurate, relevant and factual;
- stored securely;
- accessible only to authorized persons;
- retained only for as long as required; and
- securely disposed of when no longer needed.

Electronic information will be protected using appropriate passwords, access controls and secure systems.

Confidential information must not be stored on personal devices or shared through unauthorized email, messaging or social media accounts.

Photographs and videos of children will be managed in accordance with our Online Safety Policy.

### **Information shared by parents and carers**

Parents and carers are encouraged to share information that may affect their child's health, development, welfare or safety. We will treat information shared by families respectfully and confidentially. However, parents and carers cannot require information to remain confidential where we have a safeguarding, legal or other lawful reason to share it. Information shared during parent groups, meetings or training sessions should also be treated as confidential by everyone attending. The setting cannot guarantee that another participant will maintain confidentiality outside the group.

### **Access to records and personal information**

Parents and carers may have rights to access personal information held about themselves or their child under data protection legislation and can make a Subject Access Request (SAR) verbally or in writing. Requests should be made to the Manager or Nursery Owner.

When considering a request for a child's information, we will consider the child's age, maturity, understanding, wishes and best interests, as well as any safeguarding concerns and the authority of the person making the request. Where appropriate, we may request reasonable identification or evidence of parental responsibility.

We will normally respond to a valid Subject Access Request within one month. This may be extended by up to two further months where the request is particularly complex or multiple requests have been made, in accordance with data protection requirements.

Where records contain information about other people, we will consider their privacy rights before disclosure. Third-party information will not automatically be disclosed or withheld; each case will be considered individually and information may be redacted where appropriate.

### **Accuracy of information**

We aim to ensure that information we hold is accurate and up to date. Parents and carers may ask us to correct inaccurate factual information. Where a record contains a professional opinion or judgement that a parent or carer disagrees with, this will not necessarily be changed. Where appropriate, the parent's or carer's differing view may be recorded alongside the original information.

### **Safeguarding**

Confidentiality does not override our duty to safeguard children. Information may be shared without parental consent where this is necessary to protect a child or where required by law.

If a member of staff has a concern that a child may be at risk of harm, they must follow the setting's Safeguarding and Child Protection Policy immediately.

### **Data breaches**

Any suspected or actual loss, unauthorized access, accidental disclosure or other personal data breach must be reported to the Manager immediately.

The setting will assess the breach and take appropriate action, including notifying the Information Commissioner's Office (ICO) or affected individuals where legally required.

### **Concerns about data handling**

Parents and carers who have concerns about the way their personal information has been handled should initially contact the Manager. Complaints will be dealt with in accordance with our Complaints Policy.

If a parent or carer remains dissatisfied after raising their concern with the setting, they may contact the Information Commissioner's Office (ICO).

**Date: September 2026**

**Our Confidentiality Policy will be reviewed annually.**

## Employee Sickness and Absence Policy

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

### Principles

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

### Exclusion periods for contagious illnesses

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

### Sickness absence reporting procedure

Reporting sickness absence should be done using the following guidelines.

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

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

#### **Frequent and/or persistent short-term sickness absence**

Short-term absence may be short periods of one or two days occurring frequently. Absence of this nature can be identified by one of the following indicators:

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

These indicators may be used as management review points. They do not automatically result in disciplinary or capability action. The circumstances and reasons for absence will always be considered, including whether the absence may be related to a disability, pregnancy, or another protected characteristic and whether reasonable adjustments are appropriate.

#### **Long-term sickness absence**

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

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

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

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

If all other avenues have been investigated, the absence continues or, following return to work, the attendance record does not improve, a subsequent meeting should be arranged. Where all reasonable options have been considered and the employee remains unable to return to work or perform the essential requirements of their role, the setting may need to consider formal capability procedures. Any such decision will be made fairly, taking account of medical evidence, the employee's circumstances, reasonable adjustments and any applicable legal requirements.

Where absence is related to pregnancy, maternity or a pregnancy-related health condition, the setting will consider the applicable legal protections and will not treat such absence in the same way as ordinary sickness absence where this would be unlawful.

#### **Returning to Work from Long Term Sickness Absence**

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

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

#### **Keeping in Touch during Sickness Absence**

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

**Unauthorized Absence**

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

**Sick Pay**

Statutory Sick Pay (SSP) will be paid in accordance with the statutory requirements in force at the time of the absence.

**Disability and Reasonable Adjustments**

We are committed to equality, inclusion and supporting employees with disabilities or long-term health conditions. Where an employee has a disability within the meaning of the Equality Act 2010, the setting will consider and, where required, make reasonable adjustments to reduce any disadvantage experienced at work. Reasonable adjustments may include changes to duties, working patterns, working hours, workplace arrangements, phased returns or other appropriate measures.

Employees are encouraged to discuss any health condition, disability or work-related difficulty that may affect their ability to carry out their role safely and effectively. However, employees are not required to disclose a diagnosis where they do not wish to do so.

The setting will consider relevant medical or occupational health advice where appropriate and will review reasonable adjustments periodically.

**Date: September 2026**

**Our Employee Sickness and Absence Policy will be reviewed annually.**

## Employee Wellbeing Policy

We aim to ensure that our team of teachers maintain high levels of wellbeing, are supported and encouraged to feel great about their work, to develop in their profession of Montessori teaching, and to feel assured that they are in an environment defined by mutual respect. We do not tolerate bullying, harassment, discrimination or abusive behaviour. Staff are encouraged to raise concerns promptly with their Manager or Owner and may use the setting's grievance, safeguarding or whistleblowing procedures where appropriate. We recognise that staff wellbeing is not only essential for the individual, but is critical to pupil achievement and the school's performance.

### Our aims

The aims of this Policy are to:

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

### Practical actions to support staff

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

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

### Procedures for handling issues of wellbeing

These are the procedures for handling issues of wellbeing:

- Our nursery will encourage an atmosphere where all staff members feel comfortable asking for help or raising concerns. The team should be sensitive to any problems which may cause the employee stress-related issues and should act in a professional, fair, consistent and timely manner when a concern arises.

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

Where a wellbeing concern relates to the safety or welfare of a child, the setting's Safeguarding and Child Protection Policy will take precedence and the appropriate safeguarding procedures will be followed.

**Date: September 2026**

**Our Employee Wellbeing Policy will be reviewed annually.**

## Employment Policy

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

### *Vetting and staff selection*

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All our staff have job descriptions, which set out their roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining appropriate references under our Safer Recruitment Policy.
- As part of recruitment, we assess whether candidates have the communication skills necessary to perform their role effectively and meet the requirements of the EYFS, including the ability to communicate appropriately with children, colleagues and parents.
- We obtain the appropriate level of DBS check for each role in accordance with the EYFS, relevant legislation and current DBS guidance.
- Where an individual is subscribed to the DBS Update Service we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
- We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision.
- Where a staff member or volunteer is subscribed to the DBS Update Service, we may carry out status checks with their consent, in accordance with DBS requirements. Where an individual is not subscribed to the Update Service, we will undertake any further DBS checks required by the setting or applicable legislation.
- Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.
- We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us.
- Where we become aware of information that may affect an individual's suitability or indicate that they are disqualified from working in their role, we will take immediate appropriate action to safeguard children and will follow the relevant statutory, safeguarding and employment procedures. Where required, we will notify Ofsted and/or other relevant authorities.

### *Notifying Ofsted of changes*

- We will notify Ofsted of changes to the registered provider, manager and other relevant changes to the setting or its operation where notification is required by the EYFS, Ofsted registration requirements or other applicable legislation. Notifications will be made within the required statutory timescales.

### *Training and staff development*

- The setting ensures that staff qualifications and staffing arrangements meet the qualification and staffing requirements of the current EYFS statutory framework. We check and record staff qualifications and assess whether qualifications are suitable and recognised for the role being undertaken.
- We provide regular in-service training to all our staff - whether paid staff or volunteers - through the local authority and external agencies.

- Our budget allocates resources to training.
- We provide our staff with induction training in the first week of their employment. This induction includes our Health and Safety Policy and Safeguarding and Welfare Policy. Other policies and procedures are introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

*Professional boundaries with parents / carers*

- Staff must maintain appropriate professional boundaries with children and their parents/carers at all times. Personal relationships, inappropriate communication, social-media contact or other arrangements that could compromise professional boundaries or create a conflict of interest must be avoided or disclosed to the Manager. Staff must follow the setting's safeguarding and professional conduct procedures.

*Staff taking medication/other substances*

- Staff must inform the Manager where medication or a health condition may affect their ability to work safely or supervise children. Where there is a reasonable concern about impairment or fitness to work, the setting may seek appropriate medical or occupational health advice, with the employee's consent where required.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If there is reasonable concern that a member of staff is impaired by alcohol, drugs, medication or another substance and that this may affect their ability to care safely for children, they will not be permitted to undertake duties involving direct supervision of children while the concern is assessed. Appropriate action will then be taken in accordance with our safeguarding and disciplinary procedures.

*Managing staff absences and contingency plans for emergencies*

- Our staff annual leave is normally taken during periods when the setting is closed, subject to their contract of employment and the setting's annual leave arrangements

**Date: September 2026**

**Our Employment Policy will be reviewed annually.**

## Equality, Diversity and Inclusion Policy

Rocks Lane Montessori celebrates and welcomes all people, children, families and teachers alike. We do not discriminate on the basis of protected characteristics and, as part of our wider commitment to inclusion, we also seek to avoid disadvantage arising from socioeconomic circumstances, family circumstances, culture or language. We are committed to ensuring that our service is fully inclusive in meeting the needs of all children.

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

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

### Equality Act 2010

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

The Equality Act came into force in October 2010 and brought together all existing anti-discrimination legislation (such as the Race Relations Act 1970 and The Disability Discrimination Act 1995). It identifies several 'protected characteristics' previously protected under separate equality legislation; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, and also strengthens other characteristics that were not provided cover by aspects of equality law. We also recognise and respect employees' statutory rights relating to paternity, adoption, parental leave, shared parental leave and other family-related leave, and will not unlawfully discriminate against or disadvantage employees because they exercise these rights.

### Curriculum

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

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

We ensure that our curriculum encourages diversity and inclusivity by:

- Creating an environment of mutual respect and tolerance;
- Modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- Positively reflecting the widest possible range of communities within resources;
- Avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- Recognising and, where appropriate, exploring significant cultural, religious and community events represented within our nursery community and wider society;
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- Ensuring that disabled children with and without special educational needs are fully supported;
- Supporting children speaking languages other than English in the maintenance and development of their home languages.

### Employment

No applicant for roles within our nursery will be rejected on the grounds of a protected characteristic. We will always appoint the best person for each job and will treat all applicants fairly.

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

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

- The applicant who best meets the criteria is offered the post, subject to references and suitability checks.
- We monitor our application process to ensure that it is fair and accessible.

### **Discrimination**

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

- Promote equality and value diversity.
- Actively include all families and value the positive contribution they make to our service.
- Promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms.
- Provide a secure and accessible environment in which every child feels safe and equally included.
- Improve our knowledge and understanding of issues relating to anti-discriminatory practice.
- Challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Allegations of discriminatory conduct by staff or volunteers will be investigated and, where appropriate, dealt with under the setting's disciplinary and safeguarding procedures.

Where lawful and appropriate, we may use positive action measures permitted by the Equality Act 2010 to address disadvantage, reduce under-representation or meet particular needs.

### **Admissions**

- Our setting is open and accessible to all members of the community, in accordance with our Admissions Policy and available places.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (wherever possible).
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We work in accordance with our SEND Policy and will make reasonable adjustments and provide appropriate support to enable disabled children and children with special educational needs to access the setting and curriculum.
- We ensure that all parents or carers are made aware of our Valuing Diversity and Promoting Equality Policy.
- We will consider and, where legally required, make reasonable adjustments for disabled children, parents/carers, applicants, staff and volunteers so that they are not placed at a substantial disadvantage to participate successfully in the services and in the curriculum offered by the setting.
- We will act on discriminatory behaviour whether it involves actual, perceived or associated protected characteristics
- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).

**Date: September 2026**

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

## Early Years Pupil Premium (EYPP) Policy

Early Years Pupil Premium (EYPP) is additional funding provided for eligible children accessing funded early education. This Policy represents the agreed principles for identifying and using Early Years Pupil Premium (EYPP) at Rocks Lane Montessori.

### Eligibility

EYPP is available to eligible children who meet the current national eligibility criteria set by the Department for Education and their local authority. Eligibility may include children from low-income families who meet the relevant economic criteria, and certain children who are or have been in local authority care or who have left care through specified arrangements.

The setting will use the eligibility criteria and funding guidance applicable to the relevant funding year and will work with the local authority to confirm eligibility.

### How we will use the EYPP

The additional funding will be used to improve the child's educational outcomes, development, learning and experiences, and to help reduce disadvantage; We will use EYPP strategically to address the individual barriers, needs and priorities identified for each eligible child, and will never assume that EYPP children require the same intervention.

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

A child's key teacher will use observations, assessment information, professional knowledge and discussions with parents/carers to identify the child's strengths, needs and barriers to learning. The staff team meet regularly to discuss the needs of children and identify specific areas in which individuals and small groups of children require support. Activities and experiences for individual children, or groups of children will be planned, along with small group work where appropriate. Lead staff will be identified and any resources purchased. Sometimes home learning packs will be created. Parent workshops will be held when appropriate.

### Examples of how EYPP may be used include, but are not limited to:

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

The nature of the additional support that EYPP children receive will depend upon their need. Progress will be closely monitored.

### Working with parents or carers

We recognise that parents and carers are important partners in supporting children's learning, development and wellbeing. We will work collaboratively with parents and carers to understand each child's individual strengths, interests, needs and any barriers to learning.

Where a child is eligible for EYPP, the child's key teacher will discuss relevant information with the parent or carer, where appropriate, to help identify priorities and agree how the additional support can best benefit the child.

Parents and carers will be kept informed about their child's progress and, where appropriate, the additional support, experiences or opportunities being provided through EYPP. We will encourage parents and carers to share information about their child's interests, development and experiences at home so that this can inform our planning and assessment.

Where appropriate, we may provide ideas, resources or suggestions to help parents and carers support their child's learning and development at home. We will take account of the family's circumstances and preferences and will ensure that information is shared sensitively and confidentially.

We will review the impact of EYPP-supported provision and, where appropriate, discuss progress and next steps with parents or carers. Our aim is to ensure that EYPP is used effectively and that the support provided reflects the individual needs of the child.

**Monitoring Outcomes**

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

Information about a child's EYPP eligibility and support will be handled confidentially and shared only with those who need the information to support the child or where sharing is required or permitted by law.

**Date: September 2026**

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

## Fire Safety and Emergency Evacuation Policy

This Policy details our commitment to taking all reasonably practicable measures to reduce the risk of fire occurring and to ensure that children, staff, visitors and other persons on the premises can evacuate safely in the event of fire. The nursery premises, and surrounding facilities, are compliant with fire safety regulations and seek advice from the local fire safety officer as necessary. A Fire Safety Log is used to record any actions taken or incidents that have occurred and our fire drills. We ensure our policy is in line with the procedures specific to our building, making reasonable adjustments as required.

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

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

### Procedures

#### *Registration*

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

#### *Fire safety risk assessment*

- The basis of fire safety is risk assessment, carried out by a 'competent person'.
- The Manager has received training in fire safety sufficient to be competent to maintain and update the risk assessment over time.
- The fire risk assessment will be reviewed at least annually and whenever there is a significant change to the premises, occupancy, staffing, activities, equipment or evacuation arrangements, or following a fire, near miss or other event that may affect fire safety. Where necessary, the assessment will be updated and additional control measures implemented.

#### *Fire safety precautions taken*

- We ensure that fire doors are clearly marked, never obstructed and easily opened from the inside.
- We ensure that smoke detectors/alarms and fire fighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are:
  - Clearly displayed in the premises;
  - Explained to new members of staff, volunteers and parents or carers; and,
  - Practised regularly, at least once every term.
- Records are kept of fire drills and of the servicing of fire safety equipment.

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

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

### Fire checklist

|                                                                       | Who checks | How often | Location                      |
|-----------------------------------------------------------------------|------------|-----------|-------------------------------|
| Escape route/fire exits (all fire exits must be clearly identifiable) | All staff  | Daily     | Vestibule exit<br>Garden exit |

|                                                                   |         |         |                                 |
|-------------------------------------------------------------------|---------|---------|---------------------------------|
| <b>Fire extinguishing equipment</b>                               | Manager | Monthly | Classroom                       |
| <b>Evacuation pack</b>                                            | Manager | Monthly | Kitchen                         |
| <b>Fire alarms and call points</b>                                | Manager | Weekly  | Vestibule, Classroom<br>Kitchen |
| <b>Fire doors closed, in good repair, and free of obstruction</b> | Manager | Monthly | Vestibule<br>Classroom          |

#### *Fire drills*

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

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

#### *Fire drill procedure*

##### All Staff

- Stop activities immediately.
- Do not collect personal belongings.
- Calmly call children in your care together
- Visually check that the space around you is empty
- Account for all children on the Register, and direct them immediately to the fire exit via the safest available route.
- Close doors behind you where safe to do so.
- Go directly to the assembly point.
- Do not re-enter the building.
- Account for children, staff and visitors.
- Wait for emergency services and report any unaccounted persons to the fire service/police.
- Remain at the assembly point until instructed otherwise.

##### Manager

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

If you are unable to evacuate safely:

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

#### **Remember**

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

**Date: September 2026**

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

## Health and Safety Policy

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

In general:

- It is the responsibility of all employees, and all visiting our school to familiarise themselves with our health and safety procedures and to play their part in minimising hazards and risks.
- If an employee notices a risk, or is unsure how to safely perform a task, it is their duty to report this as soon as possible.
- We maintain appropriate levels of supervision to ensure child safety.
- Our risk assessment is detailed separately and risk checks are carried out daily, weekly and termly.

### Procedures

#### *Insurance cover*

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

#### *Awareness raising*

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

#### *Windows and doors*

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

#### *Floors and walkways*

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

#### *Electrical/gas equipment*

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

#### *Storage*

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

#### *Outdoor area*

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

#### *Hygiene*

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

#### *Activities, resources and repairs*

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

#### *Jewellery and accessories*

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

#### *Safety of adults*

- We ensure that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment. Tables should be moved by two team members together.

- We provide safe equipment for adults to use when they need to reach up to store equipment, and maintenance work such as changing lightbulbs is carried out by our maintenance team.
- We ensure that all warning signs are clear.
- We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.

#### *Control of substances hazardous to health*

- Our staff implement the current guidelines of the Control of Substances Hazardous to Health Regulations (COSHH).
- We store all substances that may be hazardous to health safely away from the children.
- We carry out a risk assessment for all chemicals used in the setting. This states what the risks are and what to do if they have contact with eyes or skin or are ingested.
- We keep all cleaning chemicals in their original containers, and ensure that they are stored out of the nursery classroom.
- We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained. Environmental factors are taken into account when purchasing, using and disposing of chemicals. All members of staff are vigilant and use chemicals safely.
- We are vigilant in the handling of chemicals, including availability of protective disposable gloves, and in arrangements for their disposal.

#### *First Aid*

- We conduct regular first aid training to ensure that we have sufficient team members with valid 12-hour Paediatric First Aid qualification. We track our First Aid qualifications on an active training record covering all aspects of team training, both mandatory and CPD.
- Our first aid kits (in the classroom and the emergency / outing bag) are checked each month of term time to ensure they are complete and up-to-date. In the event of first aid being given, an accident report is filled in, including:
  - The full name of the child or adult
  - The date, time and place of the accident or incident
  - The circumstances of the accident or incident
  - A brief description of the injury
  - The name of the person who dealt with the incident
  - First aid treatment given
- Whether any further medical aid was sought, is so what and from whom
- Parents/carers will be informed of accidents and incidents involving their child and asked to acknowledge receipt of the information. A record will be retained even where a parent/carer is unable or unwilling to sign.
- Accidents and incidents, including near misses, are reported in eyLog, and are analysed to ensure that our procedures are improved continuously.
- We will assess accidents, occupational injuries and dangerous occurrences against the RIDDOR reporting criteria and make a report where legally required.

**Date: September 2026**

**Our Health and Safety Policy will be reviewed annually.**

## Healthy Eating and Food Safety Policy

This Policy is intended to sit alongside our Allergy Policy, and details our approach to promoting healthy eating and food safety.

### **Procedures**

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

- Before a child starts to attend the setting, we obtain and record information from parents or carers about their dietary requirements, preferences, cultural or religious requirements, medical conditions and any known food allergies or intolerances. This information is recorded and managed in accordance with our Allergy and Medical Conditions Policies. (see our Allergy Policy).
- We follow current Food Standards Agency (FSA) guidance on food allergies, intolerances and the management of the 14 regulated allergens.
- We record information about each child's dietary needs in the Registration Form and parents or carers sign the form to signify that it is correct.
- We regularly consult with parents or carers to ensure that our records of their children's dietary needs – including any allergies - are up-to-date.
- Current information about children's dietary requirements and allergies is made readily available to staff who need it to safely provide food and drinks. Information is kept accurate, up to date and handled confidentially.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents or carers' wishes.
- We provide and promote a varied and balanced diet, with an emphasis on fruit and vegetables, starchy foods, protein-rich foods and appropriate dairy foods or alternatives. We limit foods and drinks that are high in free sugars and salt and encourage water as the main drink. We use current NHS and UK health guidance when planning healthy eating provision.
- We encourage parents or carers to ensure lunches include a variety of foods from the four main food groups:
  - Meat, fish and protein alternatives;
  - Dairy foods;
  - Grains, cereals and starch vegetables; and
  - Fruit and vegetables.
- We operate a no-nut policy and do not knowingly provide foods containing peanuts or tree nuts. However, we recognise that we cannot guarantee a completely nut-free environment and therefore maintain additional allergen controls in accordance with our risk assessment. We are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents or carers and our own research, we ensure we are well informed about the dietary rules of the religious groups to which children and their parents or carers belong, and of vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks.
- We show sensitivity in providing for children's food preferences. We do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
- We organize eating times so that they are social occasions in which children and adults participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink, feeding themselves, and clearing up after.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water available for the children, and milk at snack times. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- We give parents or carers who provide food for their children information about suitable containers for food for either hot or cold food, and that we do not heat up food.
- In order to protect children with food allergies, we do not allow children to share and swap their food with one another.
- We closely supervise children when eating their own food brought from home, and ensure children eat only from their own labelled food.

### **Packed lunches**

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

- Provide parents and carers with guidance on the safe transport and storage of packed lunches, including the use of an insulated lunch bag and appropriate ice packs where necessary to keep foods requiring refrigeration at a safe temperature.
- Inform parents or carers of our policy on healthy eating.
- Inform parents or carers that we do not microwave cooked food brought from home.
- Discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort.
- Provide children bringing packed lunches with plates, cups and cutlery.
- Ensure that adults sit with children to eat their lunch so that the mealtime is a social occasion.
- Ensure parents are aware of the risk of choking, and any choke hazards are acted upon. Parents are aware to cut any choke hazards before eating, for example tomatoes and grapes. Food is checked by staff before being served, with children accompanied while eating.
- Common choking risks we monitor include:
  - whole grapes and cherry tomatoes;
  - popcorn;
  - chunks of meat/cheese;
  - raw hard vegetables;
  - sausages;
  - large pieces of fruit;
  - foods with bones;
  - foods with tough skins.

### **Allergen Management**

We recognise that food allergies can cause serious and potentially life-threatening reactions. We have procedures in place to reduce the risk of children being exposed to allergens and to ensure that staff are aware of individual children's dietary requirements.

Before providing food or drink, staff check the child's dietary and allergy information and, where applicable, the ingredients and allergen information on the food packaging or recipe.

We take reasonable steps to prevent cross-contact between foods containing allergens and food intended for children with allergies. This includes appropriate handwashing, cleaning of preparation surfaces and utensils, safe storage of food and appropriate supervision during meals and cooking activities.

Staff do not make assumptions about whether a food is suitable for a child with an allergy. Where there is any uncertainty about the ingredients or suitability of a food, it will not be given to the child until its safety has been established.

Parents and carers are informed of our procedures for managing food allergies and are asked to provide accurate and up-to-date information about their child's dietary requirements.

Where a child has a diagnosed allergy requiring emergency medication, staff follow the child's individual healthcare plan and our Allergy and Medical Conditions Policies. Prescribed emergency medication is readily accessible and staff responsible for the child are appropriately trained.

### **Food hygiene**

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

#### ***Procedures***

- Our staff with responsibility for food preparation understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to our setting. The basis for this is risk assessment of the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
- Staff receive appropriate food-hygiene information/training for their role and that training is refreshed when necessary.

- Food is stored in accordance with food-safety requirements and manufacturers' instructions. Where temperature-controlled storage is required, temperatures are monitored and recorded at appropriate intervals. Food is checked for use-by dates, signs of spoilage, damage or contamination and is discarded where it is considered unsafe.
- Parents and carers are advised that foods requiring refrigeration should be transported and stored safely and should not be provided if there is concern that they have been kept at an unsafe temperature or for an unsafe length of time. The setting will follow its food-safety procedures when deciding whether food is safe to serve.
- Food preparation areas are cleaned before and after use.
- Suitable facilities are provided for effective handwashing and for cleaning food equipment and utensils. Handwashing facilities are kept appropriately stocked and are not used for activities that could compromise food hygiene.
- Food-contact surfaces are smooth, clean, suitably maintained and capable of being effectively cleaned and, where necessary, disinfected.
  - All utensils, crockery etc. are clean and stored appropriately.
  - Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking or food-preparation activities:
  - children are appropriately supervised at all times;
  - children and adults wash their hands before handling food;
  - ingredients are checked for allergens and dietary requirements before use;
  - appropriate measures are taken to prevent cross-contact between allergens;
  - children are kept away from hot surfaces, hot liquids and other hazards;
  - age-appropriate utensils and equipment are used;
  - children do not have unsupervised access to electrical equipment;
  - food is prepared, cooked and stored safely; and
  - appropriate consideration is given to choking risks and individual dietary requirements.

#### *Reporting of food poisoning*

We recognise that vomiting and diarrhoea are common in early-years settings and that not all cases are caused by food poisoning. We maintain procedures for identifying and responding to suspected foodborne illness and outbreaks.

Where we suspect that food poisoning or a foodborne illness outbreak may be associated with the setting, we will contact the relevant local authority Environmental Health or Public Health team for advice and cooperate fully with any investigation.

We will follow current public-health advice regarding exclusion periods, infection control, cleaning, communication with parents and carers, and any other measures required to reduce the risk of further illness.

Where an incident meets the criteria for notification under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), we will make the required report to the Health and Safety Executive.

We will notify Ofsted where required under the current Early Years Foundation Stage statutory notification requirements and within the timescale specified by those requirements.

**Date: September 2026**

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

## Induction Policy

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

We follow the current Early Years Foundation Stage (EYFS) statutory framework and ensures that all staff receive appropriate induction training to help them understand their roles and responsibilities. Induction includes information about emergency evacuation procedures, safeguarding and child protection, equality, health and safety and other procedures relevant to the individual's role.

### **Overview:**

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

- Introductions to all staff, students and volunteers, and staff in the wider business.
- Familiarising with the building, health and safety, and fire and evacuation procedures, and the local area.
- Introduction to parents or carers, especially parents or carers of allocated key children where appropriate.
- Identification of any further training requirements
- Details of the schedules, tasks and daily routines to be completed.

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

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

### **Safeguarding Induction:**

- All staff, students and volunteers will receive appropriate safeguarding and child protection induction as part of their role. They will be made aware of the setting's safeguarding and child protection procedures, the identity and role of the Designated Safeguarding Lead (DSL), procedures for reporting concerns, allegations against adults, whistleblowing and the procedures to follow if they have concerns about a child's welfare.
- Staff will receive safeguarding training appropriate to their role and will be kept up to date with changes to safeguarding requirements and local safeguarding arrangements.
- Safeguarding induction will include the setting's procedures for reporting safeguarding concerns, allegations against adults, low-level concerns, whistleblowing and professional boundaries.
- Staff will be reminded that they must report concerns promptly and that they will not be disadvantaged for raising a genuine safeguarding concern in good faith.

Staff will be informed about confidentiality, data protection and information-sharing requirements. They will understand that information about children, families and colleagues must only be accessed and shared where there is a legitimate reason to do so and in accordance with the setting's policies and legal requirements.

### **Procedures:**

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

The key aspects of our induction procedures are:

**Policies:** Staff are required to read our policies and procedures carefully, as their practice within the setting will be based on these documents. Staff will have an opportunity to ask questions and clarify their responsibilities. Understanding of key procedures will be checked through discussion, observation, supervision and practice.

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

Staff will be shown the location of first aid equipment, emergency contact information and accident/incident recording systems. They will be informed of the procedures for responding to accidents, incidents, injuries and

medical emergencies and will understand when concerns must be reported to the Manager, parents/carers or emergency services.

**Emergency procedures:** All new staff will receive an induction covering emergency procedures, including fire evacuation, the location of emergency exits, assembly points, fire-fighting equipment and their responsibilities during an evacuation. Staff will familiarise themselves with the setting's Fire Safety and Emergency Evacuation Policy and will participate in fire drills as required.

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

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

Punctuality: Consistent arrival times and dates as contracted.

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

Health and Safety: We operate a no-smoking and no-vaping policy in accordance with the setting's Smoke-Free Policy and applicable legal requirements. Alcohol or non-alcoholic beer or wine are not permitted on the premises. Staff must follow the setting's procedures for hot food and drinks and must ensure that hot drinks are never placed where they could be accessed or knocked over by children.

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

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

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

Nursery Routine: Opening hours and timing will be discussed.

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

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

Probation and Appraisals:

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

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

Points to be discussed with the supervisor include:

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

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

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

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

Induction is not considered complete simply because the checklist has been signed. The Manager will use observation, discussion and supervision to confirm that the individual understands and can safely carry out the responsibilities relevant to their role.

Where further training or support is identified, this will be recorded and provided as appropriate.

**Date: September 2026**

**Our Staff Induction Policy and Procedures will be reviewed annually.**

## Information Sharing Policy

We follow the current statutory and non-statutory guidance relating to information sharing, including Working Together to Safeguard Children 2026, the Early Years Foundation Stage statutory framework and applicable data protection legislation. Information will be shared lawfully, fairly and proportionately, with the safety and welfare of children being a primary consideration.

We are obliged to share confidential information without authorization from the person who provided it, or to whom it relates, when:

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

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

The three critical criteria are:

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

Staff should share relevant information promptly when there is a safeguarding concern. They should not delay sharing necessary information while attempting to obtain information that is not reasonably available or while waiting for parental consent where consent is not required.

### Procedures

We follow the current safeguarding and information-sharing arrangements established by the relevant local safeguarding partners and the current statutory guidance, including Working Together to Safeguard Children and current Department for Education and Information Commissioner's Office guidance.

Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information both within the setting, as well as with external agencies.

1. *Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or if there is a legal obligation to do so. A Privacy Notice is given to parents or carers at the point of registration to explain this further.* In our setting we ensure parents or carers:
  - Receive information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
  - Have information about our Safeguarding and Welfare Policy; and
  - Have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
2. *Seek advice if you are in any doubt, without disclosing the identity of the person where possible.*
  - Our staff discuss concerns about children routinely in supervisions, with any actions recorded.
  - Our Safeguarding and Welfare Policy sets out the duty of all members of our staff to refer concerns to the Designated Safeguarding Lead, who will contact children's social care for advice where they have doubts or are unsure.
  - The Designated Safeguarding Lead (DSL), Manager or other appropriately authorized person will seek advice if they need to share information without consent to disclose.
3. *Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.*

- We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
  - Our guidelines for consent are part of this procedure.
  - Our Manager is conversant with this and she is able to advise staff accordingly.
4. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.*
- In our setting we:
- Record concerns and discuss these with our designated lead from the management team for child protection matters;
  - Record decisions made and the reasons why information will be shared and to whom; and
  - Follow the procedures for reporting concerns and record keeping as set out in our Safeguarding and Welfare Policy.
5. *Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*
- Our Safeguarding and Welfare Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.
6. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*
- Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

#### *Consent*

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

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents or carers sign our Registration Form at registration to confirm that they understand this.
- We ask parents or carers to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We consider the following questions when we need to share:
  - Is there legitimate purpose to us sharing the information?
  - Does the information enable the person to be identified?
  - Is the information confidential?
  - If the information is confidential, do we have consent to share?
  - Is there a statutory duty or court order requiring us to share the information?
  - If consent is refused, or there are good reasons for us not to seek consent, is there sufficient public interest for us to share information?
  - If the decision is to share, are we sharing the right information in the right way?
  - Have we properly recorded our decision?
- Consent must be freely given and informed - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice.
- Consent may be explicit, verbally but preferably in writing, or implicit, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
- Consent can be withdrawn at any time.
- We explain our Information Sharing Policy to parents or carers.

#### *Transition information:*

Information may be shared with a child's next setting or school where this is necessary to support continuity of education, care, safeguarding or additional support and where there is an appropriate lawful basis for doing so.

Information shared during transition will be relevant, accurate, proportionate and limited to what the receiving setting needs to support the child.

*Separated parents or carers*

- The setting will consider the circumstances of each case when dealing with information requests from separated parents.
- Where appropriate, information will be shared with a parent who has parental responsibility, subject to any court order, legal restriction, safeguarding consideration or other relevant circumstance.
- Staff should seek advice from the Manager/DSL where there is uncertainty, disagreement between parents or concern that sharing information with a parent could place a child or another person at risk.
- Where the child is looked after, we may also need to consult the Local Authority, as 'corporate parent' before information is shared.
- Staff must be alert to any court orders, restrictions or other legal arrangements affecting a child's care or the sharing of information. Relevant documentation should be retained securely and made available to staff who need to know.

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

**Date: September 2026**

**Our Information Sharing Policy will be reviewed annually.**

## Key Teacher Policy

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

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

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

### Procedures

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

### Settling-in

- Before a child starts to attend our setting, we use a variety of ways to provide his/her parents or carers with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents or carers.
- Before a child is enrolled, we provide opportunities for the child and his/her parents or carers to visit the setting.
- The key teacher welcomes and looks after the child during the settling-in process.
- When a child starts to attend, we explain the process of settling-in with his/her parents or carers and jointly decide on the best way to help the child to settle into the setting.
- It is recommended that the parent, carer or close relative, remains close by during the first week.
- We judge a child to be settled when they have formed a relationship with their key teacher; for example, the child looks for the key teacher when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents or carers leave, we ask them to say goodbye to their child confidently with a smile, and explain that they will be coming back, and when.

- We recognise that some children will settle more readily than others. We welcome parents or carers staying with us, as appropriate for the child, for at least the first week, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it too distressing to be left. This is especially the case with very young children.

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

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

**Date: September 2026**

**Our Key Teacher Policy will be reviewed annually.**

## **Lateness Policy**

In the event that a child is not collected by an authorized adult by their expected collection time, we will put into practice agreed procedures. We will focus on the child's safety and wellbeing and to ensure as little distress as possible. We inform parents or carers/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

### **Procedures**

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

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

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

Ofsted is notified where required by the EYFS statutory framework or other applicable requirements.

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

**Date: September 2026**

**Our Lateness Policy will be reviewed annually.**

## Medicine Administration Policy

We work closely with parents or carers to support children who need to take medication, ensuring that, wherever reasonably practicable, their medical needs do not prevent them from participating fully in nursery activities. This Policy outlines our approach to medicine storage, administration and the training of our team:

- Medication will only be administered by staff who have been authorized by the Manager and who have received appropriate training for the medication concerned.
- Where a medication requires specific medical or technical knowledge, relevant staff will receive appropriate training before being expected to administer it. The child's key person will be involved in overseeing the child's medical needs but will not be solely responsible for medication administration.
- Children must be well enough to attend nursery and able to participate safely in the setting's activities. Where there is uncertainty about whether a child is fit to attend, the Manager will discuss the child's needs with the parent/carer and, where appropriate, seek advice from an appropriate health professional.
- Wherever possible, parents/carers should arrange for medication to be administered at home outside nursery hours. Where medication is required during nursery hours, the setting will work with parents/carers to ensure that it is administered safely and in accordance with the child's prescription, instructions and healthcare plan.
- Medicines must be provided in the original container in which they were dispensed or supplied and must be clearly labelled with the child's name, the name of the medicine, dosage and administration instructions. Prescription medicines must be administered in accordance with the prescription and pharmacy label.
- On receipt, staff will check that the medicine is in date, clearly labelled for the child and appropriate for the condition for which it has been provided. Medicines will be stored securely and inaccessible to children, while emergency medicines will remain readily accessible to authorized staff in accordance with the child's healthcare plan.
- Where a child is taking a medication for the first time, parents/carers should inform the setting of any relevant advice or potential side effects. Where there is concern about the child's ability to attend safely, the Manager will discuss this with the parent/carer and, where appropriate, seek advice from a healthcare professional.
- All medication administered will be recorded on our medication record/Online Learning System, including the child's name, name of the medication, dose, route, date and time of administration, and the name of the staff member administering it. Parents/carers will be informed of medication administered and will acknowledge the record in accordance with the setting's procedures.
- Parents/carers must inform the Nursery Manager promptly and in writing of any changes to their child's medication, dosage, treatment or medical condition. The Manager will ensure that relevant information is shared with staff who need it to safely care for the child and that any healthcare plan or risk assessment is updated where necessary.
- Both prescription and non-prescription medicines may be administered by the setting where this is appropriate, safe and necessary, and where the required written parental/carer consent and medication instructions have been provided.
- Non-prescription medicines may be administered where there is a clear and appropriate reason to do so, with prior written consent from the parent/carer and in accordance with the manufacturer's instructions or advice from an appropriate healthcare professional. This may include medicines or treatments such as teething preparations or nappy rash creams where appropriate. The setting will not routinely administer non-prescription medication where this is unnecessary, and parents/carers may be advised to seek medical advice if a child requires medication frequently.
- Staff will never force a child to take medication. If a child refuses medication, this will be recorded and the parent/carer will be informed as soon as practicable and on the same day. Where the medication is essential or emergency medication, staff will follow the child's healthcare plan and seek appropriate medical advice or emergency assistance where necessary.
- In an emergency, staff will follow the child's healthcare plan and the setting's emergency procedures, acting promptly and calmly in the child's best interests. The Manager or designated person will coordinate the response where practicable.

- Relevant medical needs will be shared with staff who need the information to safely care for the child. Regular staff meetings may be used to review medical needs, procedures and training requirements, while maintaining appropriate confidentiality.
- Medical information will be treated confidentially and stored securely. Information will only be shared with staff and professionals who need it to safeguard or support the child's health, safety and wellbeing, in accordance with our Data Protection Policy.
- Staff are responsible for informing the Manager where a medication or medical condition may affect their ability to work safely with children. The Manager will consider any necessary risk assessment or adjustments, taking appropriate professional advice where necessary.

#### *Storage of medicines*

- Medicines will be stored separately from first aid supplies where appropriate and in a manner that prevents unauthorized access while allowing prompt access to authorized staff when required.
- All medicine will be stored safely and appropriately, and away from children.
- Medicines that need to be refrigerated should be stored in airtight containers and clearly labelled.
- Emergency medicines, such as asthma inhalers and adrenaline auto-injectors, must be readily accessible to authorized staff at all times and must not be stored in a location that could delay treatment in an emergency. They will nevertheless be stored securely and in a way that prevents access by children or unauthorized persons while ensuring that they can be accessed immediately when required.
- Where medication is intended to be taken home each day, the staff member responsible will ensure that it is returned to the parent/carer at collection. Medication that needs to remain at the setting will be retained securely in accordance with the child's healthcare plan.
- The setting will regularly check medication held on the premises to ensure that it remains in date and is stored correctly. Expired or no-longer-required medication will be returned to the parent/carer for safe disposal.

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

- For each child with a long-term medical condition requiring ongoing medication or specific medical support, we will develop an Individual Healthcare Plan (IHP) or equivalent healthcare plan, supported by an appropriate risk assessment where necessary.
- The Manager will coordinate the plan with the child's key person, parents/carers and, where appropriate, relevant healthcare professionals.
- Parents/carers will contribute information about their child's condition, medication, triggers, symptoms, individual needs and emergency procedures. Where appropriate, they will be given an opportunity to discuss the child's needs in relation to the setting's routines, activities and outings.
- For some medical conditions, key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. Training requirements will form part of the healthcare plan and risk assessment, where applicable, and training will be completed before staff are expected to administer specialist medication.
- The risk assessment will consider the child's participation in all relevant nursery activities, including physical activity, outdoor play, trips and other situations that may affect their medical condition.
- The healthcare plan and risk assessment will include arrangements for taking and administering medication during outings. Where appropriate, advice will be sought from the child's parent/carer and relevant healthcare professional.
- The healthcare plan will be developed with the parent/carer and will set out the child's medical needs, medication, dosage and administration arrangements, relevant triggers or symptoms, emergency procedures, staff responsibilities and the information that needs to be shared with staff caring for the child.
- The healthcare plan will be reviewed regularly and whenever there is a significant change to the child's medical condition, medication, dosage, treatment, emergency arrangements or professional advice.

#### *Managing medicines on trips and outings*

- When a child requiring medication attends an outing, the risk assessment will identify the staff member responsible for supporting the child's medical needs. This member of staff must be appropriately informed and, where necessary, trained to administer the child's medication.

- Where medication is required during an outing, it will be carried and administered by a staff member who is authorized and appropriately trained to administer it. A paediatric first-aid-trained member of staff will also be present in accordance with the setting's first-aid arrangements.
- Medication taken on an outing will be stored securely in a clearly labelled container and carried by the designated staff member. It must remain accessible where it is emergency medication.
- This procedure should be read alongside the Outings Policy.

This policy is informed by the Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers, effective from 1 September 2026, together with current Department for Education, NHS and relevant public health guidance on supporting children with medical needs.

**Date: September 2026**

**Our Medicine Administration Policy will be reviewed annually.**

## Missing Child Policy

Children's safety is our highest priority, both on and off the premises. We take all reasonably practicable steps to maintain children's safety and security through our arrival and collection procedures, supervision arrangements, risk assessments, security procedures and Outings Policy.

Staff supervise entrances and exits during arrival and collection times, maintain accurate registers and ensure that doors and gates are secured in accordance with the setting's security and fire-safety procedures. Security arrangements must never prevent an emergency exit from being used safely.

If a child is believed to be missing, staff will act immediately in accordance with this procedure, prioritising the child's safety and contacting the appropriate emergency services without delay where necessary.

Staff will remain calm and ensure that the safety and supervision of the other children are maintained. An immediate headcount and register check will be undertaken, and staff will carry out a rapid search of the premises and immediate surrounding area where this can be done safely without compromising the supervision of the remaining children. The police will be contacted immediately if the child cannot be located promptly or if there is any concern that the child may be at risk.

### Procedures

#### *Child going missing on the premises*

- As soon as a child is believed to be missing, the staff member who identifies this will immediately alert the Manager or designated person.
- The register will be checked immediately and a headcount carried out to confirm which children are present and whether any other child is unaccounted for.
- The Manager or designated person will coordinate an immediate search of the building, garden and other areas of the premises, including places where a child could potentially be unseen.
- Doors, gates and other possible exit points will be checked immediately to identify whether there has been a breach of security or whether the child may have left the premises.
- If the child cannot be located immediately, or if there is any reason to believe that the child has left the premises or may be at risk, the Manager or designated person will contact the police on 999 without delay and report the child as missing.
- The child's parent/carer will be contacted as soon as practicable, subject to any instructions from the police or other emergency service.
- The police will be provided with a recent photograph and accurate information about the child's appearance, clothing, age, medical or additional needs, and any other information that may assist in locating the child.
- The Manager will establish and record when and where the child was last seen, who was supervising the child, what activities were taking place and any other relevant information. Staff will provide factual information to assist the police and subsequent investigation.
- The Manager will notify the owner as soon as practicable. The setting will cooperate fully with any police, local authority or safeguarding investigation and will undertake an internal review once the immediate safety and safeguarding response has been addressed.

#### *Child going missing on an outing*

This procedure applies whenever children are in the care of the setting away from the nursery premises, including outings where parents/carers are not responsible for supervising their own child. The procedure will be adapted according to the circumstances of the outing, the number and ages of children, the venue and the staff available.

- As soon as a child is believed to be missing, staff will immediately gather and account for all remaining children, keeping them together with designated staff members and maintaining appropriate supervision.
- Where it is safe to do so and without compromising the supervision of the remaining children, a designated staff member will conduct a rapid search of the immediate vicinity. Staff will not undertake an extended or wider search where this would delay contacting the emergency services or leave other children inadequately supervised.
- If the child cannot be located immediately, or if there is any concern that the child may be at risk, the senior member of staff will contact the police on 999 without delay and report the child as missing.

- The Manager or designated person will be informed immediately, where they are not already present, and the details of the incident will be recorded as soon as practicable.
- The child's parent/carer will be contacted as soon as practicable, subject to any instructions from the police or other emergency service.
- Staff will follow the instructions of the police and venue management regarding the remaining children. Children will only be returned to the setting when it is safe and appropriate to do so and when adequate supervision can be maintained.
- A designated senior member of staff will remain at the location where the child went missing where this is safe and where the police advise that this would assist the search. Staff will follow the instructions of the police and venue management.
- The police will be provided with a recent photograph and accurate information about the child's appearance, clothing, age, medical or additional needs, and any other information that may assist in locating the child.
- The Manager will notify the owner/proprietor as soon as practicable. The setting will cooperate fully with any police, local authority or safeguarding investigation and will undertake an internal review once the immediate response has been completed.
- Staff will remain calm, provide reassurance and age-appropriate information to the remaining children, and avoid discussing unnecessary details of the incident in front of them.

#### *The investigation*

- The setting will notify Ofsted of the incident where this is required under the EYFS statutory framework. Any required notification will be made as soon as reasonably practicable and within the applicable statutory timescale. The setting will also notify the local authority or other safeguarding agencies where required.
- The owner/proprietor will coordinate an internal review of the incident, alongside any investigation being undertaken by the police, local authority or other relevant agency. Written factual accounts will be obtained from staff and volunteers who were present, where appropriate.
- The Manager and/or owner/proprietor will communicate with the child's parent/carer, explain the setting's response and provide appropriate updates, subject to confidentiality and any police or safeguarding requirements.
- Parents/carers may raise a complaint with the setting in accordance with our Complaints Policy. They may also contact Ofsted where appropriate.
- The Manager will ensure that a detailed written record is completed, including factual accounts from relevant staff members and volunteers. The record will include, where applicable:
  - The child's name, age and any relevant medical, SEND or safeguarding information.
  - The exact time the child was identified as missing and the time they were last seen.
  - The location from which the child went missing.
  - The staff member responsible for supervising the child at the relevant time.
  - The number and names of staff and children present.
  - The searches undertaken and their results.
  - The time the police, parent/carer, Manager, owner/proprietor and any other relevant agency were contacted.
  - Any instructions or advice received from the police or other agencies.
  - The time and circumstances in which the child was found.
  - The condition of the child when found and whether medical attention was required.
  - Any immediate safeguarding action or changes to procedures implemented.
- The setting will identify, where possible, how the incident occurred and whether there were any failures or weaknesses in supervision, security, staffing, risk assessment or procedures. Appropriate actions will be identified and recorded to reduce the risk of recurrence.
- Where the police investigate the incident, all staff and volunteers will cooperate fully and provide factual information as requested.

- The setting will not interfere with or compromise a police investigation and will follow the instructions of the police regarding information, evidence and communication.
- Children's social care and/or other safeguarding agencies will be contacted where there is a safeguarding concern or where their involvement is required. Information will be shared promptly and appropriately in accordance with our Safeguarding and Child Protection Policy and Information Sharing Policy.

### **Managing people**

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- Our staff will feel worried about the child, especially the key teacher or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- They may be the understandable target of parental anger and they may be afraid. Our Manager ensures that any staff under investigation are not only fairly treated, but receive support while feeling vulnerable.
- The parents or carers will feel angry, and fraught. They may want to blame our staff and may single out one staff member over others; they may direct their anger at our Manager. Where practicable, two members of the management team should meet with a distressed parent/carer following a serious incident. Where this is not possible, the Manager or designated person will ensure that appropriate support is available.
- Aggressive, threatening or abusive behaviour towards staff will not be tolerated. Where there is an immediate threat to the safety of staff or others, the police will be contacted.
- The other children are also sensitive to what is going on around them. They too may be worried. Staff caring for the remaining children will maintain appropriate supervision and provide reassurance. They will not discuss confidential details of the incident in front of the children.
- In accordance with the severity of the final outcome, our staff may need counselling and support. Where an incident has a significant impact on a child, family or member of staff, the owner/proprietor and Manager will consider what additional support, safeguarding action and organizational response are required.
- Our owner will use their discretion to decide what action to take.

Staff must not make statements to the media or post information about a missing-child incident on social media. Any media enquiries must be referred to the owner/proprietor or designated spokesperson.

### *Prevention and follow-up*

Following any missing-child incident or near miss, the Manager and owner/proprietor will review the circumstances and consider whether changes are required to supervision, staffing, security arrangements, risk assessments, outings procedures or staff training. Where appropriate, parents/carers and relevant agencies will be involved in the review. Any actions identified will be recorded and monitored to completion.

Date: September 2026

**Our Missing Child Policy will be reviewed annually.**

## **No Smoking Policy**

Rocks Lane Montessori is a smoke-free and vape-free setting. Smoking, vaping and the use of heated tobacco products are not permitted anywhere on the nursery premises, including indoor and outdoor areas, entrances, gardens and other areas within the setting's control.

### **Procedures**

- All staff, parents or carers, contractors and other visitors to the premises are respectfully required to abstain from smoking whilst on the premises, this includes not only the nursery but the surrounding site.
- We ensure that all on site are made aware of the no smoking policy upon first entry to the nursery through clear signage.
- Clear no-smoking and no-vaping signage is displayed at appropriate entrances and other relevant locations, and visitors are expected to comply with this policy while on the premises.
- This policy is made available to staff, parents/carers and visitors as appropriate and is included within the setting's relevant parent and staff information.
- Staff must not smoke, vape or use heated tobacco products while on duty or while representing the setting. Staff are expected to avoid smoking immediately before working with children and to ensure that clothing, hands and personal belongings do not expose children to smoke residue or strong smoke odours. E-cigarettes are not permitted to be used on the premises.
- Staff who choose to smoke or vape during an authorized break must do so away from the nursery premises and outside areas controlled by the setting, and must ensure that children are not exposed to smoke, vapour or smoking-related litter.
- Staff who smoke during an authorized break must take reasonable steps to prevent smoke residue, odour and exposure to second-hand smoke from affecting children, colleagues or visitors when they return to work.
- Smoking is not permitted in any vehicles belonging to the setting.
- Cigarettes, tobacco, vapes, e-liquids, lighters, matches and other smoking-related products must be kept away from children and must never be left where children can access them.
- Staff, visitors and contractors must ensure that cigarette ends, vaping devices, e-liquids and smoking-related waste are not left on or around the premises and are disposed of safely.
- If a person refuses to comply with this policy, the Manager or designated senior member of staff will take appropriate action to protect children and maintain a safe environment. Serious or repeated breaches by staff will be managed in accordance with the setting's disciplinary procedures.
- Smoking in a smoke-free workplace or other smoke-free premises is a criminal offence and may result in a fixed penalty or prosecution. The setting may also be subject to enforcement action if it fails to take reasonable steps to prevent smoking or fails to display required signage.
- Staff, parents/carers and visitors who would like support to stop smoking can be directed to current NHS stop-smoking services and information. Contact details and online resources will be checked regularly to ensure that current information is provided.

### **In this policy we follow these legal frameworks**

- Health Act 2006, as amended
- Smoke-free (Premises and Enforcement) Regulations 2006
- Smoke-free (Signs) Regulations 2012
- Smoke-free (Vehicle Operators and Penalty Notices) Regulations 2007, where applicable
- Tobacco and Vapes Act 2026
- Early Years Foundation Stage (EYFS) statutory framework, applicable from 1 September 2026

**Date: September 2026**

**Our No Smoking Policy will be reviewed annually.**

## Online Safety Policy

We take reasonable and proportionate steps to protect children from inappropriate online content, unsafe use of digital devices and other online safeguarding risks, while supporting children to develop age-appropriate digital safety awareness.

### *Information Communication Technology (ICT) equipment*

- Setting-owned digital devices should be used wherever practicable for work involving children. Personal devices must only be used in accordance with the setting's safeguarding, mobile phone, camera and electronic device procedures.
- The setting ensures that digital devices and ICT equipment used by children and staff are safe, maintained appropriately, protected by suitable security measures and used in accordance with the setting's risk assessments and safeguarding procedures.
- Devices used for setting business are protected by appropriate security measures, including current operating systems, security updates, anti-malware protection and password or other access controls appropriate to the device.
- Where children have access to digital devices or online content, appropriate parental controls, content filtering, privacy and security settings will be used to reduce the risk of children accessing inappropriate or harmful material. These controls will not be relied upon as a substitute for active adult supervision.

### *Internet access*

- Children do not normally have independent access to the internet. Where internet-enabled devices are used to support learning, children are supervised directly by staff and access is age-appropriate, purposeful and proportionate.
- Where children use internet-enabled devices as part of planned learning, the setting will ensure that use is appropriate to the child's age and needs, directly supervised and consistent with its safeguarding and screen-use procedures. Any consent required for particular services, applications, photographs or recordings will be obtained separately where appropriate.
- The setting considers online safety risks as part of its safeguarding and risk-management arrangements, including risks arising from internet access, digital devices, online content, communication, image sharing and personal devices.
- Where appropriate, children are supported to develop simple, age-appropriate online safety messages, such as:
  - Ask a trusted grown-up before going online.
  - Be kind and respectful online.
  - Only use things that a grown-up has said are safe.
  - Tell a trusted grown-up if something online makes you worried, upset or uncomfortable.
- Any digital device used by children will be used in an area where staff can appropriately supervise the child and their use of the device.
- Staff must report online safeguarding concerns through the setting's safeguarding procedures and to the DSL or Manager. Where appropriate, illegal child sexual abuse material encountered online should be reported to the Internet Watch Foundation, in accordance with current reporting arrangements.
- Any concern that a child may be experiencing online grooming, sexual exploitation or inappropriate contact from an adult must be reported immediately in accordance with the setting's Safeguarding and Child Protection Policy. The DSL will consider whether the concern should be referred to children's social care, the police or CEOP, as appropriate.
- If staff become aware of online bullying or other online harm affecting a child, they must inform the DSL and follow the setting's safeguarding procedures. The setting will work with parents/carers and relevant agencies where appropriate to support the child's safety and wellbeing.

### *Email*

- Children do not normally use email independently within the setting. Staff must not use setting devices to access personal email accounts while supervising children.
- Staff must not access personal or work email, messaging services or other non-essential digital communications while supervising children, except where necessary for the safe and effective operation of the setting.
- Staff must use only approved and secure methods when communicating or sharing personal information about children, families or staff, in accordance with the setting's Information Sharing, Data Protection and Safeguarding policies.

#### *Mobile phones*

- Children should not bring mobile phones or other personal internet-enabled or recording devices to the setting unless there is an agreed individual reason to do so. Any exception will be managed through an appropriate risk assessment and safeguarding arrangements.
- Staff must not use personal mobile phones or other personal electronic devices while working directly with children, except where specifically authorized under the setting's safeguarding procedures.
- Where necessary for an emergency or safeguarding situation, a personal mobile phone may be used appropriately to summon assistance or contact emergency services. Staff must prioritise children's safety and follow the setting's emergency procedures.
- Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
- Staff and volunteers may carry a mobile phone or other communication device on outings where necessary for emergency contact. Devices must be used only for setting-related purposes while supervising children and must not be used to take photographs or recordings unless specifically authorized under the setting's photography and safeguarding procedures.
- Parents/carers and visitors must not use mobile phones or other devices to photograph, video or record children while on the premises unless this has been specifically authorized by the setting.

#### *Cameras and videos*

- Staff, volunteers, students, contractors and visitors must not use personal cameras, mobile phones or other personal devices to photograph or record children in the setting or while acting on behalf of the setting.
- Photographs and recordings of children will only be taken for a clearly identified setting purpose, such as documenting learning and development, and will be limited to what is necessary. The setting will obtain and record any required parental consent, use approved setting devices and store and share images securely. The use of images will be monitored by the Manager or designated person.
- Where photography or recording is permitted at a special event, parents and carers will be informed of the arrangements in advance. They will be reminded that photographs and recordings must only be used for personal purposes and must not be shared online or used in a way that identifies or exposes other children without appropriate permission.
- Images used for publicity, marketing or social media will only be used where the setting has an appropriate lawful basis and any required consent has been obtained. The setting will consider safeguarding, privacy and identification risks before publishing an image and will not publish unnecessary personal information alongside images of children.

#### *Social media*

- Staff are expected to use appropriate privacy and security settings on personal social-media accounts and to consider the professional and safeguarding implications of information they make publicly available.
- Staff must maintain appropriate professional boundaries online and must not use personal social-media accounts to communicate privately with children or parents/carers about setting matters.
- Staff who identify themselves as working for the setting on social media must maintain professional standards, protect confidentiality and avoid sharing information that could identify children, families or confidential setting matters.
- Staff must not discuss confidential information about children, families, colleagues or the setting on social media or personal messaging platforms.
- Staff should not share information they would not want children, parents or carers or colleagues to view.
- Staff must report suspected breaches of this policy, online safeguarding concerns or inappropriate online conduct through the setting's safeguarding, whistleblowing or management procedures, as appropriate.

#### *Use and/or distribution of inappropriate images*

- Staff must never create, possess, access, download, store or distribute illegal sexual images of children. Any concern involving illegal images or the sexual exploitation of a child must be reported immediately through the setting's safeguarding procedures and, where appropriate, to the police or other relevant agency.
- Staff must report any concern that an adult or another person may be attempting to groom, exploit or otherwise harm a child online. Concerns about a member of staff or other person associated with the setting must be

managed in accordance with the Safeguarding and Child Protection Policy and the procedures for allegations against staff.

#### *Screen use*

The setting will have regard to current Department for Education guidance on screen use in early years settings. Digital devices and screens will be used purposefully, appropriately and for limited periods, with priority given to children's direct interaction, play, communication and learning. Staff will consider individual children's developmental needs, additional needs and any potential safeguarding or wellbeing risks associated with screen use.

#### *Storage and sharing of images*

Digital photographs and recordings of children will be stored only on approved setting systems or devices and will be protected against unauthorized access. Images will only be shared with authorized recipients for legitimate setting purposes and, where shared with parents/carers, will be transferred using technically secure methods. Images will be retained and deleted in accordance with the setting's data protection and retention procedures.

#### *Staff training*

Staff will receive safeguarding training that enables them to recognise and respond to online safeguarding concerns and will be expected to maintain up-to-date knowledge of relevant online risks. Online safety will form part of the setting's wider safeguarding arrangements and staff induction.

#### *Data protection*

The setting will process children's personal information, photographs and recordings in accordance with UK data protection legislation and the setting's Data Protection and Information Sharing policies. Personal information will only be accessed, used or shared where there is a legitimate and appropriate reason to do so.

#### *Further guidance*

- Department for Education – Help for early years providers: Screen use
- Department for Education – Early years safeguarding guidance
- Working Together to Safeguard Children 2026
- UK Safer Internet Centre resources
- Internet Watch Foundation
- CEOP / National Crime Agency resources
- NSPCC online safety resources

**Date: September 2026**

**Our Online Safety Policy will be reviewed annually.**

## Oral Health Policy

We promote good oral health as an important part of children's health, wellbeing and development. The early years are an important time for establishing healthy eating, drinking and oral hygiene habits that can support good oral health throughout childhood and into adulthood.

We promote good oral health through healthy eating and drinking, good personal hygiene and age-appropriate oral health education. At least one member of the team will have appropriate oral health training and will share relevant information and resources with the wider team.

### Food/Snacks

- Snacks provided by the nursery for children will support good oral health and will be consistent with the setting's Healthy Eating and Food Safety Policies.
- We promote foods that are low in free sugars and avoid providing foods and drinks with unnecessary added sugars.
- Food and snacks will be provided and supervised in accordance with the nursery's Healthy Eating, Food Safety, Allergy and Choking policies or procedures.

### Drinks

- Water will be freely available to children throughout the day, and milk may also be offered where appropriate for the child's age and dietary needs.
- Fizzy drinks, sugary drinks and other drinks with high levels of free sugars will not be provided by the nursery.

### Rewards/Special Occasions

- Sweets, chocolate and other sugary foods will not be used as rewards or incentives for children's behaviour or participation.
- Sweets, chocolate and other sugary foods will not normally be provided by the nursery for birthdays or special occasions. Parents/carers will be asked to support the nursery's approach and, where appropriate, to choose non-food or healthier alternatives.

### Toothbrushing

- The nursery does not routinely provide toothbrushing as part of the daily programme. Children may take part in age-appropriate practical-life activities that support understanding of toothbrushing, oral hygiene and self-care.
- Parents/carers will be encouraged to establish and maintain a regular toothbrushing routine at home and to seek advice from a dental professional where appropriate.
- Parents/carers can ask for support and encouragement in registering their child with a dentist and attending regular dental checks appropriate to their child's needs.

### Curriculum

- Oral health will be promoted through the curriculum and through appropriate everyday learning opportunities, in a way that is suitable for children's ages, developmental stages and individual needs.
- Where appropriate, the nursery will seek opportunities for children to learn about oral health from suitably qualified dental professionals or other appropriate practitioners.
- Oral health may be explored through stories, songs, role play, practical activities and conversations that help children develop positive attitudes towards oral hygiene and healthy choices.
- Good oral hygiene and healthy eating and drinking habits will be reinforced through everyday routines, conversations and positive role modelling.

### Individual needs

The nursery will take account of children's individual dietary, medical, cultural and developmental needs when promoting oral health. Any relevant information provided by parents/carers or health professionals will be managed in accordance with the setting's safeguarding, health, allergy and information-sharing procedures.

**Working with parents/carers**

The nursery will work in partnership with parents/carers to promote good oral health. Information about healthy snacks, drinks, oral hygiene and toothbrushing may be shared with families through newsletters, discussions, displays or other appropriate communication.

**Equality and inclusion**

Oral health activities will be inclusive and adapted where necessary to meet children's individual developmental, communication, sensory or additional needs.

**Date: September 2026**

**Our Oral Health Policy will be reviewed annually.**

## Outings Policy

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

### Procedures

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

**Date: September 2026**

**Our Outings Policy will be reviewed annually.**

## Parents or Carers as Partners Policy

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

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

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

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

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

### Procedures

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

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

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

**Date: September 2026**

**Our Parents or Carers as Partners Policy will be reviewed annually.**

## Prevent Duty Policy

Under section 26 of the Counter-Terrorism and Security Act 2015, specified authorities are required, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. The Prevent duty forms part of the setting's wider safeguarding responsibilities. The nursery will have regard to the current Prevent duty guidance for England and Wales and will apply Prevent through its existing safeguarding procedures.

### **What are extremism and radicalism?**

Radicalisation refers to the process through which a person comes to support terrorism or forms of violence associated with terrorist ideology. Radicalisation is a safeguarding concern and should be considered alongside other risks of harm. Protecting children from the risk of being drawn into terrorism or extremist activity is part of the nursery's wider safeguarding responsibilities. Concerns should be considered and managed through the nursery's established safeguarding procedures.

For the purposes of this policy, the nursery will use the current government definition of extremism and any associated statutory guidance in force at the time. Staff will not make assumptions about a person's beliefs or background when identifying safeguarding concerns. Concerns will be considered on the basis of behaviour, vulnerability, evidence and the potential risk of being drawn into terrorism or supporting terrorism.

There is no single profile of a person who may be susceptible to radicalisation. Vulnerability can arise from a combination of personal circumstances, experiences, needs, influences and environmental factors. Staff should avoid making assumptions based on a child's religion, ethnicity, culture, family background, disability or other characteristic.

Online content, social media and contact with others can form part of the influences experienced by people who are susceptible to radicalisation. Online safeguarding concerns should be managed in accordance with the nursery's Online Safety and Safeguarding and Child Protection Policies.

### **Procedure**

Staff receive appropriate safeguarding and Prevent training so that they understand the Prevent duty, recognise potential signs of vulnerability to radicalisation and know how to respond to and report concerns. Prevent training will be refreshed in accordance with current statutory guidance and the setting's safeguarding training arrangements.

Protecting children from the risk of radicalisation is part of the nursery's wider safeguarding duties and is managed through the same principles of early identification, appropriate information sharing, referral and support that apply to other safeguarding concerns.

The nursery supports children's personal, social and emotional development and their understanding of the world in age-appropriate ways. The setting promotes respect, tolerance, inclusion, fairness, democracy, the rule of law and individual liberty through everyday practice and relationships.

Prevent does not require the nursery to restrict age-appropriate discussion or learning. Any teaching or discussion relating to beliefs, differences, communities or current events will be age-appropriate, inclusive and consistent with the EYFS and the nursery's safeguarding responsibilities.

Prevent principles will be supported through everyday practice, including children's personal, social and emotional development, communication and language, understanding of the world, respect for others, positive relationships and inclusive practice.

### **Risk assessment**

The Manager and safeguarding lead will ensure that Prevent risks are considered as part of the nursery's wider safeguarding risk assessment. Staff working directly with children must understand how to recognise and report concerns about vulnerability to radicalisation. The setting will maintain an awareness of relevant local Prevent and safeguarding risks and will use information from the local authority, police and other appropriate safeguarding partners when reviewing its Prevent arrangements.

Staff should remain alert to significant changes in a child's behaviour, circumstances or presentation that may indicate that the child needs help or protection. A single behaviour or characteristic should not, on its own, be treated as evidence of radicalisation.

Staff should use professional judgement and follow the nursery's safeguarding procedures when a concern arises. The DSL will consider the concern and, where appropriate, seek advice or make a Prevent referral through the appropriate local pathway. Prevent referrals are assessed by the police and may be considered for support through Channel where appropriate.

### **Procedure for reporting concerns**

If a member of staff has a concern that a child may be vulnerable to radicalisation or being drawn into terrorism, they must follow the nursery's Safeguarding and Child Protection Policy and report the concern promptly to the DSL or designated safeguarding person. The DSL will consider the concern, record the relevant information and decide whether further safeguarding action, advice or referral is required.

The DSL or designated safeguarding person may seek advice from the local authority Prevent team, police or other relevant safeguarding partners. If there is an immediate threat to life or serious and immediate risk of harm, the emergency services should be contacted on 999. For non-emergency police advice, 101 may be used. They can talk to you in confidence about your concerns and help you gain access to support and advice. Also, they can advise if this would be a case for Channel.

### **Equality, inclusion and proportionality**

Prevent concerns must be considered fairly, objectively and proportionately. Staff must not make assumptions about a child or family based on religion, faith, ethnicity, nationality, culture, political views, disability or other protected or personal characteristic. Concerns must be based on relevant information, behaviour, circumstances and identified safeguarding needs.

The nursery will ensure that Prevent arrangements are consistent with its Equality and Inclusion Policy and wider safeguarding responsibilities.

### **Recording and information sharing**

Prevent-related concerns will be recorded factually and promptly in accordance with the nursery's safeguarding and record-keeping procedures. Information will be shared only where there is a lawful and appropriate reason to do so and in accordance with the nursery's Information Sharing and Data Protection Policies.

Records will distinguish between facts, observations, professional assessments and information received from other sources.

### **Legal and guidance framework**

- Counter-Terrorism and Security Act 2015
- Prevent duty guidance: England and Wales (2023)
- Channel duty guidance: Protecting people susceptible to radicalisation
- Working Together to Safeguard Children 2026
- Early Years Foundation Stage statutory framework, applicable from 1 September 2026
- Current Department for Education and Home Office Prevent guidance and referral arrangements

### **Appendix one: Channel**

Channel is a voluntary, multi-agency safeguarding programme that provides early support to people who are assessed as being susceptible to radicalisation and at risk of being drawn into terrorism. Where a Prevent concern is identified, the appropriate referral is made through the local Prevent and police referral pathway. A referral may subsequently be considered for support through Channel where appropriate. An individual's engagement with the programme is entirely voluntary at all stages.

Channel panels operate as local multi-agency safeguarding arrangements and are chaired by the local authority. The police and other relevant partners may contribute to the assessment and support process. Following a referral, specialist police staff initially assess the concern and determine the appropriate pathway. Where a case is considered suitable for Channel, the Channel panel assesses the person's vulnerabilities and may agree a tailored package of support. Channel support is voluntary and consent-based. For children, consent is provided by a parent or guardian where required.

Channel is available at:

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

### **Appendix Two: Prevent referral arrangements**

The nursery will maintain current details for its local Prevent referral pathway and relevant local safeguarding contacts.

Staff must report Prevent-related safeguarding concerns to the DSL or designated safeguarding person in accordance with the nursery's Safeguarding and Child Protection Policy.

The DSL will seek advice from the local authority Prevent team, police or other relevant safeguarding partners where appropriate.

Where there is an immediate risk of harm or an immediate threat to life, the emergency services should be contacted on 999.

Current Prevent guidance and referral information is available through GOV.UK.

**Date: September 2026**

**Our Prevent Duty Policy will be reviewed annually.**

## Privacy Notice

Rocks Lane Montessori is committed to protecting the privacy and security of the personal information we hold about children, parents/carers, staff and other individuals. We process personal data in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and other applicable data protection legislation.

Rocks Lane Montessori is the data controller for the personal data we process in connection with the provision of childcare and early years education.

If you have any questions about how we use personal data, or wish to exercise your data protection rights, please contact the Nursery Manager using the setting's usual contact details.

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

### **What personal data do we collect?**

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

We may collect and process the following types of personal data:

- name, date of birth, address and contact details;
- information about parents/carers and parental responsibility;
- emergency contact and authorized collection arrangements;
- health, medical, dietary and allergy information;
- special educational needs and disability information;
- developmental, learning and progress information;
- safeguarding and child protection information where appropriate;
- attendance and registration information;
- photographs and videos where applicable;
- information relating to accidents, incidents, medication and first aid; and
- information required to administer funding and other statutory or contractual requirements.

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

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

Personal details that we collect about you include:

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

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

### **Why do we collect and use personal data and what is our lawful basis?**

We process personal data for a number of different purposes. The lawful basis we rely on depends on the nature and purpose of the processing.

Depending on the circumstances, we may rely on:

- Contract – where processing is necessary to provide the childcare services agreed with you;
- Legal obligation – where we are required by law to collect, maintain or share information;
- Legitimate interests – where processing is necessary for our legitimate interests and those interests are not overridden by the rights and interests of the individual;
- Vital interests – where processing is necessary to protect someone's life or in an emergency; and
- Consent – where we have specifically asked for consent and consent is the appropriate lawful basis.

Where we process special category data, such as information about health, medical conditions or allergies, we will also identify an appropriate additional condition for processing under data protection law.

This includes using your data to:

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

We may use photographs and videos as part of children's learning and development records where this is necessary and appropriate. Where we rely on consent for particular uses of photographs or videos, we will obtain consent separately and explain the purpose for which the images will be used. Consent can be withdrawn at any time, although withdrawal does not affect processing that has already taken place lawfully.

You will have the opportunity to withdraw your consent at any time, for images taken by confirming so in writing.

We may process and share personal information where this is necessary to safeguard a child or another person. This may include sharing information with children's social care, the police, healthcare professionals, Ofsted or other relevant agencies. Where information is shared for safeguarding purposes, we will do so in accordance with applicable data protection and safeguarding requirements. Consent is not necessarily required to share information for safeguarding purposes where there is another lawful basis for doing so.

We also have a legal obligation to transfer records and certain information about your child to the school that your child will be attending (see Children's Records policy).

#### **Who we share your data with**

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

- Children's social care and other safeguarding partners
- The police and emergency services
- Health professionals and other agencies involved in supporting a child's welfare
- The Department for Education and relevant government agencies
- Local authority early years/funding teams
- Schools or other educational settings where information is lawfully required or appropriate to support the child's transition
- Ofsted – during an inspection or following a complaint about our service
- Banking services to process payments (as applicable)
- Our insurance underwriter

Some organizations process personal data on our behalf, for example providers of nursery management, learning-record, accounting, IT, cloud storage or payment systems. Where a service provider processes personal data on our behalf, we will ensure that appropriate contractual and security arrangements are in place.

We will also share your data if:

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

We do not sell personal data or routinely disclose personal data to third parties for their own marketing purposes. Where information is shared with another organization, we will ensure that there is a lawful basis for doing so and that the sharing is necessary and proportionate.

#### **How do we protect your data?**

We take the security of data seriously. We use appropriate technical and organizational measures to protect personal data against unauthorized access, loss, destruction, alteration, misuse or disclosure. These measures include

appropriate access controls, secure storage, staff confidentiality requirements, secure systems and procedures for responding to data breaches. Paper based data is held in secure storage according to our Children's Records Policy.

### **Children's personal data**

We recognise that children require particular protection when their personal data is processed. We collect and use children's information only where there is a lawful and appropriate reason to do so, taking account of the child's best interests, age, development and understanding. We aim to provide privacy information in a clear and accessible way that is appropriate to children and their families.

### **How long do we keep personal data?**

We retain personal data only for as long as it is necessary for the purpose for which it was collected, taking account of our legal, regulatory, safeguarding, contractual and operational requirements.

Different types of records may therefore be retained for different periods. Our retention schedule sets out the applicable retention periods for different categories of records, including children's records, safeguarding records, accident and incident records, medication records, financial records and staff records.

Where a longer retention period is required because of a safeguarding matter, legal requirement, complaint, investigation or other legitimate reason, information may be retained for longer than the standard retention period.

When personal data is no longer required, it will be securely deleted, destroyed or anonymised as appropriate.

### **Your data protection rights**

Depending on the circumstances and the lawful basis on which we process personal data, you may have rights under data protection law, including:

- the right to be informed about how your personal data is used;
- the right to request access to personal data we hold about you;
- the right to request correction of inaccurate or incomplete information;
- the right to request erasure of personal data in certain circumstances;
- the right to request restriction of processing in certain circumstances;
- the right to object to certain processing, including processing based on legitimate interests; and
- the right to data portability where the relevant legal conditions apply.

These rights are not absolute and may be subject to legal exemptions or limitations.

If you have concerns about the way we process your personal data, please contact the Nursery Manager in the first instance so that we can investigate your concerns.

You also have the right to complain to the Information Commissioner's Office (ICO), which is the UK's independent supervisory authority for data protection.

Further information about making a complaint can be found on the ICO website: <https://ico.org.uk>

**Date: September 2026**

**Our Privacy Notice will be reviewed annually.**

## Risk Assessment Policy

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

Risk assessment means identifying hazards, assessing the risks they present to children, staff, volunteers, parents/carers and visitors, and deciding on appropriate control measures to eliminate or reduce those risks so far as is reasonably practicable. Risk assessments are monitored and reviewed to ensure that control measures remain effective.

The law does not require every risk to be eliminated. We take reasonably practicable steps to eliminate hazards where possible and otherwise control and reduce risks to an acceptable level. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. We recognise that appropriate risk-taking is an important part of children's learning and development. Risk assessments will therefore consider how children can safely experience challenge, exploration and physically active play, rather than seeking to remove all risk.

Health and safety risk assessments inform procedures. Staff will be involved in developing and reviewing risk assessments where they have relevant knowledge or experience. Parents/carers will be consulted where their knowledge of their child's individual needs or circumstances is relevant to the assessment. Risk assessments will also be reviewed following incidents, identified hazards, changes to activities, premises or equipment, or other significant changes in circumstances.

This policy is based on the five steps below:

1. Identification of a risk: Where is it and what is it?
2. Who is at risk: Childcare staff, children, parents or carers, cooks, cleaners etc?
3. Assessment of the level of risk, taking into account the likelihood of harm occurring and the potential severity of the consequences. Where appropriate, the setting may use a risk-rating system to help prioritise actions.
4. Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
5. Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

### Procedures

- Our Manager monitors training and ensures that staff and volunteers receive appropriate health and safety training for their roles and responsibilities.
- Our risk assessment process covers adults and children and includes:
  - Determining where written risk assessments are appropriate to inform staff practice, demonstrate that risks are being suitably managed, and support effective monitoring and review;
  - Checking for and noting hazards and risks indoors and outside, in relation to our premises and activities;
  - Assessing the level of risk and who might be affected;
  - Deciding which areas need attention; and
  - Developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- Our risk assessments are documented where appropriate and are reviewed regularly and whenever there is a significant change in circumstances. Reviews will take account of incidents, accidents, near misses, identified hazards, changes to the premises, equipment, staffing, activities or children's individual needs.
- We carry out routine daily safety checks before children use the setting and undertake other scheduled checks appropriate to the premises, equipment and activities. Formal risk assessments are reviewed at appropriate intervals and whenever there is a reason to believe that they are no longer valid or effective.
- Our Manager ensures that statutory inspections, servicing and safety checks of the premises, equipment and systems are completed at the frequencies required by law, manufacturer guidance, relevant standards and our risk assessments. Records of required inspections, servicing and remedial work are maintained.

- Our Manager ensures that appropriate risk assessments are in place for relevant aspects of fire safety and food safety, taking account of the activities undertaken and the areas of the premises used.
- Our Manager ensures that appropriate risk assessments are completed for relevant work practices and activities, including:
  - Changing children's nappies;
  - Preparation and serving of food/drink for children;
  - Individual health, medical, allergy and dietary needs of children, where these require specific risk controls;
  - Cooking activities with children;
  - Supervising outdoor play and indoor/outdoor climbing equipment;
  - The assessment, use, accessibility and storage of equipment and resources required to meet individual children's additional needs or disabilities;
  - The use and storage of substances which may be hazardous to health, such as cleaning chemicals;
  - Activities involving animals will be appropriately risk assessed, including consideration of allergies, hygiene, infection risks and children's safety
  - Following accidents, incidents, near misses, safeguarding concerns, security incidents or other events that indicate existing control measures may need to be reviewed.
- Our Manager ensures that appropriate risk assessments are completed for off-site activities and outings before they take place. These assessments take account of the destination, transport arrangements, supervision, staffing, children's individual needs, foreseeable hazards and emergency arrangements, including:
  - Children's outings; (including use of public transport)
  - Forest activities;
  - Home visits.

#### **Responsibilities and records**

The Manager has overall responsibility for ensuring that appropriate risk assessments are completed, implemented, monitored and reviewed. Staff are responsible for following the control measures identified in risk assessments and for reporting hazards, incidents, near misses or changes in circumstances promptly.

Risk assessments and associated actions will be recorded and retained in accordance with the setting's document retention arrangements.

**Date: September 2026**

**Our Risk Assessment Policy will be reviewed annually.**

## Safeguarding and Welfare Policy

Rocks Lane Montessori is committed to safeguarding and promoting the welfare of every child in our care. We recognise that safeguarding is everyone's responsibility and that effective safeguarding requires a culture in which children are listened to, their views and wishes are taken seriously, concerns are identified promptly and appropriate action is taken without delay.

We are committed to providing a safe, inclusive and nurturing environment in which children are protected from abuse, neglect, exploitation and harm. We recognise that safeguarding concerns may arise from within or outside the setting and that children may be particularly vulnerable because of their age, additional needs, disability, communication difficulties or individual circumstances.

We will maintain effective safeguarding policies, procedures and systems and will keep these under regular review to ensure they reflect current legislation, statutory guidance and local safeguarding arrangements.

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

- Our Designated Safeguarding Lead (DSL) is: Rajka Krivokapic
- Our Deputy Designated Safeguarding Lead (DDSL) is: Anna Amodio

The DSL has lead responsibility for safeguarding and child protection within the setting and is responsible for ensuring that safeguarding procedures are implemented effectively, that concerns are responded to appropriately and that staff receive appropriate safeguarding support, training and supervision.

The setting will ensure that appropriate cover is available for the DSL during periods of absence so that safeguarding concerns can always be acted upon without delay.

### **Safer Recruitment and Suitability (Please also see our Safer Recruitment Policy)**

Rocks Lane Montessori follows its Safer Recruitment Policy and carries out appropriate recruitment and suitability checks before staff, students and volunteers work with children.

Recruitment procedures include appropriate identity, qualification, employment-history, reference, right-to-work and Disclosure and Barring Service (DBS) checks, as applicable to the individual's role.

References are obtained and verified appropriately, including seeking information from previous employers where required. Any unexplained gaps in employment history are explored.

All staff and relevant volunteers and students receive appropriate safeguarding information and induction before undertaking duties with children.

The setting will not knowingly allow a person who is unsuitable or disqualified from working with children to undertake regulated activity or otherwise have inappropriate access to children.

All staff must immediately disclose to the DSL any information, allegation, conviction, caution, police involvement or other circumstance that may affect their suitability to work with children, in accordance with current legal, safeguarding and employment requirements.

Staff must also inform the setting of any relevant change in circumstances that could affect their suitability to work with children.

The setting will take appropriate action where concerns arise about the suitability of a member of staff, student or volunteer and will seek advice from the relevant safeguarding and regulatory authorities where required.

### **Training**

All staff receive safeguarding and child protection induction appropriate to their role before or as soon as reasonably practicable after starting work at the setting. This includes information about the setting's safeguarding policy, procedures for reporting concerns, the role of the DSL, whistleblowing, safer working practices and relevant local safeguarding arrangements.

Safeguarding training is refreshed regularly and whenever there is a significant change to legislation, guidance, local procedures or the setting's safeguarding arrangements.

The DSL receives appropriate, up-to-date safeguarding and child protection training and undertakes regular refresher training. The DSL also keeps up to date with emerging safeguarding risks and local safeguarding arrangements.

Staff receive appropriate supervision and opportunities to discuss safeguarding concerns, professional curiosity, practice issues and the emotional impact of safeguarding work.

Training records are maintained and monitored by the Manager.

Appropriate paediatric first-aid arrangements are maintained in accordance with the current EYFS requirements. Staff responsible for children are aware of who is qualified to provide paediatric first aid and how to access first-aid assistance when required.

### **Good practice to prevent abuse**

Teachers and volunteers will follow professional boundaries and safer working practices at all times.

- Children are appropriately supervised in accordance with their age, developmental needs, the activity taking place and the setting's risk assessments.
- Staff avoid unnecessary situations in which they are isolated with a child and, wherever practicable, maintain sight and/or hearing of other staff when providing individual care.
- Where intimate care is required, staff balance the child's privacy and dignity with appropriate safeguarding and supervision arrangements.
- Staff follow the setting's procedures for toileting, nappy changing, personal care and other intimate-care activities.
- Students and volunteers do not work unsupervised with children unless they have been appropriately assessed, checked and authorized to do so in accordance with current requirements.
- Staff maintain appropriate professional boundaries with children, parents and carers.
- Staff report any concerns about another adult's conduct or practice through the setting's safeguarding, low-level concerns or whistleblowing procedures.
- Children will be encouraged to develop, through adult support, independence in making choices and expressing their own feelings in acceptable ways. This will help children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We hold at least 2 emergency contacts for each child, with a request to parents or carers for 4 contacts.

We will ensure practitioners are aware that some children may be at increased risk of safeguarding harm because of disability, additional needs, communication difficulties, age, dependency on adults, family circumstances or other factors.

Staff will consider each child's individual circumstances when assessing safeguarding concerns and will take appropriate steps to ensure that children who may have difficulty communicating or reporting concerns are supported to express their wishes and feelings.

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

### **Attendance**

We maintain accurate attendance records and follow up unexplained absences promptly.

Staff remain alert to patterns of absence, repeated lateness, unexplained changes in attendance or other circumstances that may indicate a safeguarding or welfare concern.

Where attendance concerns indicate that a child may be at risk of harm, the DSL will consider whether further action or referral is required in accordance with local safeguarding procedures.

### **Data Protection, and Use of Mobile Phones and Cameras**

Personal mobile phones and personal recording devices must not be used to photograph or record children.

Personal mobile phones belonging to staff are stored securely in the designated area and are not used in areas where children are present, except where required for an emergency.

Only setting-owned devices approved for this purpose may be used to photograph or record children. Images are taken only for legitimate setting purposes and in accordance with parental consent, the setting's privacy notice, data-protection requirements and the Mobile Phone, Camera and Digital Devices Policy.

Images and recordings are stored securely, accessed only by authorized persons and deleted or retained in accordance with the setting's data-retention arrangements.

Visitors and parents/carers are asked to follow the setting's rules regarding photography and recording while on the premises.

### **Responding to suspicions of abuse**

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

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

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

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

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

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

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

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

### **Low-level concerns about adults**

The setting recognises that concerns about an adult's behaviour may not meet the threshold for a referral to the LADO but may nevertheless indicate a potential safeguarding concern or a need for professional challenge.

Staff are encouraged to report low-level concerns about the behaviour or conduct of any adult working with children to the Manager/DSL.

Concerns will be recorded, considered and reviewed appropriately. Where patterns emerge, or where a concern may meet the threshold for LADO involvement, the setting will seek advice from the appropriate safeguarding authority.

The setting will promote an open culture in which staff feel able to challenge unsafe practice and raise concerns without fear of reprisal.

### **Escalation of safeguarding concerns**

If a safeguarding concern or referral is not responded to appropriately, or if staff believe that a child's needs or safety are not being adequately addressed, the setting will follow the current Hounslow Safeguarding Children Partnership escalation arrangements.

Staff are encouraged to remain professionally curious, to challenge appropriately where necessary and to escalate concerns where they remain worried about a child.

### **Allegations and concerns about adults working with children**

Any allegation or concern that a member of staff, volunteer, student, contractor or other person working with children 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 they may pose a risk of harm,
- will be taken seriously and acted upon promptly.

The person receiving the allegation will report it immediately to the Manager/DSL or, where the concern relates to the Manager/DSL, to the proprietor or other appropriate senior person.

The setting will contact the Hounslow Local Authority Designated Officer (LADO) or the appropriate local authority service for advice and will follow the local procedures for managing allegations against people who work with children.

The setting will not undertake its own investigation before seeking appropriate safeguarding advice where an allegation may meet the criteria for LADO involvement.

Where the allegation concerns the Manager/DSL, the Manager/DSL will not be involved in the initial handling of the allegation and the matter will be referred directly to the appropriate senior person and LADO.

The setting will follow current statutory guidance, including *Working Together to Safeguard Children* and, where applicable to the setting, the current *Keeping Children Safe in Education* guidance.

The setting will notify Ofsted of safeguarding incidents, allegations and other events where notification is required under the current EYFS statutory requirements. Notifications will be made as soon as reasonably practicable and within the statutory timescale applicable to the circumstances.

### **Record keeping**

Safeguarding records will be factual, accurate, dated and signed or otherwise attributable to the person making the record.

Records will be stored securely and separately from general children's records where appropriate. Access will be restricted to authorized individuals with a legitimate safeguarding reason for accessing the information.

Safeguarding records will be retained and transferred securely in accordance with current legal requirements, data-protection requirements and the setting's record-retention procedures.

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

### **Visitors**

All visitors and contractors will follow the setting's visitor procedures, including signing in and out and wearing appropriate identification where required.

Visitors will not have unsupervised access to children unless they have undergone the appropriate checks and have been authorized to do so.

Staff will remain alert to safeguarding risks presented by visitors, contractors and other adults on the premises and will report any concerns immediately to the Designated Safeguarding Lead.

### **Categories of abuse**

Staff must be alert to all forms of abuse, neglect and exploitation. These include, but are not limited to:

- physical abuse;
- emotional or psychological abuse;
- sexual abuse;
- neglect;
- domestic abuse;
- child sexual exploitation;
- criminal exploitation;
- online abuse and exploitation;
- abuse linked to beliefs or practices, including FGM and so-called honour-based abuse;
- radicalisation and extremism;
- fabricated or induced illness;
- serious bullying;
- harmful sexual behaviour; and
- other forms of exploitation or harm.

Staff recognise that safeguarding risks can occur within the home, community, setting or online and that different forms of abuse may overlap.

### **Indicators of abuse and what you might see**

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

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

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

### **In the case of FGM, signs can include:**

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

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

### **Escalation**

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

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

### **Liaison and Information Sharing**

We recognise that effective information sharing is an essential part of safeguarding children.

We will share information with children's social care, the police, health services, Ofsted and other relevant agencies where this is necessary to safeguard a child or where required by law.

Information will be shared lawfully, securely and proportionately. Staff understand that data protection legislation does not prevent the sharing of information where this is necessary to protect a child from harm.

Where appropriate, we will seek consent before sharing information; however, consent will not be sought where doing so could place a child at greater risk or prejudice a safeguarding investigation.

Up to date points of contact will be displayed clearly on the team notice board.

### **Support for families**

Rocks Lane Montessori aims to build up trusting and supporting relationships between families and members of staff. Whilst remembering that the safety and care of the child is paramount, we will do all in our power to support and work with the child's family. In addition to our DSL, a further useful resource for families who have a concern for a child, or would like to report a concern, is to contact the NSPCC for guidance on the next steps to take <https://www.nspcc.org.uk/what-you-can-do/report-abuse/>

This Safeguarding and Welfare Policy will be reviewed at least annually and whenever there are significant changes to legislation, statutory guidance, local safeguarding arrangements, the setting's procedures or identified safeguarding risks.

The DSL and Manager will ensure that safeguarding practice, training, procedures and records are reviewed regularly and that learning from incidents, concerns, complaints and safeguarding reviews is used to improve practice.

**Date: September 2026**

**Our Safeguarding and Welfare Policy will be reviewed annually.**

## Safer Recruitment Policy

Rocks Lane Montessori takes its responsibility to safeguard and promote the welfare of children very seriously. We expect all staff, students, volunteers and other adults working with children to share this commitment.

We aim to ensure that all people working with children are suitable to do so. Our recruitment and selection procedures are designed to deter unsuitable applicants, identify any concerns about an applicant's suitability and ensure that the appropriate checks are completed before an individual works with children.

Our recruitment procedures are as follows:

- The person responsible for leading recruitment will have appropriate safer-recruitment training and will keep their knowledge up to date through refresher training and relevant safeguarding updates.
- Vacancies may be advertised through appropriate and reputable recruitment channels. All recruitment advertising will include a clear statement of the setting's commitment to safeguarding and promoting the welfare of children. Our adverts always contain a clear statement regarding our commitment to safeguarding and promoting the welfare of children and young adults.
- Applicants will complete an application form that provides sufficient information to enable the setting to assess their suitability for the role. The application process will include appropriate checks on employment history, qualifications and experience.
- Shortlisted candidates will be invited to interview. Unsuccessful applicants will be informed appropriately.
- Shortlisted candidates will receive appropriate information about the role, including the job description and person specification where applicable.
- References will be obtained and verified in accordance with our safer-recruitment procedures. References will normally be obtained before an appointment is confirmed. Where this is not possible, the reasons will be recorded and references will be obtained and checked before the individual starts work wherever practicable.
- References will be scrutinised for any information relevant to the applicant's suitability to work with children, including unexplained gaps in employment and any concerns about conduct or safeguarding.

Appropriate checks will be undertaken to verify the applicant's:

- identity;
- right to work in the UK;
- qualifications and professional registration, where applicable;
- employment history and experience; and
- suitability to work with children, including the appropriate DBS check.

Original documents or appropriate verified evidence will be checked in accordance with current requirements.

- Employment history will be reviewed carefully. Any gaps in employment, inconsistencies or unexplained periods will be explored with the applicant and, where appropriate, verified through references or other available evidence.
- Interviews will normally be conducted by at least two people. The selection process will include questions designed to explore the applicant's experience, understanding and commitment to safeguarding and promoting children's welfare.
- Interviewers will record relevant questions, responses and their assessment of the candidate's suitability.
- Candidates will be asked about any information arising from their application, employment history or references that requires clarification.

### **Pre-employment checks and conditional offers**

- Any offer of employment will be conditional upon satisfactory completion of the checks appropriate to the role, including satisfactory references, identity and right-to-work checks, qualification checks where applicable, and the appropriate DBS and other suitability checks.
- The setting will not allow an individual to undertake duties for which the relevant pre-employment checks are required until those checks have been completed, unless an arrangement is specifically permitted by current legislation and statutory guidance and appropriate safeguards are in place.

### **When starting work:**

- The successful candidate will be informed that their job offer is conditional, dependent on the return of 2 satisfactory written references and an enhanced DBS Check
- Appropriate DBS checks will be completed in accordance with the requirements applicable to each role. Where a person is subscribed to the DBS Update Service, the setting may use the service to undertake the required status checks where permitted and appropriate.
- Where the Update Service cannot be used, the setting will obtain the appropriate DBS check in accordance with current requirements.
- DBS information and other suitability information will be handled securely and confidentially.
- All new staff, students and volunteers will receive an appropriate induction before or as soon as reasonably practicable after starting at the setting. The induction will include:
  - o the setting's safeguarding and child protection procedures;
  - o the identity and role of the Designated Safeguarding Lead;
  - o procedures for reporting safeguarding concerns;
  - o safer working practices and professional boundaries;
  - o the setting's whistleblowing and low-level concerns procedures;
  - o confidentiality and information-sharing requirements;
  - o health and safety procedures;
  - o relevant policies and procedures for their role; and
  - o any other training or information required for them to undertake their duties safely.
- Staff will confirm that they have received and understood the relevant induction information.

#### **Low-level concerns**

All staff are encouraged to report concerns about the behaviour or conduct of any adult working with children, even where the behaviour does not meet the threshold for a formal safeguarding referral.

Concerns will be recorded, considered and reviewed by the appropriate person. Where a concern indicates that an adult may pose a risk of harm to children, the setting will seek advice from the Local Authority Designated Officer (LADO) and follow the appropriate safeguarding procedures.

Staff will not be disadvantaged for raising a genuine safeguarding concern in good faith.

#### **Recruitment records**

The setting will maintain appropriate records of recruitment and suitability checks. These will include, as applicable, application forms, interview records, references, identity and right-to-work checks, qualification checks, DBS information and other relevant suitability checks. Recruitment records will be stored securely and confidentially and retained in accordance with the setting's data-protection and record-retention procedures.

Safeguarding and suitability are considered an ongoing responsibility, not simply a recruitment check.

Staff are required to inform the Manager promptly of any matter that may affect their suitability to work with children, including relevant criminal investigations, convictions, cautions, police involvement or other circumstances that may create a safeguarding concern. Staff must also disclose any relevant change in circumstances where this may affect their suitability or their ability to safely carry out their role.

The setting will respond appropriately to information that may affect an individual's suitability and will seek safeguarding, regulatory or employment advice where necessary.

Staff will be reminded of their responsibility to disclose relevant changes in circumstances as part of ongoing supervision, safeguarding training and/or annual suitability processes.

This Safer Recruitment Policy will be reviewed at least annually and sooner where there are changes to legislation, statutory guidance, DBS requirements, safeguarding procedures or the setting's recruitment arrangements.

The Manager will ensure that recruitment and suitability procedures remain consistent with the setting's Safeguarding and Welfare Policy and current statutory requirements.

**Date: September 2026**

**Our Safer Recruitment Policy will be reviewed annually.**

## Sickness Policy

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

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

### Procedures for children who are sick or infectious

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

### Reporting of 'notifiable diseases'

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

### Striking a balance on non-excluded sickness

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

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

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

**Date: September 2026**

**Our Sickness Policy will be reviewed annually.**

## Sickness Policy: Summary Table of Infectious Diseases

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

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

## Special Educational Needs Policy

Rocks Lane Montessori is committed to providing an inclusive environment in which all children, including children with special educational needs and disabilities (SEND), are supported to achieve their full potential.

We work in accordance with the Special Educational Needs and Disability Code of Practice: 0 to 25 years, the Statutory Framework for the Early Years Foundation Stage (EYFS), the Equality Act 2010 and other relevant legislation and guidance.

We recognise that children may have a wide range of developmental, communication, physical, sensory, emotional, social or learning needs. We aim to identify needs at the earliest opportunity and provide appropriate support so that every child can participate fully in the life of the setting.

We work in partnership with parents and carers, children, other professionals and relevant agencies to identify needs, plan appropriate support, review progress and promote positive outcomes.

Our Procedures in this area are as follows:

- We designate a member of staff as the Special Educational Needs Coordinator (SENCO). Our SENCO is Anna Amodio.
- The SENCO has responsibility for coordinating the day-to-day provision for children with SEND and for working closely with the Manager, staff, parents and carers, and relevant professionals.
- The SENCO will have appropriate knowledge, skills and training to fulfil the role and will keep their knowledge and understanding of SEND up to date, with training cascaded to the rest of the team.
- Where the SENCO is absent, appropriate arrangements will be made to ensure that children with SEND continue to receive appropriate support and that parents and professionals have a point of contact.
- Where ratios allow, we will ensure other members of staff attend the SENCO training, to allow them to offer support to the SENCO under their direction.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We will consider and implement reasonable adjustments to our environment, routines, communication, activities and provision to enable children with disabilities to participate fully. Adjustments will be considered on an individual basis and informed by the child's needs, the views of parents and carers and, where appropriate, advice from relevant professionals.
- We operate inclusive admissions practices and will not discriminate against children because of disability, special educational need, race, culture, religion, gender or any other protected characteristic.
- Where a child has additional needs, we will work with parents and carers and, where appropriate, relevant professionals to understand the child's needs and consider what reasonable adjustments, adaptations and support may be required.
- We are committed to working closely with parents or carers/carers who are fully involved in all stages of the assessment, planning, provision and review of their children's education.
- We provide parents or carers/carers with information on sources of independent advice and support.
- We work in partnership not only with parents or carers/carers but also with other agencies in meeting individual children's needs. We liaise with professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We will use a graduated response for identifying, assessing and responding to children with special educational needs.
- We will develop an Individual Support Plan for each child, reviewed regularly.
- We aim for children with special educational needs to join in with the same activities as children without special needs as much as is possible. All children have a right of full access to early years education through The Early Years Foundation Stage.
- We offer opportunities for children to experience appropriate high-quality play experiences that encourage curiosity and learning.
- We encourage independence and an awareness of emotions and ability to express those emotions.
- We observe and track each child's progress closely, and provide experiences to meet each child's current needs and interests. Any concerns in tracking against the EYFS will be explored thoroughly to ensure the appropriate next steps are taken.

- We recognise that some children may communicate in different ways or require additional support to express their wishes, feelings and needs. We will consider appropriate communication methods, visual supports, environmental adaptations and other strategies to enable children to participate, communicate and make choices as independently as possible.
- Where purposeful action has proved not to meet the needs of the child, we will consider an Education, Health and Care (EHC) assessment. This will aim to make special educational provision available to meet the needs of the child.
- We will encourage all children to accept and embrace their peers regardless of ability.
- We provide a broad and balanced range of developmentally appropriate experiences for all children. Provision, activities, interactions and teaching approaches are adapted where necessary to meet individual children's needs and enable them to participate and make progress. We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- Parents and carers are encouraged to discuss any concerns about their child's SEND provision with the SENCO or Manager in the first instance. Where a concern cannot be resolved informally, parents and carers may use the setting's Complaints Policy. Complaints will be handled fairly, promptly and confidentially.

#### The Graduated Approach:

- We ensure that children with special educational needs are appropriately involved at all stages of the graduated approach, taking into account their levels of ability.
- We undertake a progress check at the age of 2 which supplies parents or carers/carers with a short written summary of the child's development.
- We use a graduated approach of Assess, Plan, Do and Review to identify and respond to children's individual needs.
  - Assess: We gather information from observations, assessment, parents and carers, the child where appropriate, and relevant professionals.
  - Plan: We agree appropriate outcomes, strategies, adaptations and support with parents and carers and, where appropriate, the child and relevant professionals.
  - Do: Staff implement the agreed strategies and provide appropriate support as part of the child's everyday learning and development.
  - Review: We review the child's progress and the effectiveness of the support provided and agree any changes or further action required.
- If a child is not making expected progress we will discuss requesting a Statutory Assessment in consultation with the parents or carers/carers and outside professionals.
- Where, despite appropriate and evidence-based support, a child continues to have significant difficulties in accessing learning or making progress, we will work with parents and carers and relevant professionals to consider whether an Education, Health and Care (EHC) needs assessment may be appropriate.
- Any request for an EHC needs assessment will be made in accordance with the relevant local authority procedures.

#### Working with support services and other agencies:

- We work with relevant local authority, health and specialist services to support children's individual needs. Depending on the child's circumstances, this may include early years SEN advisory services, health visiting, speech and language therapy, occupational therapy, physiotherapy, educational psychology and other specialist services.
- We will seek appropriate professional advice where this would help us to understand and meet a child's needs.
- First, we seek advice from our Early Years SEN Advisory Teacher to discuss whether referral is appropriate.
- The request is discussed with the child's parents or carers/carers. Once agreed, the setting will complete a referral and assessment form and ask the parents or carers/carers to sign before returning form to the early years SEN team.
- In consultation with the Early Years SEN Advisory Teacher we may seek Inclusion Funding to provide additional adult support, which is a means of enabling settings to provide early intervention and promote inclusion for children identified with special educational needs and disabilities.

- Where a child meets the relevant eligibility criteria, we may apply for Disability Access Fund (DAF) funding in accordance with the current eligibility requirements and local authority arrangements.

We recognise that transitions can be particularly significant for children with SEND.

- We will work with parents and carers, the receiving setting or school and relevant professionals to support effective transition in advance.
- Where appropriate, we will share relevant information about the child's strengths, needs, successful strategies, reasonable adjustments and current provision, in accordance with information-sharing and data-protection requirements.

The role of our nominated SENCO is to:

- Coordinating the day-to-day implementation of the setting's SEND provision;
- Working with the Manager and staff to promote inclusive practice;
- Working in partnership with parents and carers;
- Coordinating the graduated approach;
- Maintaining appropriate records;
- Liaising with relevant external professionals and services;
- Supporting staff to identify, assess and respond to children's individual needs;
- Advising staff on appropriate strategies, adaptations and reasonable adjustments;
- Supporting effective transition between settings and schools; and
- Keeping their knowledge of SEND provision, legislation, guidance and local services up to date.

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

- We will respect parents or carers'/carers' rights to confidentiality when supporting children with special educational needs.
- Our staff will sign a Confidentiality Agreement.
- We will normally discuss proposed referrals with parents and carers and seek their views and agreement wherever appropriate.
- However, there may be circumstances where information needs to be shared without consent, for example where this is necessary to safeguard a child, where there is a legal requirement to share information, or where seeking consent could place a child at risk.
- Information will be shared lawfully, proportionately and securely and in accordance with our Confidentiality and Information Sharing Policy.
- All meetings with parents or carers/carers other than the normal parent staff contact will take place in private.
- Staff who work with a child will be provided with the information they reasonably need to support that child's development and wellbeing.
- Information about a child's additional needs will be treated confidentially and shared only with those who have a legitimate need to know, including relevant staff and professionals involved in supporting the child.
- Information will not be disclosed unnecessarily and will be handled in accordance with data-protection and information-sharing requirements.

Safeguarding children with SEND

- We recognise that children with SEND may be at increased risk of abuse, neglect or exploitation, particularly where they have communication difficulties, depend heavily on adults or may find it difficult to recognise or report inappropriate behaviour.
- Staff will remain alert to safeguarding concerns and will ensure that children with SEND are supported to communicate their wishes, feelings and concerns.
- Safeguarding concerns involving a child with SEND will be managed in accordance with the setting's Safeguarding and Welfare Policy.

**Date: September 2026**

**Our Special Educational Needs Policy will be reviewed annually.**

## Staffing Policy

Rocks Lane Montessori is committed to ensuring that children are cared for, educated and supervised by sufficient numbers of suitably qualified, experienced and competent adults.

We will meet or exceed the staffing requirements and adult-to-child ratios set out in the current Early Years Foundation Stage (EYFS) statutory framework applicable to our setting.

Staffing arrangements will take account not only of the number and ages of children attending, but also their individual needs, the activities taking place, the layout of the premises, staff experience and qualifications, and any additional support requirements.

We will ensure that all staff working with children are appropriately suitable, qualified and experienced for their role and that the required recruitment, DBS and safeguarding checks are completed in accordance with current statutory requirements.

### Procedures

In reality we have a low teacher to child ratio, and as close as possible to a fully qualified team. We will as a minimum standard use the following ratios of adult to children:

- Children aged two years:
  - Our minimum standard would be an adult-to-child ratio of 1 adult to 5 children for children aged two years.
  - At least one member of staff will hold a full and relevant Level 3 qualification, or such other qualification as is recognised as meeting the current EYFS requirements.
  - At least half of the other staff members will hold a full and relevant Level 2 qualification, in accordance with the current EYFS requirements.
- Children aged three years and over:
  - We operate an adult-to-child ratio of 1 adult to 8 children for children aged three years and over.
  - At least one member of staff will hold a full and relevant Level 3 qualification, or such other qualification as is recognised under the current EYFS requirements.
  - At least half of the other staff members will hold a full and relevant Level 2 qualification where required by the applicable EYFS requirements.

The number of children allocated to each key person will take account of the children's individual needs, ages and developmental stages, the complexity of their needs, the key person's experience and capacity, and the overall staffing arrangements. Where a child requires additional support, we will consider whether additional staffing, adaptations or other reasonable adjustments are necessary.

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

- We only include those aged 18 years or older within our ratios. Staff under the age of 18 will not be included in staffing ratios unless and to the extent that this is permitted by the current EYFS statutory requirements. Students, trainees and volunteers will only be included in ratios where the applicable EYFS requirements permit this and they are competent and suitably supervised for the role they are undertaking.
- As an additional safeguarding and operational measure, Rocks Lane Montessori aims to have a minimum of two adults on duty at all times, with at least one being the Manager or Deputy, wherever practicable.
- This arrangement does not replace the statutory EYFS staffing requirements, which will always be met.
- Staff will deploy themselves effectively to ensure that children are appropriately supervised at all times, taking account of their age, developmental stage, individual needs, the activity taking place and the environment.
- Children will normally be within the sight and/or hearing of staff. Staff will maintain particularly close supervision where an activity, environment or individual child's needs require it.
- Staff will ensure that they know which children are in their care and will communicate with colleagues when responsibility for a child or group of children changes.
- All staff are deployed according to the needs of the setting and the children attending.
- Staff, students and volunteers will inform a colleague before leaving an area in which children are being supervised and will ensure that responsibility for the children has been clearly transferred.
- Staff will not leave children without appropriate supervision.
- Staff will remain attentive and responsive to the children in their care and will avoid unnecessary conversations or activities that distract them from their supervisory responsibilities.

- Professional communication between staff is important and should take place in a way that does not compromise children's safety, supervision or learning.
- We assign each child a key teacher to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key teacher plans with parents or carers for the child's well-being and development in the setting. The key teacher meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.
- The Manager will monitor staffing levels throughout the day and will make adjustments where staff are absent, children require additional support or circumstances change.
- Where necessary, staff may be redeployed, additional suitably qualified staff may be called upon, or activities and arrangements may be adapted to ensure that statutory ratios and appropriate supervision are maintained.
- The setting will not knowingly operate below the applicable EYFS staffing requirements.

We hold regular staff meetings to discuss curriculum planning, children's development and progress, safeguarding, SEND, health and safety, staffing arrangements and any concerns arising from practice.

Staff will also have appropriate opportunities for supervision, support and professional development.

**Date: September 2026**

**Our Staffing Policy will be reviewed annually.**

## Toilet Training and Nappy Changing Policy

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

This policy aims to help parents and carers understand our approach at the setting and how we work in partnership with families to support children's toilet learning and personal care. We aim to point parents towards some excellent Montessori guidance if you are interested to know more about the Montessori approach to toilet training.

Our nursery team are all experienced in helping children toilet train. If you feel your child is showing signs that they are ready to begin toilet learning, please discuss this with their key teacher.

Our recommended approach is that families start toilet training at home for a short period of time before it is introduced at nursery. We have found that it can take longer for a child to toilet train at nursery as there is much more happening within the environment in general than at home, and can affect emotional transitions. We will work with parents and carers to establish a consistent and manageable approach that reflects the child's individual stage of development and needs.

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

- Once you have introduced toilet training to your child at home, we will start encouraging your child to sit on the child-sized toilet at Nursery. We will try to copy your routine as closely as possible to maintain continuity for your child.
- When a child is learning to use the toilet, we will offer regular, age-appropriate reminders and opportunities to use the toilet, while responding to the child's cues and encouraging them to develop awareness and independence.
- Children will be given lots of time to sit on the toilet and will not be hurried through the process.
- We ask parents and carers to provide clothing that is easy for the child to manage independently, such as elasticated waistbands and easily removable layers. Clothing should avoid unnecessary fastenings that may make toileting difficult.
- When you feel that your child is ready to wear pants and to move out of nappies, we ask that you discuss this with your child's key teacher so we are fully aware.
- Toileting accidents will be dealt with calmly, sensitively and respectfully. Staff will reassure the child and support them to change and clean themselves as appropriate to their age and stage of development. Children will never be shamed, ridiculed or punished because of a toileting accident.
- Children will not be forced, shamed or punished for toileting accidents or for refusing to use the toilet. Staff will respond calmly and positively and will support the child to try again when they are ready.
- Parents and carers should provide a sufficient supply of spare clothing, including underwear and socks, so that the child can be changed comfortably following an accident. Footwear should be suitable, safe and easy to clean where necessary.
- Staff will maintain a calm, respectful and professional manner at all times and will not make comments, gestures or reactions that could embarrass, shame or distress a child.

### **Nappy Changing:**

Nappy changing and intimate personal care will only be undertaken by appropriately vetted and authorized staff who have received appropriate guidance on the setting's personal care, safeguarding and hygiene procedures.

- Nappy changing will normally take place individually in the designated changing area, with staff maintaining appropriate safeguarding and supervision arrangements.
- Children are not left unattended on a changing table.
- Staff must wash their hands thoroughly before and after nappy changing. Appropriate disposable gloves will be used when required in accordance with the setting's infection-control procedures.
- Parents and carers may provide wipes suitable for their child's individual needs. Where wipes are not provided, the setting will use its standard approved wipes or an appropriate alternative in accordance with its hygiene procedures.

- Soiled nappies, wipes and disposable gloves will be disposed of safely in the designated nappy waste bin. Waste will be removed and disposed of in accordance with the setting's waste-management and hygiene arrangements.
- The changing area and changing surface will be cleaned and disinfected appropriately, using products suitable for the setting and in accordance with the manufacturer's instructions and our infection-control procedures.
- The team member changing nappies completes a Changing Record sheet for each child.
- Children are supervised in hand washing and drying.
- Remind parents or carers when nappy levels are low.
- Children will be treated with dignity and respect during nappy changing and personal care. Staff will provide an appropriate level of privacy while ensuring that safeguarding and supervision requirements are maintained.

Children who are able to use the toilet independently will be encouraged to do so, with staff providing age-appropriate support when required. Staff will encourage children to flush the toilet, wash and dry their hands thoroughly, and maintain appropriate hygiene.

The setting provides child-friendly toilet and handwashing facilities that are appropriate for the children attending.

Parents and carers should inform the setting of any significant changes in their child's toileting needs, including constipation, diarrhoea, continence difficulties, medical conditions or other circumstances that may affect the child's personal care.

Where a child has additional needs, a medical condition or requires support with continence beyond the setting's usual arrangements, we will work in partnership with the child's parents/carers and, where appropriate, relevant health or other professionals to agree a suitable personal care plan.

### **Safeguarding and intimate care**

Staff will follow the setting's safeguarding procedures whenever providing intimate or personal care. Any concern about a child's physical condition, behaviour, injury, unusual marks or disclosures will be reported in accordance with the setting's safeguarding and child protection procedures.

Staff will maintain professional boundaries and will never use personal care as an opportunity for inappropriate physical contact or communication.

**Date: September 2026**

**Our Toilet Learning, Nappy Changing and Personal Care Policy will be reviewed annually**

## Uncollected Child Policy

In the event that a child is not collected by an authorized adult at their expected collection time, we will follow our agreed procedures. The child will continue to receive appropriate care and supervision in a calm and reassuring environment. Parents and carers are informed of these procedures so that they know what will happen if they are unexpectedly delayed.

### Procedures

- Parents and carers are required to provide accurate and up-to-date contact and collection information when their child starts attending the setting. This information is recorded on the Registration Form and must be updated whenever circumstances change.
  - Home address and current telephone/mobile telephone numbers.
  - Names, addresses, telephone numbers and signatures of adults who are authorized by the parents or carers to collect their child from the setting, for example a childminder or grandparent.
  - Who has parental responsibility for the child.
- On occasions when parents or carers are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- If a parent, carer or normally authorized person is unable to collect the child, the parent/carer must provide the setting with the name and contact details of the person who will be collecting the child. The setting will verify the identity of the person collecting the child before allowing the child to leave.
- Parents or carers are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures.
- If a child is not collected at their expected collection time, we follow the procedures below:
  - As soon as it becomes apparent that a child has not been collected, the child's records will be checked for any information about changes to the normal collection arrangements or emergency contacts.
  - The setting will immediately attempt to contact the parent/carer using all available telephone numbers and contact details.
  - If this is unsuccessful, the adults who are authorized by the parents or carers to collect their child - and whose telephone numbers are recorded on the Registration Form - are contacted.
  - All reasonable attempts are made to contact the parents or carers or nominated carers.
  - The child does not leave the premises with anyone other than those named on the Registration Form.
  - If the child has not been collected and reasonable attempts to contact the parents/carers and authorized emergency contacts have been unsuccessful, the Manager or deputy will contact the local authority children's social care service for advice and to arrange appropriate care for the child. The setting will follow the advice provided by children's social care. If children's social care cannot be contacted and there is an immediate safeguarding concern, the police will be contacted.
  - If no-one collects the child within 30 minutes of their expected collection time and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.

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

- The child will remain at the setting under the supervision of suitable, vetted staff until they are safely collected by an authorized adult or alternative arrangements are made by children's social care. Wherever practicable, two members of staff will remain with the child, including the Manager or deputy Manager.
- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
- Staff will not leave the setting with the child in an attempt to locate the parent or carer. Any arrangements for alternative collection or care will be made through the appropriate safeguarding or children's social care procedures.
- We ensure that the child is not anxious and we do not discuss our concerns in front of them.
- A full record of the incident will be made, including the time the child was due to be collected, all attempts made to contact parents/carers and emergency contacts, advice received from children's social care or the police, the time the child was collected or alternative arrangements made, and any actions taken afterwards.

The record will be stored securely in accordance with the setting's data protection and record-keeping procedures.

**Collection by a parent/carer who may be under the influence of alcohol or drugs**

If a parent or carer arrives to collect a child and staff have reasonable concerns that the person may be under the influence of alcohol or drugs and may be unable to safely care for the child, the Manager or deputy Manager will follow the setting's safeguarding procedures.

Staff will remain calm and professional and will not place themselves or the child at unnecessary risk. The Manager will seek to establish whether another authorized adult can safely collect the child.

If there is an immediate concern that the child may be at risk of harm, or the parent/carer attempts to leave with the child when staff believe this would place the child at significant risk, the Manager will contact the police and/or children's social care for advice and assistance.

Staff will not physically restrain a parent/carer or put themselves at risk. Any concerns, decisions made, advice received and actions taken will be recorded and dealt with in accordance with the setting's Safeguarding and Child Protection Policy.

The incident will be discussed with the Designated Safeguarding Lead/Manager and, where appropriate, referred to children's social care or the police.

The setting will notify Ofsted where required under the Early Years Foundation Stage statutory requirements. The Manager will ensure that any required notification is made within the relevant timescale and that a record is kept of the notification.

**Date: September 2026**

**Our Uncollected Child Policy will be reviewed annually.**

## Visitor Management Policy and Guidance

We love welcoming visitors of all kinds, while also prioritising the safety, security, and wellbeing of the children and our teaching team. This policy sets out the procedures for managing visitors to the setting, balancing a welcoming environment with the safety, security and wellbeing of children, staff and visitors. All visitors will be managed in accordance with the setting's safeguarding procedures and relevant statutory requirements.

Visitors can include the following:

- Parents and carers
- Prospective families
- Educational or health professionals and specialist teachers
- Contractors or maintenance personnel
- Ofsted inspectors
- Teaching volunteers
- Children, for example work experience students or siblings and alumni.

Our Procedures are as follows:

- All visitors must use the designated entrance and should not enter the premises without being admitted by an authorized member of staff.
- Parents and carers will only be admitted to the setting by an authorized member of staff. Staff will remain alert to the possibility of unauthorized access and will follow the setting's safeguarding procedures where identity or access is uncertain.
- All visitors, including contractors, will sign the Visitor Book on arrival, unless alternative arrangements apply to a particular professional or inspector. Visitors will be directed to the appropriate member of staff and will be supervised in accordance with this policy and the nature of their visit. The Manager or Designated Safeguarding Lead will oversee visitor arrangements and ensure that appropriate safeguarding measures are in place.
- In the event of an emergency requiring the premises to be evacuated, visitors are to be accompanied to the assembly point by the responsible member of staff.
- Visitors must be reminded of the following rules:
  - The use of inappropriate language whilst on nursery premises is strictly forbidden.
  - Smoking by visitors is strictly prohibited anywhere on site, at any time.
  - Visitors must move quietly and safely around the nursery, respecting children's learning.
  - Visitors must respect the nursery and its properties.
  - Visitors must not be left unsupervised with children unless the setting has established that this is appropriate for the purpose of the visit and that all required safeguarding and suitability checks have been completed. Where a DBS check is required, the setting will obtain or verify the appropriate check in accordance with current requirements.
  - Visitors must not bring hot drinks into areas occupied by children. Any food or drink brought onto the premises must be consumed only in designated areas and in accordance with the setting's health and safety procedures.
- Any person found on the premises who is not known to staff or who cannot be identified as an authorized visitor must be approached calmly and appropriately and asked to confirm their identity and reason for being on the premises. Staff must not place themselves or children at risk. If there is a safeguarding or security concern, the Manager or Designated Safeguarding Lead must be informed immediately and the appropriate emergency procedures followed.

### Supervision of Visitors:

Visitors will normally be accompanied or appropriately supervised while on the premises. The level of supervision will depend on the nature and purpose of the visit, whether children are present, and the visitor's role and suitability.

Visitors who are not known to the setting, have not completed the appropriate suitability checks, or are not authorized to work unsupervised with children will not be left alone with children.

Professionals and other visitors who work directly with children will be subject to the appropriate safeguarding and suitability arrangements for their role.

Visitors are not permitted to access child-only areas or be left unsupervised. Where a professional is working directly with children, the setting will establish their identity, role and the appropriate safeguarding/suitability arrangements. Where the professional is employed by another organization, the setting may rely on that organization's appropriate employment and safeguarding checks where permitted. The visitor will remain subject to the setting's visitor procedures while on the premises.

Here is some guidance and expectations we have for people who come to observe.

- Please remember to uphold our policies, particularly on safeguarding. These include, signing our visitor book, keeping your camera or mobile phone away and not taking any photos of the children, not bringing hot drinks into the setting, and being aware of the fire exit and evacuation procedures.
- Visitors observing in the classroom should remain in the designated observation area unless invited by a member of staff to move around the classroom.
- Visitors should allow children to approach them naturally but should not initiate interactions or interrupt children's activities unless invited to do so by a member of staff.
- Parents and carers should remember that an observation provides only a brief snapshot of their child's experience. Children may behave differently when a parent or carer is present, and not all activities or behaviours observed will necessarily reflect their usual experience in the setting.
- Please be open-minded about what you see. The children have a certain amount of autonomy to choose what they want to do and the teachers are very skilled in ensuring that children are balanced in their learning. A child seemingly "not engaged" may in fact be observing an activity, and therefore building up the courage to do it themselves, assimilating something they have just learnt, letting off steam, building up confidence and so on! Children learn at their own pace and in their own way.
- Your observation is a small snapshot of the classroom. Not everything you see will make sense.
- The classroom is the children's domain and must be respected. If it is your child you are observing, please only give positive feedback on the things you have seen. This is very important for their sense of place at school. Not doing this will impact negatively on their time at school.
- Please be aware that the teachers won't be able to talk to you directly after your observation because they will be busy doing their roles and they cannot be taken out of ratio. If you would like to discuss your observation session or have any questions, please arrange a meeting and we would welcome the opportunity to talk further.
- Visitors must respect the privacy and confidentiality of all children and families. Information about children, families or staff seen or heard during a visit must not be discussed outside the setting or shared on social media.

#### **Communicating visitors to families:**

We do not routinely notify all families whenever a visitor attends the setting. Where a visit is significant to the care, education or safeguarding of their child, parents and carers will be informed where appropriate.

**Date: September 2026**

**Our Visitor Policy and Guidance will be reviewed annually.**

## Whistleblowing Policy

Rocks Lane Montessori is committed to maintaining a culture of openness, honesty, integrity and accountability in which everyone working with children feels able to speak up about concerns. We recognise that effective safeguarding depends upon staff and other adults being willing and able to challenge unsafe practice, poor professional conduct and failures in safeguarding arrangements.

This policy provides a clear procedure for raising genuine concerns about wrongdoing, malpractice, unsafe practice or failures in safeguarding or other statutory duties. The setting will ensure that individuals who raise genuine concerns in good faith are treated fairly and are protected from victimisation, bullying, harassment or other detrimental treatment.

This policy reflects the requirements of the Early Years Foundation Stage (EYFS) Statutory Framework for group and school-based providers, including the requirement for providers to have appropriate whistleblowing procedures. It is intended to support the setting's safeguarding arrangements and should be read alongside the Safeguarding and Child Protection Policy, Communication Policy, and the Complaints Policy.

Whistleblowing is the reporting of genuine concerns about wrongdoing, malpractice, unsafe practice or serious failures affecting children, staff, the setting or the wider public interest.

Examples include:

- serious safeguarding failures;
- abuse or neglect of children;
- unsafe practice that could place children or others at risk;
- serious breaches of the setting's safeguarding procedures;
- illegal or criminal activity;
- fraud, financial malpractice or dishonesty;
- serious health and safety breaches;
- serious professional misconduct;
- deliberate breaches of statutory or regulatory requirements;
- deliberate attempts to conceal wrongdoing;
- serious failures to comply with the EYFS or other legal requirements; and
- any other serious wrongdoing or unethical conduct.

Whistleblowing is different from a personal grievance or complaint about an individual's employment or service. Where appropriate, these should be raised under the setting's Complaints, Grievance or other relevant procedure.

**If you have a concern, then you should use the procedure outlined below.**

- Concerns should normally be raised with the Manager in the first instance.
- Where the concern involves the Manager, or where an individual does not feel able to raise the concern with the Manager, it should be raised with the owner or another appropriate senior person. Where appropriate, the individual may instead raise the concern directly with an external authority.
- Staff are not required to raise a concern internally where they reasonably believe that doing so would be inappropriate, ineffective or could place a child or another person at risk.
- Where a concern relates to the safeguarding or welfare of a child, the setting's Safeguarding and Child Protection Policy must also be followed. Whistleblowing must not delay or replace an immediate safeguarding referral where a child may be at risk of harm.
- All employees and those involved with our schools should be aware of the importance of preventing and eliminating wrongdoing within the organization. You should be watchful for illegal, inappropriate or unethical conduct and report anything of that nature that you become aware of.
- Concerns will be handled sensitively and, wherever possible, confidentially. Information will only be shared with those who need to know in order to investigate or respond to the concern, or where disclosure is required or permitted by law.
- Individuals raising concerns should also respect the confidentiality of any investigation and should not discuss the matter unnecessarily with colleagues or others.

- Individuals who raise genuine concerns in good faith will not be subjected to dismissal, disciplinary action, bullying, harassment, victimisation or other detrimental treatment because they have raised a concern. A concern does not need to be substantiated for the individual to be protected, provided it was raised genuinely and in good faith. Any alleged victimisation or detrimental treatment arising from whistleblowing will be taken seriously and may result in disciplinary action.
- Staff should report concerns promptly and should not attempt to investigate, interview individuals, confront the person concerned or gather evidence themselves where doing so could compromise an investigation or place themselves or others at risk.
- If misconduct is discovered as a result of any investigation under this procedure Rocks Lane Montessori's disciplinary procedure will be used, in addition to any appropriate external measures.
- A concern raised in good faith will not result in disciplinary action simply because it is subsequently found to be unsubstantiated. However, deliberately making a false or malicious allegation, or deliberately providing false information during an investigation, may constitute misconduct and may be dealt with under the setting's disciplinary procedures.
- Concerns may be raised anonymously where an individual does not feel able to identify themselves. However, anonymity may make it more difficult for the setting or an external authority to investigate the concern fully or provide feedback.
- An instruction to cover up wrongdoing is itself a serious concern. If you are told not to raise or pursue a genuine concern, including by a person in authority such as a Manager, you should not feel obliged to remain silent. You should raise the matter with another appropriate senior person or, where appropriate, an external authority such as Ofsted, the local authority, the police or the Local Authority Designated Officer (LADO), depending on the nature of the concern.
- Appropriate records will be kept of whistleblowing concerns, actions taken and outcomes. Records will be stored securely and confidentially and retained in accordance with the setting's data-protection and record-retention arrangements.

#### **Investigation of Concerns**

- Concerns will be assessed promptly and appropriate action will be taken. Where an investigation is required, it will be conducted fairly, proportionately and as confidentially as reasonably possible.
- The person raising the concern will normally be informed when the matter has been considered and, where appropriate, given information about the outcome. The amount of information that can be shared may be limited by confidentiality, data protection, safeguarding or legal requirements.
- Where appropriate, independent or external advice or investigation may be sought.

Where concerns involve the concealment, destruction or withholding of evidence, this should be reported promptly to an appropriate senior person or, where appropriate, an external authority. Staff should not attempt to investigate or secure evidence themselves where doing so could place themselves or others at risk.

Staff should report safeguarding concerns promptly to the Designated Safeguarding Lead (DSL), unless the concern involves the DSL or there is another reason why this would be inappropriate. In such circumstances, the concern should be reported to an appropriate senior person or directly to the relevant safeguarding authority.

#### **External reporting**

Where an individual does not feel able to raise a concern internally, or where they consider that appropriate action has not been taken, they may raise the matter with an appropriate external organization.

Depending on the nature of the concern, this may include Ofsted, the local authority, the police, the Local Authority Designated Officer (LADO), a relevant professional or regulatory body, or another appropriate authority.

#### **Immediate risk to a child**

Whistleblowing procedures must not delay action where a child is at immediate risk of harm.

Any member of staff who has an immediate safeguarding concern must follow the setting's Safeguarding and Child Protection Policy and contact the appropriate emergency or safeguarding service where necessary.

If a concern involves a member of staff, volunteer, student or other adult working with children, the setting's procedures for allegations against adults must also be followed.

Staff will be made aware of this policy as part of their induction and will be reminded of the arrangements for raising concerns.

Staff will be encouraged to raise concerns promptly rather than waiting until they have gathered all the evidence themselves. Individuals are not expected to investigate concerns personally before reporting them.

The Manager or owner will ensure that whistleblowing concerns, decisions, actions and outcomes are appropriately recorded and stored securely, with access restricted to those who need the information for legitimate safeguarding, management, legal or regulatory purposes.

**External safeguarding and whistleblowing contacts**

Current contact details for Ofsted, the local authority children's social care service, LADO and the police are maintained in the setting's safeguarding contact information and checked as part of the annual policy review.

**Date: September 2026**

**Our Whistleblowing Policy will be reviewed annually.**

## 2-year Progress Check Policy

We aim to provide the highest quality education and support to children by understanding their individual development, learning, interests and needs. We aim to offer a huge welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play.

We consider each child's individual development, learning, interests and characteristics when assessing their progress. Developmental expectations are used to help practitioners understand children's progress, identify where additional support may be beneficial and plan appropriate next steps, rather than as rigid targets that every child must meet at a particular age.

The Early Years Foundation Stage (EYFS) requires practitioners to complete a progress check for children aged between two and three years and provide parents or carers with a short written summary of their child's development in the three prime areas of learning and development: Personal, Social and Emotional Development, Physical Development, and Communication and Language. The progress check should be carried out when a child is aged between two and three years, at an appropriate time within that period, taking account of the child's circumstances and the need for practitioners to have sufficient knowledge of the child.

The written summary will describe the child's strengths, interests and achievements, identify any areas where additional support may be beneficial, and set out appropriate next steps. Where there are concerns about a child's development, these will be discussed sensitively with parents or carers and, where appropriate, with relevant professionals.

### **The aims of the progress check are to:**

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

### **The progress check will:**

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

The progress check is normally completed when a child is aged between two and three years. Where a child joins the setting during this period, we will consider the information already available about the child, allow sufficient time to become familiar with their development and, where appropriate, liaise with the child's previous setting or other professionals before completing the check. Practitioners will agree with parents or carers when is the best time to provide the check and the following factors will be considered before commencing:

- The setting will allow a settling in period for the child to enable their key teacher and other practitioners to build up good knowledge of the child's development, abilities and interests before completing the progress check.
- The key teacher will discuss the child's progress with parents or carers and agree an appropriate time to share the written progress check. Information may also be discussed with parents or carers through our regular parent meetings or open classroom opportunities.
- If a child has a period of ill health or a significant event in their family (e.g. family breakdown, bereavement or the arrival of a sibling) it may be appropriate to delay the check.
- If a child has a period of absence or irregular attendance or attends for limited sessions.

Where possible, we will complete the progress check in time for parents or carers to share it with the health visitor as part of the child's two-year health and development review. We will work with parents or carers to support appropriate sharing of information between the two reviews.

If the child has already had the health visitor 2-year old check, we will still carry out the 2-year old check according to the EYFS.

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

#### **Preparing the progress check for a child with SEND, a disability or additional needs**

Where a child has SEND, a disability, a medical need or other additional needs, the setting will take account of the child's individual circumstances and any support already in place. With the involvement of parents or carers, we will consider information and contributions from relevant professionals where appropriate.

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

If the progress check identifies that a child's development is not progressing as expected, we will discuss this with the parents or carers and agree appropriate next steps. This may include adapting the child's learning experiences, monitoring their progress more closely, seeking advice from the SENCO or other relevant staff, or working with appropriate external professionals. Where there are safeguarding concerns, our safeguarding procedures will be followed.

#### **Information sharing**

The progress check is a statutory EYFS requirement. We will work with parents or carers to share relevant information with appropriate professionals where this will support the child's health, development, learning or welfare.

Information will be shared in accordance with our safeguarding, confidentiality, data protection and information-sharing procedures.

A copy of the completed two-year progress check will be retained securely in accordance with our Children's Records Policy and data protection procedures. Parents or carers will receive a copy of the written summary.

**Date: September 2026**

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