



Policies & Procedures



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Administering medicine policy

Here at Hartley House we believe that children who are sick should be at home until they are well enough to return to the nursery. However, we recognise that sometimes children will need medication to help maintain their health and well-being or when they are recovering from an illness. In these circumstances, we will agree to administer medication. Hartley House will agree to administer medication that has been proscribed from a doctor as part of maintaining health and well-being, or when a child is recovering from an illness. Any child that has been proscribed medication from a doctor will be expected to have received the first dose at least 24 hours before they come in to the setting. This is to ensure the child does not have an allergic reaction from the medication.

We ensure that where medicine is necessary to maintain the health of the child, it is given correctly and in accordance with legal requirement.

The senior member of staff is responsible for handing back medication to parents at the end of their child's session.

Prescription medicines will only be administered:

- To the person named on the bottle for the dosage stated with prescription label attached.
- As long as medicines are in their original containers.
- Once parents/carers have given written permission for the administration of each and every medication.

Medication Consent forms

Parents must give prior written permission for the administration of medication. No medication will be given without these details being provided on the medicine consent form:

- Full name of child
- Date of birth
- Name of medication
- Strength
- The dosage and times to be given
- The method of administration



- Storage method
- Expiry date
- Parent/guardian signature

Administration/Documentation

Medicine will only be administered to children by a first aid trained member of staff. Another member of staff must witness this taking place. Any member of staff giving medicine to a child will check:

- the child's name
- prescribed dose
- expiry date
- written instructions provided by the prescriber on the label or container

If in doubt about any procedure staff should not administer the medicine but check with the parents or a health professional before taking further action. If staff have any other concerns related to administering medicine to a particular child, the issue should be discussed with the parent, if appropriate, or with a health professional.

The administration of medication must be recorded and signed by the administrator and suitable witness. Parents/guardians will be shown this document and asked to sign to acknowledge administration.

Hartley House will allow a child to self-administer an inhaler if staff and the parent/carer feel that the child is competent to do so. However, the medication will still need to be stored out of reach of children.

If at any point during the course of medication staff administer the treatment incorrectly the parents will be telephoned immediately and management will take appropriate measures: calling a local GP, NHS Direct or taking the child in to hospital if necessary.

If any child that attends the setting enters in a condition in which he/she may require medication sometime during the day, the senior member of staff will decide if the child is fit to stay at the setting.

Medicine will only be administered in the setting when it would be detrimental to the child's health if not given.

Non-prescribed medication

Non-prescription medication may only be administered with prior written consent from the parent/carer. The only non-prescription medications which will be administered in the setting are as follows: Calpol, Piriton, 'over the counter' eye drops for conditions such as conjunctivitis.

Alternative medication, including homeopathic medication and herbal remedies, will not be



administered unless prescribed or agreed by a GP/consultant.

Parent responsibility

Parents have ultimate responsibility for their children's health including the provision and taking of medicines. There is no legal duty which requires staff to administer medication. This is purely a voluntary role. However, we seek to work in partnership with parents, wherever feasible, we will try to help by administering medicines during nursery hours if necessary.

Children must not be brought into the setting if they have any types of infection or illness, eg chicken pox, sickness, diarrhoea, etc (see Managing Sickness and Infectious Illness Policy). Any child found to be unwell will be sent home.

Parents/carers:

- Are responsible for ensuring their child is well enough to attend
- Should, where possible, arrange with their doctor for medication to be administered outside nursery/school/holiday club hours
- Should provide the setting with details of their child's medical condition, whether this is before the child starts or if a condition develops whilst the child is attending the setting
- Are responsible for supplying written information about the medication their child needs and letting the setting know in writing of any changes to the prescription or its administration
- Are responsible for the disposal of medication
- Parents/carers must ensure that all medicines are clearly marked with the name of the child, the dosage and the times that the medicine is to be administered. (Please provide a spoon/syringe)
- Parents/carers (not children) must hand the medicine directly to the senior member of the staff team
- Parents/carers must complete the consent form, giving permission for the medicine to be administered at the setting
- While the setting is keen to assist in the administration of medication, parents retain ultimate responsibility
- Parents of children with more complex medication needs must contact the Head to develop an Individual Health Care Plan

Refusing Medicines



If a child refuses to take medicine, staff will not force them to do so, but should note this in the records and contact the parent/carer as soon as practicable. If a refusal to take medicine results in an emergency, the setting's emergency procedures will be followed.

In the event a child spits out or spills medication, this will be noted in the records and the responsible staff member will contact the child's parent/carer as soon as practicable. If misuse of medicine results in an emergency, the setting's emergency procedures will be followed.

Emergency procedure

The safety of children is paramount. In the event of an emergency, the staff team will:

- Administer first aid
- Contact a senior member of staff
- Stay with the pupil
- Contact emergency services
- Contact the parent
- [A senior member of staff will] Accompany the pupil if they are taken to hospital to act in loco parentis until the parent can arrive

Injections, pessaries, suppositories

As the administration of injections, pessaries and suppositories represents intrusive nursing, they should not be administered by any member of staff caring for the child unless appropriate medical training is given. This training would be specific for each child and not generic.

Staff medication

Staff medication on the premises must be securely stored and out of the reach of children at all times (see Storage and disposal of medication below).

Staff must inform their manager if they are bringing any medicine on to the premises and must ensure that it does not impair their ability work. Providers must ensure that medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.

Storage and disposal of medication

Medicines will be stored strictly in accordance with product instructions (paying particular note to temperature) and in the original container in which dispensed. Medication will be stored safely, inaccessible to children, in a locked cupboard or refrigerator as required.



Emergency medication, such as inhalers and auto-injectors, will be stored in an easily accessible area for staff in case of an immediate need, but will remain out of children's reach.

Hartley House cannot dispose of medicines. Parents are responsible for ensuring that date-expired medicines are returned to a pharmacy for safe disposal. They should also collect medicines held at the end of each term.

Managing medicines on trips and outings

Medication for each child will be taken in an individual sealed clear plastic box, clearly labelled with the child's name and the name of the medication. Inside must be a copy of the medical consent form.

Administration of medication on trips and outings will follow the usual procedure, as above.

Admission policy

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

Procedures

- We ensure that the existence of our nursery is widely advertised in places accessible to all sections of the community.
- We ensure that information about our nursery is accessible and provided in written and spoken form.
- Places are subject to availability and our waiting lists for the Nursery rooms are organised on a first come first serve basis.
- We offer places to children from aged six months to five years at Casa dei Bambini and children aged from two years to five years at The Lido.
- A child's place is acknowledged upon receipt of the completed registration form and registration fee. A copy of the child's birth certificate is required.
- One month's worth of nursery fees are required to fulfil a refundable deposit. This will be returned at the end of the child's nursery place or at request can be used to settle the final invoice.
- Fees are payable in advance, on a monthly basis.
- One calendar month's notice is required (in writing) to change a child's sessions or withdraw from the setting.
- We offer 30 hour funding to those families who attend for 51 weeks of the year only.



- Our nursery and its practices are welcoming and make it clear that fathers and mothers, other relations and other carers are all welcome.
- Our nursery and its practices operate in a way that encourages positive regard for and understanding of difference and ability- whether gender, family structure, class, background, religion, ethnicity or from English being a newly acquired additional language.
- We support children and/or parents with disabilities to take part in all activities within the nursery.
- We consult with families about the session times we offer children to ensure we accommodate to a broad range of families' needs.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the nursery that provides stability for all the children.
- We impose a minimum session requirement of two sessions to support the child to settle quickly into the new nursery environment. Reduced sessions will be considered on a one to one basis.
- Failure to comply with the setting terms and conditions may ultimately result in the provision of a place being withdrawn.

Adverse weather policy

At Hartley House we have an adverse weather policy in place to ensure we are prepared for all weather conditions that might affect the running of the setting such as floods, snow and heat waves.

If any of these incidents impact on the ability of the setting to open or operate, we will contact

parents via phone or email as soon as reasonably practicable. We will also take steps to ensure this

information is published on the Hampshire County Council webpage for closures. We will also

inform OFSTED of any full day closures.

Flood

In the case of a flood we will follow our Major Incident Policy to enable all children and staff to be

safe and continuity of care to be planned for.

Snow or other severe weather

If high snowfall, or another severe weather condition such as dense fog, is threatened during a



setting day then the manager will take the decision as to whether to close the setting. This decision

will take into account the safety of the children, their parents and the staff team. In the event of a closure during the session, we will contact all parents to arrange for collection of their child. In the event of staff shortages due to snow or other severe weather we will ask parents to stay with their children until staff are able to arrive. If we are unable to maintain statutory ratio requirements and/or we feel the safety, health or welfare of the children is compromised then we will take the decision to close the setting.

Heat wave

Hartley House takes responsibility for advising children and young people in their care on the health risks regarding exposure to the heat and the sun. Exposure to ultraviolet (UV) radiation from the sun can cause skin damage including sunburn, blistering, skin ageing and in the long term can lead to skin cancer. Hartley House staff members should advise children and young people in their care to use sun protection and inform them that a tan is not healthy - it is a sign that skin has already been damaged by the sun. Staff should encourage children and young people to keep covered up with a long-sleeved shirt, and a hat with a brim or flap that protects the ears and neck during outdoor activities in the summer months - especially at lunch time when the sun is at its hottest. Staff members will also support children and young people to use sunscreen of at least SPF (Sun Protection Factor) 30. Staff members are responsible for their own sun protection and should model positive sun safety measures.

Hartley House encourages children and young people to:

- Take breaks in the shade
- Drink plenty of water to avoid dehydration
- Stay informed about the dangers of sun exposure
- Keep well covered in clothing
- Check their skin regularly for unusual spots or moles that change size, shape or colour and to

tell their supervisor if they find anything that causes them concern

What sun protection factor (SPF) should be used?

Use sunscreen with a sun protection factor (SPF) of at least 30. The higher the SPF, the better.

Hartley House recommends SPF 50. The product should be provided by parents/guardians and must be within its expiry date.

Heat Exhaustion

Heat exhaustion occurs when the body cannot lose heat fast enough. If it's not treated quickly, it can

lead to heat stroke, which is a much more dangerous condition. Signs of heat exhaustion include



faintness, dizziness, palpitations, nausea, headaches, low blood pressure, tiredness, confusion, loss of appetite and hallucinations.

If a Hartley House employee suspects a child, young person or adult is suffering from heat exhaustion the following measures will be taken:

- Get them to rest in a cool, shaded place
- Give them plenty of water
- Cool their skin with cold water
- Loosen any unnecessary clothing and make sure that the person gets plenty of ventilation
- Monitor their condition closely
- Parents/guardians will be contacted to collect any child deemed unwell or affected negatively by exposure to the sun

Alcohol and substance abuse

Hartley House is committed to safeguarding Children and providing a safe and responsible environment for all young people who fall under its responsibility. The organisation commits to promoting the health, safety and welfare of its employees and all those affected by its activities. It will take all reasonable steps to eliminate, the risk of injuries or incidents occurring due to individuals suffering from the effects of alcohol or substance abuse. This policy applies to all employees and all persons coming under the responsibility of the organisation. The organisation prohibits the drinking of alcohol by employees, casual workers, volunteers, clients and any other person falling under the organisations responsibility at any time in the workplace or on company business. The organisation expressly prohibits the use of any illegal drugs or any prescription drugs that have not been prescribed for the user. It is a criminal offence to be in possession of, use or distribute an illicit substance. If any such incidents take place on company premises, in company vehicles or at a company function, they will be regarded as serious, will be investigated by the



organisation, and will lead to disciplinary action and possible reporting to the police. No employee or other person under the organisation's control shall, in connection with any work related activity:

- Report, or endeavour to report, for duty having consumed drugs or alcohol likely to render him/her unfit and/or unsafe for work
- Consume or be under the influence of drugs or alcohol while on duty
- Store drugs or alcohol in personal areas such as lockers and desk drawers
- Attempt to sell or give drugs or alcohol to any other employee, client, casual worker or other person on the company premises or in the company time.

Employees must inform their direct Line Manager, Operations Manager or the HR Manager regarding any prescribed medication that may have an effect on their ability to carry out their work safely, and must follow any instructions subsequently given. Drugs that cause drowsiness must not be used while at work. Staff medication on the premises must be reported to the line manager and securely stored, out of reach of children, at all times (See Medication Policy). Any employee suffering from drug or alcohol dependency should declare such dependency, and the organisation will subsequently provide reasonable assistance, treating absences for treatment and/or rehabilitation as any other sickness absence. (Failure to accept help or continue with treatment will render the employee liable to normal disciplinary procedures.)

Allegations against staff members

Hartley House is committed to providing a service of the highest quality. This right to a high quality service applies to all children, the parent(s)/guardian(s), staff members, and members of the public. If any individual feels that the service they have received is less than adequate Hartley House ask that they make a complaint through the complaints procedure. If an individual feels that a staff member has acted inappropriately, they have the right to make a formal allegation of misconduct against that staff member.

If the allegation is made by a child

- The member of staff who receives the allegation should involve the Setting Manager immediately.



- The Setting Manager will inform the Designated Safeguarding Lead at the earliest convenience.
- If the allegation is against the Setting Manager the member of staff who received the allegation should contact the Designated Safeguarding Lead or HR Recruitment Manager at the earliest convenience.
- Full notes should be recorded detailing what is said, and staff dealing with the allegation must show themselves to be sympathetic and understanding, but non-committal and non-judgemental.
- Once informed, the Designated Safeguarding Lead or HR Recruitment Manager will take charge of the situation and commence the investigation process.
- The Designated Safeguarding Lead will contact the parent(s)/guardian(s) of the child to explain the nature of the allegation and to discuss/propose the action to be taken.
- The Designated Safeguarding Lead will arrange for the member of staff concerned to be questioned about the matter, and for the incident to be investigated. This may necessitate taking statements from other members of staff/children on camp about the alleged incident.
- The Designated Safeguarding Lead or HR Recruitment Manager will use all available resources to resolve the matter, including informing Ofsted, the Local Authority Safeguarding Board, Social Services and the Police where necessary, and will ensure that all parties (staff member(s), the parent(s)/guardian(s) and child) are kept advised of any ongoing developments.

If the allegation is made by the parent(s)/guardian(s)

- The parent(s)/guardian(s) will be directed immediately to the Setting Manager, and the above procedure will be followed and the matter will be investigated accordingly.

If the allegation is made by another member of staff

- Minor internal disputes e.g. stemming from a conflict of interest/personality should not need to involve other members of staff, parent(s)/guardian(s), and will be resolved through a meeting with the involved parties, the Setting Manager and/or a representative from senior management.
- Allegations regarding the staff member's behaviour towards a child, the parent(s)/guardian(s) or member of the public will follow the procedure above.
- Hartley House believes that every member of staff has the right to work in an environment that is free of abuse and harassment. This includes verbal, physical, sexual, emotional and racial abuse and bullying. Hartley House will take very seriously any reports of abuse, assault or harassment and will support the individual in making complaints to the police and other appropriate authorities.
- If the staff member does not feel that Hartley House have taken the allegation serious enough then the staff member should follow the whistleblowing policy.

Suspension of staff

- If allegations of misconduct are made against a staff member and this requires investigation from the Local Authority Safeguarding Board, the police, Ofsted or any other



regulatory body, Hartley House will suspend the staff member whilst the investigation takes place.

- If allegations of misconduct are made against a staff member and are investigated internally, Hartley House will make any decisions regarding suspension during the investigation in accordance with Hartley House Disciplinary Procedures.

The outcome of investigations

- If allegations of misconduct are proved to be true and are considered to be an act of gross misconduct, the staff member concerned will be immediately dismissed and referred to the Local Safeguarding Board and Ofsted if not done so already.
- If the allegations of misconduct are proved to be true and are considered to be an act of minor misconduct, the staff member concerned will be issued with a formal warning.
- If the allegations are proved to be true, but not considered to be an act of misconduct, the staff member concerned will be issued with a verbal warning.
- Hartley House staff member coordinating the investigation will inform all parties involved where appropriate, of the outcomes reached. This procedure should be read in conjunction with the Complaints Policy and Procedure. This procedure in no way affects the rights of any individual to make a complaint to Hartley House, Ofsted, Local Safeguarding Board or the police.

Animal policy

Children learn about the natural world, its animals and other living creatures, as part of the Learning

and Development Requirements of the Early Years Foundation Stage. This may include contact with



animals, or other living creatures, either in the nursery or on visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

Procedures

Animals in the nursery as pets

- We take account of the views of parents and children when selecting an animal or creature to keep as a pet in the setting.
- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- We ensure the correct food is offered, at the right times.
- We make arrangements for weekend and holiday care for the animal or creature.
- Children are taught correct handling and care of the animal or creature and are supervised.
- Children wash their hands after handling the animal
- Practitioners wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children, they are the responsibility of their owner.

Visits to farms

- Before a visit to a farm, a risk assessment is carried out - this may take account of safety factors listed in the farm's own risk assessment, which should be viewed.
- The outings procedure is followed.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms is cleaned of mud and debris and should not be worn indoors.

Babysitting policy

At Hartley House we aim to develop excellent relationships with our families. From



time to time, parents may request individual staff members to babysit outside of working hours. This policy clarifies key points and procedures regarding private arrangements made between staff members and parents.

Procedures

- Individual staff members are able to babysit for children outside of the Nursery day should they wish.
- Any arrangements made are between individual members of staff and our families, they are privately agreed and are not the responsibility of the Nursery.
- The Nursery is not responsible for any private arrangements or agreements made between individual staff members and families. All discussions surrounding these arrangements should be outside of working hours.
- Confidentiality of employment must be adhered to and respected at all times. Should it be found that a member of staff discusses confidential matters, this will result in gross misconduct and the staff member will face disciplinary procedures.
- Parents should be aware that other adults accompanying the babysitter may not have a relevant Disclosure and Barring checks (DBS).
- The Nursery has a duty to safeguard all children whilst on our premises and in the care of our staff, however, this duty does not extend to private arrangements between staff and parents outside of the Nursery hours.
- The Nursery will not be held responsible for any health and safety, or other, issues that may arise from these private arrangements.
- Babysitting arrangements must not interfere with a staff members working hours or ability to complete their job role.



Hartley House Montessori is committed to a holistic approach towards behaviour management using a multi element model including positive reinforcement and environmental consideration. The participants aim to establish a consistent and positive approach permeating all activities for all aged groups based on mutual respect and consideration for each other, staff, parents and children alike.

Rationale:

Our shared aims and vision place strong emphasis upon the valuing and supporting of individuals and the encouragement of such qualities as respect, responsibility, self discipline, co-operation and consideration (as highlighted in the setting ground rules). This policy is therefore based upon the following rationale:

- A holistic approach established by members of staff while working in the nursery.
- Clear procedures and desired behaviour that are fairly and consistently applied and appropriate to the age and environment. These are called ground rules and each room has a pictorial version of the Ground rules and Grace and Courtesy.
- The encouragement of children to make positive choices about their conduct.
- Parental involvement in their child's behaviour.
- The encouragement of the virtues indicated above by providing positive role models to the children. *An example of this will be to praise good behaviour rather than concentrating on the negative.

It is particularly important that all staff follow the following principals:

All Staff have a responsibility to ensure that the Behaviour Policy is adhered to.

- Good Behaviour is kept constantly as a high profile issue for everyone working in the nursery, by negotiating and discussing what is acceptable and what is not with the child or group.
- The enhancement of self-esteem and positive role modelling is kept at the heart of our approach and incorporated in all activities involving staff, parents and children. The children are treated by respect by every member of staff in the setting.
- Children's feelings and emotions are acknowledged and listened/interpreted and constructive help and support is given to resolve difficulties.
- Children may only be restrained physically with the minimum of force necessary to prevent a serious incident i.e. preventing an accident, avoiding damage or injury
- Under no circumstances may a child be shaken, physically punished or be made to feel that it is anything other than his or her behaviour that is unacceptable.
- All staff must make sure that the environment and activities are as safe as possible to avoid personal injury and the need for intervention



- If it is deemed necessary to withdraw a child then an alternative activity or distractions should be instituted for that child, they will not in any circumstances be left out of the group, to feel isolated.
- Adults should avoid discussing a child's behaviour with another person, such as parents with the child present
- Recurring problems will be tackled, using objective observation records (ABCC Charts and behaviour plans) to establish an understanding of the cause; the behaviour management officer and parents will become involved.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs, and will get the SENCO involved if needs be.
- Adults will not use negative language, shout, or raise their voices in a threatening way.
- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome. The behaviour/incident will always be talked through with the child and staff will ensure strategies are implemented to support the child or children to communicate their needs in a different way.
- Adults will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Labelling of a child because of their behaviour will not happen.

Rules:

All children, parents and members of staff attending the day nursery are expected to follow simple rules concerning acceptable behaviour:

- Be kind to each other.
- Take care of each other by keeping the safety rules
- Take care of property and equipment.
- Listen to and respect each other.

Implementation of the rules and expectations of behaviour for the children are reinforced within in regular circle times and will be appropriate to the age and developmental level of the child and dependant on what task or activity is being undertaken. Each room leader will devise a simple code of conduct with the children that is displayed in the room, and agree together what should happen if the rules are broken. This may need to take place at various significant times for example first day in the nursery, then re-enforced and built upon when taking children on visits, outdoor play, meal and snack times.

Throughout the setting we want to concentrate on the fact that the behaviour is what is negative and not the child, therefore, timeout will not be used within the setting. This is because of the effect it can have on a child's self esteem and the lack of understanding the child has of why they are being left out. Within the setting we will use other more positive



strategies such as defusing, distraction and communication that will help to develop the child's own internal self discipline. These will be discussed with the parent or carer, if the parent is determined to use timeout we will have a calming area where children can sit and calm down before they talk to us about the behaviour they displayed.

In the Event of Extreme or Persistent Poor Behaviour and Need for Physical Restraint

All members of staff are expected to follow the following guidelines

In the event of extreme or persistent poor behaviour, and /or where physical restraint has been used the parent/carers of the child will be notified, and a way forward discussed and agreed with the SENCO key person and behaviour co-ordinator. It is important that the child is not present when the parent/carers is informed.

In the unlikely event of incidents involving acts of physical violence, deliberate swearing, verbal abuse or repeatedly refusing to take instruction from a member of staff, and where physical restraint has been necessary records of the incident will be kept. The parent, the members of staff involved and the centre manager will have access to this record.

Use and storage of any records will be in accordance to the requirements of the Data Protection Act GDPR and be strictly confidential.

This Behaviour Policy aims to protect children by endorsing and reinforcing good behaviour while gently but firmly showing the child that certain behaviour is unacceptable and will not be tolerated.



Biting Policy

Biting is a natural development stage that many children will go through. It is usually a temporary condition and is most common between 13 and 24 months of age.

The safety of the children at Hartley House is our primary concern. The Nursery's biting policy addresses the action the staff will take if a biting incident occurs. Biting happens for different reasons with different children and under different circumstances.

The first steps the staff will consider are to look at why it has happened, which may be:

Exploration: Babies and toddlers learn by touching, smelling, hearing and tasting. Young children do not always understand the difference between gnawing on a toy and biting someone.

Teething: Children begin teething around the ages of 4 to 7 months. Swelling gums can be tender and can cause a great deal of discomfort. Children this age do not truly understand the difference between chewing on a person or a toy.

Cause and effect: Around the age of 12 months babies become interested in finding out what happens when they do something like biting and understand that they get a reaction from doing this.

Attention: Older children may sometimes bite to get attention. When children are in situations where they feel that they are not receiving enough attention they often find a way to make people sit up and take notice. Biting is a quick way of becoming centre of attention- even if it is a negative attention.

Imitation: Older toddlers love to imitate others. Some children see others bite and decide to try it out themselves.



Independence: Toddlers are trying so hard to be independent-“mine” and “me do it” are their favourite words. Biting is also a powerful way to control others too and can be seen as a quick way to get what you want.

Frustration: Young children experience a lot of frustration. Growing up is a struggle. At times when they are unable to find words to express their feelings, they resort to hitting, pushing or biting.

Stress: A child’s world can be stressful too. A lack of interesting things to do, or insufficient interaction with adults is stressful for children so they resort to biting to express their feeling and relieve tension. Young children are not always able to fully understand what they are feeling - they just act.

The staff at nursery will take into account all of the above and will follow the who, what, when and where method to pinpoint the problem.

The following steps will then be taken:

- The biting will be interrupted and biter will be removed from the situation.
- The staff will stay calm and will not overreact.
- The bitten child will be comforted.
- The biter and will be given time to reflect on what has happened.
- The wound of the bitten child shall be assessed and a cold compress applied.
- The biter will be told biting hurts (age appropriate)
- The parents of both children will be notified of the biting incident on collection from the nursery. An accident form will be filled out; confidentiality of the children involved will be maintained.
- The biter will be closely observed to prevent it happening again throughout the session.

If a child continuously bites, the following steps may be taken;

- Invite parent in for meeting.



- Devise a strategy when dealing with child; also put a 'Tag Team' Approach in at Nursery.
- Record made of bites (ABCC charts).
- Individual education plan formulated.
- Review of behaviour (including meeting), with the member of staff with Senco.
- Contact Outside help-Area INCO for support and guidance

If biting continues may lead to reduction of sessions, and in serious cases exclusion.

The nursery understands that this is not a nice experience as a child or parent, but it can unfortunately happen even with the best supervision

British Values

Hartley House Montessori Ltd actively promotes inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, Hartley House Montessori Ltd has a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding (for example the Early Years Education Grant) we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

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



hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

Procedures/Practices:

British Values

The fundamental British values of [democracy](#), [rule of law](#), [individual liberty](#), [mutual respect and tolerance for those with different faiths and beliefs](#) are already implicitly embedded in the 2017 EYFS and are further clarified below, based on the Fundamental British Values in the Early Years guidance (Foundation Years 2015):

[Democracy](#), or making decisions together (through the prime area of Personal, Social and Emotional Development)

As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.

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

[Rule of law](#), or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)

Practitioners ensure that children understand their own and others' behaviour and its 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. In particular in our Montessori settings we have 'Ground Rules' and 'Grace and Courtesy.'

[Individual liberty](#), or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)

Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course,



mixing colours, choosing activities and talking about their experiences and learning. We provide clear boundaries and freedoms.

Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.

Mutual respect and tolerance, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)

Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions. We display many different positive images of different cultures, faiths and traditions within the classroom environment.

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. We celebrate many different festivals throughout the year.

Conclusion:

At Hartley House Montessori Ltd it is not acceptable to:

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

N.B - Prevent Strategy



Under the Counter-Terrorism and Security Act 2015 we also have a duty “to have due regard to the need to prevent people from being drawn into terrorism”

Broken Glass policy

Ensuring Children's Health and Safety

Hartley House Montessori puts the Health and Safety of the children first at all times and all possible efforts are made to ensure that the Nursery is a safe and healthy learning and working environment.

Duty of Employers

The act requires employers to ensure the health, safety and welfare at work of all employees. This is done by providing safety equipment training and by writing and implementing safety procedures.



Duty of Employees

Under the act, employees must make sure their actions do not harm others or themselves. They have to comply with their employer's safety procedures, use equipment provided and act with regard for their own and others' safety.

General

The nursery recognises the need to promote health and safety in order to achieve improved standards and safe methods of work.

Classrooms

If a glass object breaks in the classroom a Hazard Analysis Form is completed and it item is disposed of by wrapping it in paper or other appropriate material and the item will be directly placed in one of the large bins outside at the front of the building.

A member of staff will take charge of the children and move them a safe distance from the area.

A second member of staff will take charge of safely removing the glass, following the above classroom protocols. They will take care to minimise the risk to themselves.

A hover or damp cloth can be used to minimise the risk of small pieces being left behind.

In the event that someone cuts themselves on glass the designated first aider will take charge of the situation and apply appropriate first aid.

Camera and Social Media Policy

'Every child has the right to be protected. It is everyone's responsibility to protect the children within our setting.'

Hartley House Montessori Day Nursery seeks to provide an environment that is safe for all children that attend the setting. That their privacy and confidentiality is adhered to at all points.

Cameras/Taking Photographs of children:

On our mobile phone and social networking policy it has been clearly stated in all employees' individual contracts that a use of a personal mobile while on site is prohibited.



This means that no staff should be using their personal mobile phones in the classroom or surrounding area. Any member of staff seen to be doing so without prior permission (in exceptional circumstances, discussed with the nursery manager) will face disciplinary proceedings. This includes the **camera setting** on the mobile phone.

The Lido has a Nursery uses 2 ipads to take photos and videos of the children as part of their development record, peg pictures and displays. The ipads will be stored in the manager's draw in the office unless it is in use during the day. Photos are deleted regularly off devices.

It is all staff's duty to protect and take care of the ipad in the setting and whilst it is outside of the Nursery premises ie on a trip. Pictures are then uploaded to the computer/my Montessori child following the outing and deleted.

When children start at The Lido, parents are asked to tick yes or no to whether permission is granted:

- For staff to take photographs of your child whilst they are at Hartley House Montessori, The Lido.
- For The Lido to use photographs of their child for advertising purposes or on social media?

Parents will be informed of which publication the photograph features in.

We gain permission to ensure the safety and best care of each child. Any objection from Parents/Carers will be taken seriously and adhered to.

Please note that once a year (in the summer term) the school photographer visits the nursery. Parents are advised of this and can opt out of this if they wish.

Critical Incident Policy

Definition of a Critical Incident

A critical incident is a traumatic occurrence that could result in the death or near death of a child or staff member.

In the event of a Critical Incident

In the event of a critical incident the local Early Education Childcare Unit (EECU) (01962 847123) needs to be notified as soon as is possible to provide support in contacting all the



necessary agencies as well as providing support for staff and children in dealing with the incident.

- The Manager, Deputy Manager or Duty Manager should call the emergency services or if they are unable to do so, designate another member of staff to call.
- The Manager, Deputy Manager or Duty Manager should then contact the child or staff member's family to inform them of the incident.
- The other members of staff are responsible for managing and reassuring the other children.
- The Manager, Deputy Manager or Duty Manager is responsible for contacting the local EECU office for support and advice or to nominate another member of staff to do so.
- The Manager, Deputy Manager or Duty Manager is responsible for agreeing what to say to parents and how to contact them.
- If necessary, the Director will agree what to say and speak to the media to ensure consistency.

Actions following the incident

- The Manager will inform Ofsted, the Local Social Care (0845 6035620), and the insurance company (01794 518220).
- The Manager will update the local SFYC.
- The Manager will update and debrief the staff.
- The Manager, Deputy Manager or Duty Manager will write a report (using clear and specific language and details).
- The Manager will review the procedures to see if anything can be learnt from the incident.
- The Manager will consider counselling for the staff. The insurance company, local doctor's surgery or EECU team may be able to support you in this matter.

Dealing with a child's death that occurs outside of Nursery.

In the sad event of Nursery being informed of a child's death there may be ongoing actions and issues to address. These can include but are not limited to;

- Distress for staff, children and parents.
- Social Care and Police investigations
- Dealing with media interest.
- Long-term training needs for staff.

Actions following the above incident

- Inform your Local SFYC office who can support you.
- Consider counselling for staff.



- If a statement to the media is required the local SFYC office can provide access to an experienced press officer who will be able to provide advice and guidance. Agree what to say with staff so all parties give the same information to ensure consistency.
- Contact all parents to ensure they hear about the incident and receive the same information.

Critical Incident Response Timeline

Please see critical incident response timeline attached for use as a guide.

Contacting Emergency Services

Also please see contacting emergency services attached for use as a guide.

Ensuring Children's Health and Safety

Hartley House Montessori puts the Health and Safety of the children first at all times and all possible efforts are made to ensure that the Nursery is a safe and healthy learning and working environment.

Duty of Employers

The act requires employers to ensure the health, safety and welfare at work of all employees. This is done by providing safety equipment training and by writing and implementing safety procedures.

Duty of Employees

Under the act, employees must make sure their actions do not harm others or themselves. They have to comply with their employer's safety procedures, use equipment provided and act with regard for their own and others' safety.



Child no show policy

Hartley House recognises its legal and ethical duty to promote the safety of all pupils and protect them from harm. We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning and pastoral care.

All members of staff (including volunteers and governors) will at all times act pro-actively in child welfare matters. Where any member of staff fails to act in accordance with this policy, this may be

dealt with as a disciplinary matter.

At Hartley House the child's wellbeing is our top priority. In the event of a child no show the following steps are to be taken;

- Setting Manager or Lead in their absence will need to contact the named parent/guardian named to check the child's welfare. If the parent/guardian is able to provide reasonable information regarding the child's whereabouts the child will be removed from the daily register.
- If the parent/guardian cannot be contacted or the parents do not know of the child's whereabouts the Designated Safeguarding Lead (or in their absence the Deputy Safeguarding Practitioner) must be informed. The DSL will attempt to make contact with the family to confirm a child's whereabouts. If required, the DSL will make contact Children's Services and the Police.



Children's rights and entitlements policy

Hartley House promotes children's right to be *strong, resilient and listened to*. We create an environment within our setting that encourages children to develop a positive self image, which includes their heritage stemming from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background. We promote children's right to be *strong, resilient and listened to* by:

1. encouraging children to develop a sense of autonomy and independence.
2. enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.

We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults. We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

What it means to promote children's rights and entitlements to be 'strong, resilient and listened to'.

To be strong means to be:

- secure in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school.
- self-assured and form a positive sense of themselves – including all aspects of their identity and heritage.
- included equally and belong in the setting and in community life;
- confident in abilities and proud of their achievements.
- progressing optimally in all aspects of their development and learning;
- to be part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- to participate and be able to represent themselves in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be resilient means to:

- be sure of their self-worth and dignity.
- be able to be assertive and state their needs effectively.
- be able to overcome difficulties and problems.
- be positive in their outlook on life.
- be able to cope with challenge and change.
- have a sense of justice towards self and others.
- develop a sense of responsibility towards self and others; and
- be able to represent themselves and others in key decision-making processes.



To be listened to means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas.
- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and
- adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.



Child sexual exploitation policy

This policy has been developed in response to growing concerns about the scale of sexual exploitation and the recognition that any child might be targeted for grooming and exploitation.

Definitions



Sexual exploitation is a form of abuse whereby children are deliberately persuaded to enter into situations where they receive something (for example, gifts, money, food, accommodation) in exchange for sexual activity.

- Children may be exploited by an individual, several individuals working as an organised group, or by a gang.
- Grooming is the process of 'preparing' a boy or girl for a sexual purpose. Grooming is often slow and subtle, continuing for several weeks or months and lulling the child into a false sense of security.

It always involves manipulation and deceit.

- Two types of grooming are recognised: street grooming which occurs in the community, and online grooming using technology including the internet and mobile phones.

The complexity and challenge of sexual exploitation and grooming. It can be difficult to identify children and young people who are at risk of sexual exploitation. The grooming process draws children in to what they initially perceive as a new and caring relationship with an exciting older boyfriend or girlfriend. Attempts to explain the risks to the child may be met with derision and hostility. By the time the child realises the reality of the 'relationship' they may have been seriously sexually, physically and psychologically abused, threatened with the distribution of indecent photographs or videos of their abuse and warned that they will put themselves or their family in danger if they speak out.

Unsurprisingly, the child will be restrained to disclose their abuse, particularly to people in positions of authority such as teachers, social workers or police officers. The child may find it impossible, for a number of reasons, to speak to their parent(s)/guardian(s) and their abusers will have sought to isolate them from their family and friends. Some children may have developed drug or alcohol addictions and rely on their abusers for supply.

Procedure

Hartley House staff are in daily contact with the children and play an important role in keeping children safe. To help keep children safe from sexual exploitation and grooming Hartley House:

- Raise staff awareness of sexual exploitation and grooming.
- Help parent(s)/guardian(s) to understand the issue if a concern is raised.
- Contribute to multi-agency safeguarding and child protection arrangements.
- Promote healthy and safe relationships.

Procedure for reporting concerns

Staff should report any concern about sexual activity to the Designated Safeguarding Lead who will decide on the most appropriate course of action, in line with our Safeguarding and Child protection policy. Staff that are approached by a child wishing to discuss sexual matters must make it clear to the children that they cannot guarantee confidentiality but will act in the child's best interests.

[Compassionate leave and bereavement policy](#)



In the event of a death in a child's family:

Nursery children and their families may experience grief and loss of close family members or friends whilst with us in the nursery. We understand that this is not only a difficult time for families but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person is no longer around. We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and wants:

We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand a potential change in behaviour of a child who may be grieving themselves.

The key-person and/or the manager will talk with the family to ascertain what support is needed or wanted from the nursery. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation.

The child may need extra support or one-to-one care during this difficult time, the nursery will adapt

their staffing arrangements so they are fully supported by the most appropriate member of staff on

duty, preferably the child's key person. The nursery will be flexible wherever possible to adapt the

sessions the child and family may need during this time.

The death of family pets is also an area that children and their families may need support with. We

follow the above procedure wherever it is appropriate to support the child to understand their loss

and support through this time.

In the event of a death of a child or member of staff:

Discussions with the family will determine the actions taken by Hartley House.

Arrangements should be made for counselling to be available for those affected.

The setting may be closed, or as many people released as possible to attend a funeral or memorial service.

Compassionate Leave

Arrangements for compassionate leave should be made with the setting manager. All employees

(including casual employees) are entitled to compassionate leave (also known as bereavement leave).

Compassionate leave can be taken when a member of an employee's immediate family or household



dies or contracts or develops a life-threatening illness or injury. Immediate family is an employee:

- spouse or former spouse
- partner or former partner
- child
- parent
- grandparent
- grandchild
- sibling
- child

This definition includes step-relations (eg. step-parents and step-children) as well as adoptive relations.

Full-time and part-time employees receive paid compassionate leave and casual employees receive unpaid compassionate leave. Full-time and part-time employees are paid at their base pay rate for the ordinary hours they would have worked during the leave. This doesn't include separate entitlements such as incentive-based payments and bonuses, loadings, monetary allowances, overtime or penalty rates.

All employees are entitled to 2 days compassionate leave each time an immediate family or household member dies or suffers a life threatening illness or injury.

The compassionate leave can be taken as:

- a single continuous 2 day period, or
- 2 separate periods of 1 day each, or
- any separate periods the employee and the employer agree.

An employee does not accumulate compassionate leave and it doesn't come out of their sick and carer's leave (or annual leave) balance. If an employee is already on another type of leave (eg. annual leave) and needs to take compassionate leave, the employee can use compassionate leave instead of the other leave.

Notice and evidence

An employee taking compassionate leave must give their employer notice as soon as they can (this may be after the leave has started). The employee must tell the employer of the period, or expected period, of the leave.

An employer can request evidence about the reason for compassionate leave (eg. a death or funeral notice or statutory declaration). This request for evidence has to be reasonable. If the employee doesn't provide the requested notice or evidence they may not get compassionate leave.



Complaints policy

At Hartley House, we believe that children, parents and guardians are entitled to expect courteous, prompt and careful attention to their needs and wishes. Hartley House welcomes suggestions for improvement and will give prompt and serious attention to any concerns. Any person, including members of the general public, may make a complaint about any provision of facilities or services that Hartley House Montessori provides, unless separate statutory procedures apply (such as exclusions or admissions).

Procedure - Making a complaint

Stage 1 – Informal Resolution

- Anyone who has a concern about an aspect of a Hartley House provision is encouraged to talk over his/her concerns with the Head as soon as is reasonably practicable once a concern arises.
- Stage 1, informal complaints will be resolved amicably within **five working days** of raising the issue.

This timescale is amended to 28 days during school holiday periods.

Stage 2 – Formal Resolution

- If a Stage 1 complaint does not have a satisfactory outcome, or if the problem recurs, the complainant moves to Stage 2 of the procedure by putting the concerns or complaint in writing. Stage 2 is not automatically triggered whenever a concern is expressed in writing, for example by email. Complaints will progress to Stage 2 after first being considered at the preliminary stage and only then if the complainant intends to escalate the matter to the formal stages.
- For complainants who are not comfortable with making written complaints, there is a template form for recording complaints (See Appendix 1). This form may be completed by the Head and signed by the complainant.
- Hartley House stores all information relating to written complaints in the setting Complaint file.
- When the investigation into the complaint is completed, the Head will meet with the complainant to discuss the outcome *within* 5 working days of starting the investigation.
- We will inform the complainant in writing of the outcome of the investigation **within 28 days** of him/her making the complaint.
- When the complaint is resolved at this stage, we will record the complaint, actions and outcomes on a Hartley House Complaint Record Form (See Appendix 2). This record is kept in the setting Complaints file.

Stage 3 – Panel Hearing

- If the complainant is not satisfied with the outcome of Stage 2, he or she can request to move to



Stage 3. For compliance purposes a panel hearing will take place, unless the complainant later indicates that they are now satisfied and do not wish to proceed further. The panel hearing should, therefore, proceed notwithstanding that the complainant may subsequently decide not to attend. If necessary, the panel should consider the complainant's complaint in his/her absence and issue findings on the substance of the complaint, thereby bringing the matter to a conclusion. The requirement for the panel to proceed does not prevent the school from accommodating the complainant's availability for dates or considering comments concerning panel composition.

- The panel is appointed by or on behalf of the board and consists of at least three people who were

not directly involved in the matters detailed in the complaint; one of whom is independent of the management and running of the school. The complainant may be accompanied at a panel hearing if they wish.

- An agreed written record of the discussion will be made, as well as any decision or action to take as

a result; with the result made available in writing to the complainant, and where relevant the person complained about, within 28 working days of the panel meeting.

This record signifies that the procedure has concluded. The summative points, actions and outcomes will

be logged in our Complaint Record Form and kept in our Complaints File. The panel's decision is final.

Complaints about the Manager

Where a complaint concerns the manager, the complainant should first directly approach the manager in an attempt to resolve the issue informally. If the complainant is not satisfied with this outcome, or if they have good reason to feel it is inappropriate to approach the manager in the first instance, they should notify the setting's director. The Stage 2 process will then commence, but with the director or other senior leadership as the individual responsible for the investigation rather than the manager.

Early Years Foundation Stage

Additional requirements apply for the EYFS setting beyond those which apply to the rest of the school.

We will investigate written complaints relating to fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of receiving a complaint.

A person making a complaint may refer the matter to Ofsted if they are dissatisfied with the way in which the complaint was handled by a setting, or the complaint is serious or suggests a breach of the EYFS welfare requirements and/or learning and development requirements. A parent, or other individual, making a complaint to Ofsted about a provider may and can do anonymously if they wish.

Contact telephone number for OFSTED: 0300 123 1231

Contact email address for OFSTED: enquiries@ofsted.gov.uk

Records

We recognise that all educational settings are required to keep a written record of any complaints that reach Stage 2 and/or Stage 3. The nature of all complaints, details, actions and outcomes are recorded on the Complaint Record Form, in our Complaints File.

All correspondence, statements and written records are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests them.



This information will, therefore, be available for inspection on the school premises by the proprietor and the Local Safeguarding Children's Board or Ofsted when they inspect or upon request at any other time.

Complainants also have a right to copies of these records under the Freedom of Information and Data Protection Acts.

Data Protection Policy/GDPR

The data protection policy exists to protect all individuals at Hartley House Montessori Ltd, whether they be children, parents or employees, from misuse of their personal information. This includes information that is printed and held on site in files, on the computer or on encrypted websites with password access.

Data protection principles:

- Personal data must be processed lawfully
- Personal data may only be collected for specific purposes
- Information should be kept up to date and accurate
- Personal data must be adequate, relevant and not excessive
- Data must not be kept any longer than necessary

Types of Data collected at Hartley House Montessori Ltd are not limited to, but may include:

- Staff contact details and healthcare plans
- Child pictures as observations
- Child health records such as special educational needs reports or those from outside agencies

How we keep data safe (security):

- We ensure that those persons whose information we hold are fully aware as to why the data is kept
- We gain consent for holding any persons information whenever possible
- Appropriate security arrangements are made depending on the sensitivity of the information
- Staff are fully briefed on what data can and cannot be used for in their inductions. *Training can be provided where necessary.*
- Paper records are locked away at the end of each working day. The setting is not used for any other purpose or accessed outside of working hours with the exception of Staff Training and the permission of the Operations and Nursery Manager
- Work issued computers and laptops are all logged and password protected. Passwords are changed regularly to lessen the risk of a data breach



How we keep Children's records safe:

- My Montessori Child is the system used at Hartley House Montessori Ltd for observing and planning for children in the setting.
- It is a fully secure and encrypted website. All data is transferred over the internet is encrypted on the user's device and sent to secure servers as randomised code where it is decrypted and processes. It is therefore safe from hackers and cannot be intercepted.
- Staff members access the website using their own image and pin code which they are encouraged to keep private. They then log out after they have finished using the system.
- In the event of a staff member leaving the setting, they will be deleted and unable to regain access unless re-instated by the Manager.
- Devices using My Montessori child must be authorised before access. This authorisation is given when the device serial number has been entered into the My Montessori Child database and this serial number is associated with one given school. In addition, My Montessori Child have designed the system to prevent a device from one school having any access to information from another.
- Parents are given a password which they are encouraged to keep private in order to access the online parent's website and their child's records.
- In the unlikely event of the setting device or the registered device of a staff member being lost or stolen, the device can be instantly and remotely disabled to prevent anyone accessing the website through it.
- The setting device will contain no child images for longer than 12 hours. When we are on an outing and out of internet range, we may take pictures using the device which are then manually entered by staff into My Montessori Child before they are deleted from the device. Therefore any unauthorised persons cannot access children's images or information.
- My Montessori Child monitors the usage of the system in order to ensure it performs effectively and to detect any security anomalies. They also record all activity on the system and the system owners keep these records for three months.

Hartley House regards the lawful and correct treatment of personal data of paramount importance. All individuals associated with our setting, children, parents, staff, students and volunteers, have a right to expect that their personal data is treated lawfully and respectfully. To ensure this we adhere to the principles of the General Data Protection Regulations (GDPR) 2018 and subsequent UK guidelines for the collection and processing of personal data.

The GDPR principles (Article 5) requires that personal data shall be:

1. Processed lawfully, fairly and in a transparent manner in relation to individuals;
2. Collected for specified explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes;
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed;



4. Accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay
5. Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed; personal data may be stored for longer periods insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals; and
6. Processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

In addition Article 5 (2) requires that:

- The controller shall be responsible for, and be able to demonstrate, compliance with the principles. *(Source: The Information Commissioner's Office)*

e-safety Policy

At Hartley House we ensure that there are effective procedures in place to protect, young people and adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials.

Procedures

Information Communication Technology (ICT) equipment

- Only ICT equipment belonging to the setting is used by staff and/or children.
- The staff are responsible for ensuring all ICT equipment is safe and fit for purpose.
- All computers have virus protection installed.
- There is a firewall in place to ensure internet access is limited to safe and appropriate sites.
- Children in the nursery, after school club and holiday club do not bring ICT devices with them to the setting. If a child is found to have an ICT device with them, this is removed and stored in the management office until the parent collects them at the end of the session.

Internet access

- Children do not normally have access to the internet and never have unsupervised access.
- The staff members will only access the internet with the children for the purposes of promoting their learning.
- All staff have responsibility for ensuring that children and young people are safeguarded.
- Children are taught the following stay safe principles in an age appropriate way prior to using the internet;
 - only go online with a grown up
 - be kind online
 - keep information about me safe
 - only press buttons on the internet to things I understand
 - tell a grown up if something makes me unhappy on the internet



- Staff members will also seek to build children's resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.
- If a second hand computer is purchased or donated to the nursery, the designated officers will ensure that no inappropriate material is stored on it before children use it.
- All computers for use by children are located in an area clearly visible to staff members.
- Staff members report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.
- Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the Designated Safeguarding Lead and reported to the police
- If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or www.nspcc.org.uk, or Childline on 0800 1111 or www.childline.org.uk.

Email

- Children are not permitted to use email in the nursery. Parents and staff members are not permitted to use the nursery equipment to access personal emails unless requested by the manager of the setting and in the confinement of the nursery office i.e. to access the log in details for an online training course.
- Staff members do not access personal or work email whilst supervising children.
- Staff members share information securely at all times.

Social media

- Staff members are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff members are not permitted to accept service users, children and parents as friends due to it being a breach of expected professional conduct.
- Staff members are not permitted to put their place of work on any social media site.
- In the event that staff members name the organisation or workplace in any social media, they do so in a way that is not detrimental to the organisation or its service users.
- Staff members observe confidentiality and must refrain from discussing any issues relating to work
- Staff members should not share information they would not want children, parents or colleagues to view.
- Staff members should report any concerns or breaches to the manager of the setting.
- Staff members avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information must be shared with the management team prior to a child attending and an agreement is reached in relation to agreed boundaries.
- Social media accounts for the organisation are managed and maintained by the setting manager and marketing manager. Photographs used for social media marketing follow permission provided by parents/guardians.

Use and/or distribution of inappropriate images

- Staff members are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Allegations Against a



Member of Staff policy followed.

- Staff members are aware that grooming children and young people on line is an offence in its own right and concerns about a colleague's or others' behaviour are reported (as above).

Emergency evacuation policy

In the event of an emergency, Hartley House primary concern will be to ensure that both children and staff are kept safe. Hartley House will make every effort to keep the site open, however in exceptional circumstances; Hartley House may be forced to close the site at short notice.

Possible reasons for emergency closure include:

- Serious weather conditions.
- Heating system failure.
- Burst water pipes.
- Fire or bomb scare or explosion.
- Death of a member of staff or child.
- Assault on a staff member or child.
- Serious accident or illness.

It may be necessary to evacuate in the event of any of the above, if deemed necessary the following procedures will happen:

- The emergency services will be contacted at the earliest opportunity, only delaying if it will slow down the process in securing the safety and welfare of children and staff on site.
- All children will be escorted from the building to the allocated Emergency Evacuation Assembly Point (Tennis Court) using the nearest safe exit.
- No attempt will be made to collect personal belongings, or to re-enter the building after evacuation.



- A nominated member of staff will check the premises and will collect the register (including emergency contact details) providing that this does not put anyone at risk.
 - Before leaving the building the nominated person will close all accessible doors and windows, if it is safe to do so.
 - Once the all staff and children are out of harm's way, a register will be taken to ensure all children and staff are safe.
 - If any person is missing from the register, the emergency services will be informed immediately. There will be no attempt to re-enter the building.
 - All children will be supervised until they are safely collected or until it is clear to re-enter the building, which can only be authorised by the emergency services or Setting Manager. In any event of structural damage, returning to the building can only be authorised by the emergency services or professional services provider dealing with the incident.
 - If after every attempt, a child's parent(s) or guardian(s) cannot be contacted, Hartley House will follow its uncollected child procedure
- If the Site has to close, even temporarily, or operate from alternative premises as a result of an emergency, Hartley House will notify Ofsted.

Equal opportunities policy

Hartley House Montessori will ensure that a safe and caring environment is provided on site, free from discrimination, including children with additional needs. As part of this policy people will:

- Respect the different racial origins, religions, cultures and languages in a multi-ethnic society so that each child is valued as an individual without racial or gender stereotyping.
- Not discriminate against children on the grounds of disability, sex, age, race, sexual orientation, class, family status or HIV/Aids status.
- Help all children to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities.
- Strive to ensure that children feel good about themselves and others, by celebrating the differences which make us all unique individuals.
- Ensure that its services are available to all the parent(s)/guardian(s) and children in the local community.



- Ensure that Hartley House Montessori recruitment policies and procedures are open, fair and non-discriminatory.
- Work to fulfil all the legal requirements of the Equality Act.
- Monitor and review the effectiveness of its inclusive practice by conducting an Inclusion Audit on an annual basis.

Challenging inappropriate attitudes and practices

Hartley House Montessori will challenge inappropriate attitudes and practices by engaging children and adults in discussion, by displaying positive images of race and disability, and through staff modelling ant discriminatory behaviour at all times.

Children with additional needs

Hartley House Montessori recognises that some people have additional needs or physical disabilities that require particular support and assistance. Hartley House Montessori will assess the individual needs of each person prior to their attending the site, and will make reasonable adjustments to ensure that they can access services and are made to feel welcome. Plans made for a child with additional needs will be made in consultation with their parent(s)/guardian(s).

Individual Health Care, Learning or Behaviour plans may be put into place.

Equal opportunities policy

We will ensure that our nursery is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic, cultural and religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families, some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins, while others may be more removed from close kin or may live with other relatives or foster carers.

Some children have needs that arise from disability or impairment, or may have parents that are



affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship, some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status.

We understand that these factors affect the well-being of children within these families and can impact on their learning, attainment and life outcomes. Our nursery is committed to anti discriminatory

practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

- promote equality and value diversity within our Nursery and develop a sense of inclusion within the local community
- provide a secure and accessible environment in which all of our children feel safe and their contributions are considered and valued
- include all families view and opinions and value the positive contributions they have made to the service we provide
- provide a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms
- improve our knowledge and understanding of issues relating to anti-discriminatory practice
- challenge and eliminate discriminatory actions, based on the protected characteristics within the Equality Act (2010) namely:

- age
- gender
- gender reassignment
- marital status
- pregnancy and maternity
- race
- disability
- sexual orientation and
- religion or belief

The Nursery will endeavour to take positive action to benefit groups or individual with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

Procedures

Admissions

Our nursery is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We base our Admissions Policy on a fair system.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
- We do not discriminate against a child or their family, or prevent entry to our nursery, on the



basis of a protected characteristic as defined by the Equalities Act (2010).

- We provide information on our local offer which identifies ways in which we support children with special educational needs and disabilities.
- We develop and make reasonable adjustments to ensure that children with additional needs can participate successfully in the services offered by the nursery and in the curriculum offered.
- We take action against any discriminatory, harassing or victimising behaviour by our staff, volunteers or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service
 - indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the nursery
 - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity
 - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different background; or
 - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation
- Displaying of openly discriminatory and possibly offensive or threatening materials, name calling or threatening behaviour are unacceptable on, or around, the premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.
- All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

Curriculum

The curriculum offered in the nursery encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking, reflection, confidence and self-esteem.



We ensure that our practice is fully inclusive by:.

- creating an environment of mutual respect and tolerance.
- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- positively reflecting the widest possible range of communities in the choice of resources.
- avoiding stereotypes or derogatory images in the selection of books or other visual materials.
- celebrating a wide range of festivals and holy days.
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.
- ensuring that the needs of children with special educational needs and children with disabilities are fully supported.
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

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

We do this by:

- If access to the Nursery is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of these children and adults.
- Offer a fully differentiated environment as well as resources to ensure that the curriculum offered accommodates a wide range of learning including children's physical and sensory needs.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the nursery.
- We encourage parents, guardians and other carers to take part in the life of the nursery and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the nursery.

Food

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

Monitoring and reviewing

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and to value diversity.

FGM policy

Hartley House Montessori has robust and rigorous safeguarding procedures and takes its responsibilities of child protection seriously. Female Genital Mutilation is a form of child abuse and



as such is dealt with under the Hartley House Montessori safeguarding policy. Hartley House Montessori uses the World Health Organisation definition as written below.

“Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or nontherapeutic reasons.”

The UK Government has written advice and guidance on FGM that states; “FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child’s right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.” “Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM.

UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.”

Hartley House Montessori takes proactive action with regards to child protection. Hartley House employees are trained to recognise indicators that a child may be at risk and trained to follow appropriate procedures as outlined below.

Indications that a child is at risk of FGM

- The family comes from a community that is known to practice FGM.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent(s)/Guardian(s) may comment on overseas travel.
- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings

Indications that FGM has taken place

- Prolonged absence with noticeable behaviour change – especially after a return from holiday.
- Spending long periods of time away from the sessions during the day. e.g. extended toilet breaks.

Procedures

Hartley House Montessori takes proactive action to protect and prevent girls being forced to undertake FGM.

- A robust attendance policy that identifies any unexplained absence.
- FGM training for the Designated Safeguarding Lead and staff team.

If a member of staff suspect that a child is a victim of FGM they are responsible to raise the concern with the Hartley House Montessori Designated Safeguarding Team who will provide advice.

All Safeguarding concerns must be reported to the Designated Safeguarding Lead or Deputy Safeguarding Practitioners who will decide on an appropriate course of action. Safeguarding procedures will follow and referrals will be made in line with the Hartley House Montessori Safeguarding and Child Protection policy.

[First aid policy](#)



At Hartley House Montessori, staff members who have achieved an authorised first aid qualification are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with a current first aid certificate is on the premises, or on an outing at any one time. The first aid qualification includes specific first aid training for infants and young children.

Procedures

- First Aid kits are provided in each nursery classroom, kitchen and office areas. In addition to the first aid equipment, the nursery provides disposable plastic aprons, disposable gloves, cold compresses and thermometers.
- Information about who has completed first aid training and the location of the first aid boxes is provided to all staff members and volunteers. A list of all staff members and volunteers who have current Paediatric First Aid Certificates is made available.
- The first aid box is easily accessible to adults and is kept out of the reach of children.
- There is a named person in the Nursery who is responsible for checking and replenishing the first aid box contents. First Aid boxes are checked and replenished monthly at minimum.
- Medication is only administered in line with our Administering Medicines Policy.
- In case of minor injury or accidents, first aid treatment is given by a qualified first aider.
- In the event of minor injuries or accidents, we normally inform parents when they collect their child, unless the child is unduly upset, or we have concerns about the injury. In which case we will contact the child's parents for clarification of what they would like to do, i.e. whether they wish to collect their child and/or take them to their own GP.
- An ambulance is called for children requiring emergency treatment. We contact parents immediately and inform them of what has happened and where their child has been taken. A member of staff or the management team would accompany the child and wait for the arrival of their parents/carers.
- At the time of each child's admission to the nursery, parents/carers sign a consent form allowing a member of staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that they have been informed and are on their way to hospital.
- Accidents and injuries are recorded in our accident record log and where applicable, notified to the Health and Safety Executive, Ofsted, RIDDOR and/or local child protection agencies.



Food and personal hygiene policy

It is part of employment that all Hartley House Montessori staff members are to maintain high standards of personal hygiene, and take all practicable steps to prevent and control the spread of infection.

To reduce the potential spread of infection Hartley House Montessori do the following;

- Toilets are checked at regular intervals throughout the days and cleaned when necessary.
- During cookery sessions there will always be at least one member of staff that has completed Food Hygiene training.
- Waste is disposed of appropriately and all bins are changed before they overflow.
- Staff are to ensure that children wash their hands before handling food or drink and after using the toilet.
- Cuts and abrasions (whether on children or staff) are kept covered.
- The responsibility for daily cleanliness checks is held by the Setting Manager.
- Dealing with body fluids, spillages of blood, vomit, urine and faeces will be cleaned up immediately in accordance with the Care Routine Policy.

Promoting good health Hartley House Montessori staff will ensure that children in their care uphold high standards of cleanliness in regards to hand washing before handling food or after using the toilet, litter and the equipment they use for the activities.

Hartley House Montessori strongly believes in promoting good health through giving children an opportunity to be active via a wide variety of fun, sporting activities. Each child is encouraged to participate in the wide variety of sports on offer which will not only teach them new skills but will also keep them fit and healthy.

Hartley House Montessori encourages children and their parent(s)/guardian(s) to pack healthy lunchboxes with a balance of food groups and healthy snacks for morning and afternoon breaks. Additionally, Hartley House Montessori advises a refillable water bottle is brought to site each day to keep the children hydrated. A water station is always available for them to fill their bottles/cups from. Hartley House Montessori tries to discourage unhealthy eating by not offering a tuck shop or by offering sweets as prizes or rewards.



Health and safety policy

Hartley House Montessori aims to meet the Health & Safety requirements as much as reasonably possible in order to safeguard the well-being of all children, the parent(s)/guardian(s) and staff on site.

Hartley House Montessori comply with The Health and Safety at Work Act 1974 and the Workplace (Health, Safety and Welfare) Regulations 1992 at all times. Hartley House Montessori has appropriate insurance cover, including Employer's Liability Insurance and Public Liability Insurance.

Staff members are required to follow Hartley House Montessori Health and Safety Procedures and are responsible for:

- Maintaining a safe environment.
- Taking reasonable care for the health and safety of themselves and others attending the site.
- Reporting all accidents and incidents which have caused injury or damage or may do so in the future.
- Undertaking relevant health and safety training when required to do so by the setting manager.

Any member of staff who disregards safety instructions or recognised safe practices will be subject to disciplinary procedures.

Responsibilities of the registered person

Hartley House Montessori's designated health and safety officer will ensure that:

- All staff receive information on health and safety matters, and receive training where necessary
- The Health and Safety policy and procedures are reviewed regularly.
- Staff understand and follow health and safety procedures.
- Resources are provided to meet the camp's health and safety responsibilities.
- All accidents, incidents and dangerous occurrences are properly reported and recorded. This includes informing Ofsted, child protection agencies and the Health and Safety Executive under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995) when appropriate.
- All reported accidents, incidents and dangerous occurrences are reviewed, so that preventative measures can be taken.

The Setting Manager holds ultimate responsibility and liability for the safe operation of the setting they manage.

The Setting Manager is responsible for ensuring

- The premises are clean, well lit, adequately ventilated and maintained at an appropriate temperature.
- Setting equipment is safely and securely stored.
- Children are only allowed in setting approved areas which have the necessary risk assessments.
- A working telephone is available on the premises at all times.



- Chemicals and cleaning materials are stored appropriately, and in accordance with COSHH data sheets (Control Of Substances Hazardous to Health).
- Daily risk assessment checks are carried out to ensure the premise does not have any additional risks.

Security

The safety and security of children and staff are extremely important to Hartley House Montessori. To ensure the all children and staff are secure with as minimal risk as possible, Hartley House Montessori aim to restrict all external access to the public by locking doors and gates. When it is impossible to lock all external access Hartley House Montessori will endeavour to have all external/classroom doors closed to prevent unwanted visitors. Staff are responsible for monitoring the entrances and exits to the premises throughout the session. All visitors must follow the visitor policy.

Security procedures will be regularly reviewed by the Setting Manager, in consultation with staff and the parent(s)/guardian(s).

Equipment

All furniture, toys and equipment are kept clean, well maintained and in good repair. All equipment is appropriately risk assessed before children or staff are allowed to use them. Broken/damaged equipment is to be decommissioned and appropriately disposed of.

Hartley House Montessori store flammable equipment in safe and secure places, away from potential risks or hazards.

Staff are not permitted to use personal, portable electrical appliances unless PAT tested by the company in advance of use.

The Building aims to be:

- Well maintained
- Cleaned daily
- Equipment is in good order and safely stored
- Toilet and washbasins are within the children's reach, including toilet roll dispensers
- Cleaning chemicals are out of the children's reach (and stored appropriately.)
- Electrical sockets covered
- All heating fixed, guarded and in good working order
- Floor surface clean and free of splinters
- Easy access for prams, pushchairs and wheelchairs (via side entrance.)

The building has a no smoking policy.

Our Outdoor space is:

- Fenced off with secure gate and locked.
- Toys of a suitable size and type are in the outdoor area.
- Permanent features of the garden maintained in good working order.



It is important that all staff within the nursery and other persons, who may visit or use any area of the school, must adopt the following standards of working (in accordance with the Act).

- a) To work safely and efficiently
- b) Not to misuse any machine or substance;
- c) To use the approved protective clothing and equipment.
- d) To comply with all instructions issued for their safety equipment and protective clothing.
- e) To make reasonable care for the health and safety of other persons who may be affected by their acts at work.

Nursery Staff

All staff must conform to responsibilities as specified. They must ensure that where conditions apply all children or persons under their control receive instruction and are provided with on-the-job-training to enable them to operate in a safe and efficient manner.

All employees have responsibilities under the Health and Safety at Work Act and are asked to report any possible hazards/defects to the co-ordinators (this is always raised in our monthly staff meetings). All employees should also carry out daily checklists in their allocated rooms. The Nursery Manager or Duty Manager is responsible for making sure these are completed as appropriate. The manager or another member of the management team also carry out a weekly checklist for the nursery. It is also effective practise for the other nursery staff to be going over one another's potential hazards.

When a hazard has arisen, it is essential that the nursery staff complete an 'Hazard Analysis' form which includes details of; the severity of the hazard (high, medium, low), action to be taken, date to be completed and who is responsible.

By monitoring and reviewing our risk assessments we are able to see how we can prevent/minimise risks from occurring.

Copies of the Health and Safety Policy will be available at all times in the nursery.

FIRE DRILL PROCEDURES.

Please ask to see our fire drill procedures, fire drill schedule, and records to document 'drills.'

In each room a Fire Marshall is designated each morning.

Please note we need to ensure that we:

Keep your Roll Call documents and before you forget, note the time the fire brigade arrived if you can and the approximate time the fire alarm went off.



Complete and sign the fire log documents with the duty manager and agree the details of the event. Report in writing any part of the procedure that did not work in the log. This is not an option. There is a need for honesty in the interests of safety. It is not enough to simply report verbally and when we do put the procedure to the test it is an opportunity to monitor and improve on.

The report may take in account these questions:

- 1) Was the register accurate and complete?
- 2) Was it clear which children should be included in the roll call?
- 3) Did the routines as outlined above work as intended?
- 4) Was any part of the routine missed out for any reason?

The above questions need to be answered and supported by the roll call list.

FIRST AID

1. Qualified first aiders are listed on the notice board ensuring 1 first aiders is in the setting at all times.
2. All staff act in 'loco parentis' during the time that the nursery is open for children.
3. The first aid kits are located on the shelf on top of the fridge in the 'green room' and one in the shed outside. There is one in each EVAC bag which hang on the pegs outside the classroom.

Following consultation with St. John Ambulance, contents of first aid kit are as follows. To be checked monthly:

1 First Aid Emergency Booklet
30 Plasters
15 Gauze Shield
10 Adhesive dressings
20 cleansing wipes
3 Medium sized sterile dressings
1 Large sterile dressing
1 Extra large sterile dressing
2 Sterile eye pads
2 Face shield
3 Triangular bandages
1 conforming bandages
4 pairs of Disposable gloves
1 Micropore tape
1 Tubular bandage
Bags



For good practise **ALL** staff take turns to check and re resource the first aid boxes.

In cases of serious injury, responsibility of the Appointed Persons ends when the patient is handed over to medical care or parent/guardian.

Minor injuries may be treated by any member of staff in loco parentis.

All injuries, whether staff, child or visitor, must be entered in the Accident Book.

Accident Books are kept in each Nursery Room. The Staff Accident Book is kept in the office in the CASA file on the wall by the photocopier.

All serious injuries should be transported to hospital by ambulance as the patient's condition could worsen.

No attempt to move an injured person should be made until appropriate examination and assessment has been completed.

INJURIES COULD BE WORSENER BY PREMATURE HANDLING

This policy will be reviewed annually and amended as appropriate.
Copies will be available for Staff.

ACCIDENTS INVOLVING EXTERNAL BLEEDING

- a) Normal first aid procedures should be followed. First Aiders should be wearing disposable gloves at all times, washing hand after administering to a child is advisable even once the gloves have been disposed of correctly.
- b) When bleeding has stopped, blood should be washed off surrounding skin with plenty of soapy water without disturbing the wound.
- c) Splashes of blood into the eyes or mouth of another person should be washed out immediately with plenty of water.
- d) Contained surfaces should be washed thoroughly – 1 part bleach to 10 parts water, using rubber gloves.
- e) Please seek further medical assistance if it is required.

CUTS AND PUNCTURE WOUNDS

Free bleeding should be encouraged and the part washed with running water and then dressed.



IMMEDIATE ACTION

1. Necessary medical attention must be given as first priority, by the nominated first aider. The safety of all should be ensured.
2. Parents/guardians or next of kin must be contacted as soon as possible. If parents cannot be contacted or are unable to cope, where possible the nursery will provide an escort.
3. An ambulance should be called for anyone requiring hospital treatment.
4. Staff should not use their own cars unless their insurance policy specifically permits this use.

PARENTAL CONSENT

The written approval of parents must be obtained when there is a significant risk of injury before children participate in any activity. This will also be required for any outings, trips.

At all times the administration of medication must be compliant with the Welfare Requirements of the Early Years Foundation Stage and follow procedures based on advice given in Managing Medicines in Schools and Early Years Settings (DfES 2005.)

MEDICINES

Non-prescription

These treatments/medicines including ibuprofen/paracetamol must not be given except in the following circumstances;

- For the benefit of a child in our care and in the case of a child who is known to be teething/or has an unexplained high temperature – and providing prior written consent is received from the parent/carer – we will administer 1 x 5 ml dose of pain relieving medicine to enable the child to be more comfortable. **Please note** that for children under one year of age, only 1 2.5 ml dose will be administered.
- The parent gives prior written permission to administer any medication*(this is a mandatory requirement in regulations).
- Nursery staff will agree to contact parent/carer to let them know their child is unwell and to receive confirmation that the non-prescription medicine may be given on this occasion).
- Parent or third party contact agrees to collect child as soon as possible to enable the child to recover at home or/and to seek GP advice.
- Details will be recorded in the Medication Book and parent/carer will be asked to sign the book to acknowledge the entry.

No more than one dose of non-prescription medicine will be given at any time.



Prescription

- Children may receive prescribed medicines in the setting, administered by members of Nursery staff. Details must be given and recorded in the Medicine record book kept in each room.
- If it is an 'on-going' prescription medication such as an inhaler to control asthma, a 'health care plan' should be completed.
- Medicines are stored in their original containers, clearly labelled and inaccessible to children.
- Medicines are not administered unless a doctor has prescribed them for that child.
- The parent gives prior written permission to administer any medication *(this is a mandatory requirement in regulations).
- Written records are kept of all medicines administered to children and parents sign the record book to acknowledge the entry.
- If the administration of prescription medicines requires technical/medical knowledge, then individual training is provided for staff from a qualified health professional. Training is specific to the individual child concerned.

Notifiable Diseases

- For notifiable diseases we put up signs to inform parents, or if necessary send out letters. Where necessary we inform Ofsted.

ALLERGIES

- We have an allergy table for children (located in front of food files and in kitchen)
- We also have a staff allergy table.

HYGIENE

- Staff clean shelves and materials daily.
- The rooms also get a detailed clean at the end of the week.
- Bedding and soft furnishing are washed weekly in the washing machine.
- Cleaners come in at the end of the working day to clean the building and empty the bins.

For the EYFS statutory framework, please refer to insert.

ELECTRICAL EQUIPMENT

Installations

Only approved contractors will be used after consultation with Nursery Manager.

Extension Cables



Those with multi-sockets may be used for computers.

It is recommended that if possible any other multi-sockets must be attached to a wall. They may only be used elsewhere as a temporary measure.

Sockets

All electrical sockets when not in use must be fitted with a safety cover and checked on a daily basis.

Healthy eating policy

Nutrition is a significant factor in the growth, development and overall functioning of a child. Good nutrition provides the energy and nutrients essential to sustain life and promotes physical, emotional and cognitive development. The development of healthy eating practices and physical activity can prevent disease and support a lifetime of good health. Good nutrition is critical to optimizing each child's potential for success. Meeting nutritional requirements throughout childhood is essential to full intellectual development. Research documents tell us that under nutrition impacts on children's behaviour, performance and overall quality of development. Children require sufficient energy and essential nutrients each day to concentrate on accomplished learning tasks. Even mild and under nutrition and short term hunger are barriers to learning. Meals and snacks served should meet children's nutrition needs, provide models of healthy eating patterns, and help children establish good eating patterns at an early age.

Hartley House Montessori aims to encourage and develop healthy eating practices which will become embedded for life.

Objectives

- To encourage children with positive healthy eating experiences in order to promote their well-being



- To respect the different dietary, cultural, religious and health needs of all children
- To encourage children to develop positive attitudes towards food through all the learning opportunities
- To promote an understanding of a balanced diet in which some foods play a greater role than others
- To develop children's understanding of the importance of the social context in which eating takes place
- To raise awareness with children, parents and carers in developing a positive approach to food, nutrition and oral education
- To encourage responsibility and accountability of all parents and carers in offering healthy choices to children

The Importance of Nutrition for Children

A nutritionally balanced diet is important in childhood to ensure optimum development at a time of rapid growth. A balanced diet in childhood is not only important for growth but for learning and promoting positive habits towards healthy eating. An inadequate or unbalanced nutritional intake may not only affect growth and development in childhood but may also impact on health problems, such as heart disease and obesity in later in life. It is the types and varieties of food eaten at this time that ensure nutrient requirements are met and that the diet is nutritionally balanced.

Children's diet should include an appropriate intake of foods from the four main food groups:

- Bread, other cereals and potatoes
- Fruit and vegetables
- Milk and dairy foods
- Meat, fish and alternatives

Being Healthy

- Eat breakfast every day
- Eat fruit and vegetables daily
- Choose snacks that will provide nutrients to compliment meals
- Avoid snacks and drinks with a high sugar content between meals
- Drink plenty of fluids to avoid becoming dehydrated
- Be physically active every day
- Brush teeth twice a day and visit your dentist regularly

Hartley House encourages snacks and meals to be nutritious, avoiding large quantities of sugar, salt, saturated fats, additives, preservatives and colourings.

We have fresh drinking water and suitable cups readily available for children and staff and we support the children in recognising that they need to drink water regularly throughout the day.

Procedures for children with allergies

When parents start their children at the nursery they are asked if their child suffers from any known allergies. This is recorded on the child induction form. If a child has an allergy, a Health Care Plan and Risk Assessment is completed to detail the following:

- the allergen (i.e. the substance, material or living creature the child is allergic to, such as nuts, eggs, bee stings, cats, etc.)
- the nature of the allergic reaction, e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems, etc.
- what to do in case of allergic reactions, any medication used and how it is to be used, e.g. EpiPen



- control measures, such as how the child can be prevented from contact with the allergen review schedule.

This form is kept in the child's personal file and a copy is displayed where staff can see it. Nuts or nut products are not used within the setting. Other allergens may also be removed from use in the setting.

Useful addresses:

www.healthyschools.gov.uk

British Allergy Foundation Environmental Health Department Deepdene House London Borough of Islington 30 Bellegrove Road 159, Upper Street Welling London N1 1RE Kent DA 16 3BY 0207- 527-3816 01322 619 898

British Dental Association John Friary 64 Wimpole Street

Health and Safety Officer London W1N 8AL London Metropolitan University 0207 935 0875 0207 133 – 2383

Food Standards Agency Aviation House 125 Kinsway London WC2B 6NH Switchboard 0207 7276 8000

Incident and accident policy

Hartley House Montessori is committed to providing an environment which is as healthy and as safe as possible for its children, staff and visitors. However accidents do happen and there is a statutory requirement to report all serious accidents, dangerous occurrences and instances of occupational ill health to the Health and safety Executive (HSE) and Ofsted. Hartley House Montessori also has a duty to investigate and report all accidents and incidents affecting children, staff and visitors. All accidents and incidents must be reported for monitoring and investigation to ensure that procedures are in place to prevent, as far as possible, similar accidents happening in the future.

The reporting of work related accidents is a statutory requirement under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995);



Incident reporting Any incident that occurs involving children, staff or the parent(s)/guardian(s) that falls outside the normal every day running of a setting should be recorded on an Incident Form. If substantial, the information on this form should be reported to designated setting manager at the earliest convenience they will then be responsible for informing any relevant authorities of the incident that occurred.

Ofsted will be notified of all significant illness (Incl. food poisoning), accidents, injuries and incidents that occur on site. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the incident. Hartley House Montessori may also involve other agencies such as the local safeguarding board or the HSE (Health and Safety Executive).

Ofsted notification categories

- Broken bones or a fracture.
- Loss of consciousness.
- Pain that is not relieved by simple pain killers.
- Acute confused state; persistent, severe chest pain or breathing difficulties.
- Amputation.
- Dislocation of any major joint including the shoulder, hip, knee, elbow or spine.
- Loss of sight (temporary or permanent).
- Chemical or hot metal burn to the eye or any penetrating injury to the eye.
- Injury resulting from an electric shock or electrical burn leading to unconsciousness, or requiring resuscitation or admittance to hospital for more than 24 hours.
- Any other injury leading to hypothermia, heat-induced illness or unconsciousness.
- Or requiring resuscitation.
- Or requiring admittance to hospital for more than 24 hours.
- Unconsciousness caused by asphyxia or exposure to harmful substance or biological agent.
- Medical treatment or loss of consciousness arising from absorption of any substance by inhalation, ingestion, or through the skin.

When and how to report an accident

If an accident happens to either a child or adult an Accident Form should be filled in:

- All accidents to children and adults should be recorded on an Accident Form. These forms are in staff clipboards, with spares in the setting manager office.
- Behaviour incidents and physical interventions should be recorded on an Incident Form.
- Incidents/near misses for children and adults are recorded on an Incident Form.

Minor accidents procedure - child

If a child has a minor injury, (e.g. minor cuts, grazes or bruises):

- Administer first aid by a qualified first aider, if appropriate.
- Record details on the Accident Form detailing any injuries sustained and treatment administered.
- If necessary, allow the child time to recover in a quiet place with supervision.
- Ensure that the parent(s)/guardian(s) is informed of the accident upon collection, reads, understands and countersigns the Accident Form.
- Once the form has been acknowledged and signed by the parent(s)/guardian(s), the form is to be archived in the completed Accident/Incident form Folder. These forms will be collated and analysed.

Head injury procedure - child

- Administer first aid by a qualified first aider, if appropriate.
- Record details on the Accident Form detailing any injuries sustained and treatment administered.
- If necessary, allow the child time to recover in a quiet place with supervision.



- Inform the parent(s)/guardian(s) by telephone of the accident.
- The general principle is that anyone who has a head injury needs observing for 24 hours.
- In the case of a serious head injury arrangements must be made for the child to be taken to hospital by ambulance
- Ensure that the parent(s)/guardian(s) reads, understands and countersigns the Accident Form.
- Once the form has been acknowledged and signed by the parent(s)/guardian(s), the form is to be archived in the completed Accident/Incident form folder. These forms will be collated and analysed.

Serious accident procedure - child

- The first aider(s) should apply first aid whilst a member of staff calls an ambulance providing the necessary details regarding the injury, location of site and child's name.
- The Setting Manager will then call the parent(s)/guardian(s) and advise them of the situation.
- If the parent(s)/guardian(s) have not arrived on site by the time the ambulance is ready to leave a member of staff will accompany the child to hospital.
- The injury should be reported on an Accident Form and a full detailed report must be written on an Incident Report Form
- Ensure that the parent(s)/guardian(s) read, understand and countersign the Accident and Incident Forms.
- Once the forms have been acknowledged and signed by the parent(s)/guardian(s), they are to be archived in the completed Accident/Incident form folder
- A risk assessment surrounding the incident will be completed to try to prevent the same incident/accident occurring again.

Minor accidents procedure - adult

If an adult has a minor injury, (e.g. minor cuts, grazes or bruises):

- Administer first aid by a qualified first aider, if appropriate.
- Record details on an Accident Form.
- The form is to be archived in the completed accident/incident form folder

Head injury procedure – adult

- Administer first aid by a qualified first aider, if appropriate.
- Record details on the Accident Form detailing any injuries sustained and treatment administered.
- Inform the next of kin by telephone of the accident.
- The general principle is that anyone who has a head injury needs observing for 24 hours.
- In the case of a serious head injury arrangements must be made for the adult to be taken to hospital by ambulance
- Ensure that the next of kin reads, understands and countersigns the Accident Form.
- Once the form has been acknowledged and signed by the next of kin, the form is to be archived in the completed Accident/Incident form folder

Serious accident procedure - adult

- The first aider(s) should apply first aid whilst a member of staff calls an ambulance providing the necessary details regarding the injury, location of site and adult's name.
- Next of kin to be called and advise them of the situation.
- If the next of kin has not arrived on site by the time the ambulance is ready to leave a member of staff will accompany the adult to hospital.
- The injury should be reported on an Accident Form and a full detailed report must be written on an Incident Report Form
- Ensure that the next of kin reads, understands and countersigns the Accident and Incident Forms.



- Once the forms have been acknowledged and signed by the next of kin, they are to be archived in the completed accident/incident form folder
- A risk assessment surrounding the incident will be completed to try to prevent the same incident/accident occurring again.

Accidents leading to major injuries of more than seven days away from work must be reported to RIDDOR.

Record management

There are data protection issues with all accident/incident reports and these should be stored safely and securely. The retention period for accident/incident reports for adults is the date of incident + 7 yrs. The retention period for accident/incident reports for children is the date of birth of the child + 25 years. They are then to be shredded at the end of the retention period.

Key person policy

We believe that children settle best when they have a familiar member of staff to relate to, who



knows them and their parents well, and who can meet their individual needs. This benefits the children, the parents, the staffing team and the nursery as it encourages secure relationships which supports the children to thrive, gives parents confidence and makes the nursery a happy and dedicated place to attend or work in. We have a settling-in procedure that we encourage parents to adhere to.

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

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Within our nursery a key person is assigned for each child. These procedures set out a model for developing a key person system that promotes effective and positive relationships for children in our care.

Procedures

- We allocate a key person when the child starts nursery. We encourage the child to self-select a key person based on the natural forming of relationships.
- The key person is responsible for;
 - Supporting the induction process for the family and for settling the child into our nursery.
 - Completing relevant forms with parents, including consent forms.
 - Explaining our policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty.
 - Offering unconditional regard for the child and being non-judgemental.
 - Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
 - Acting as the main contact for the parents. However, sharing appropriate information with other key staff involved with the child.
 - Developing strong links with all other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
 - Developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our nursery and at home.
 - Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.
- The staffing team in each base room work closely with one another, so the child and the parents have a key contact in the absence of the child's key person.

Settling-in

- Before a child starts to attend the nursery, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the nursery and individual meetings with parents.
- We provide opportunities for the child and his/her parents to visit the nursery.
- We allocate a key person to each child and his/her family as she/he starts to attend; the key person welcomes and looks after the child and his/her parents along with other key staff in the room.



- We have an expectation that the parent, carer or close relative, will stay for the first settling-in session, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children sometimes take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person or key staff in the room. The child will also be familiar with where things are and are pleased to see other children and participate in activities.
- 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 nursery.
- We reserve the right not to accept a child into the nursery without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement, using an initial parent consultation to discover starting points for each child's learning and development.

Parent meetings and the progress check at age two

- The key person carries out all parent's evening meetings as well as the progress check at age two.
- These progress checks aim to review the child's development and ensure that parents have a clear picture of their child's development.
- Within the progress checks, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress checks will describe the actions that will be taken by the nursery to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the nursery and will support parents to understand the child's needs in order to enhance their development at home.
- Home learning opportunities will also be suggested.



Laundry policy

- There are no washing facilities on site at The Lido.
- We use different mops for the classroom and bathroom. These are colour coded so that all staff are aware.
- The Nursery Manager, Duty Manager or another team member should take the tea towels home on a weekly basis to wash them and return them clean and dry- ready for use.
- The temperature of the washing machine needs to be 60 – 70 degrees.
- Laundry needs to be hung up as soon as the cycle finishes.
- Dirty laundry can be kept in an enclosed wash basket ready to be washed at the end of the week. The wash basket is stored under the work surface away from the reach of children.
- Clean towels are kept in a pile in the classroom ready for children and staff to use.
- Sleep items such as sheets or blankets are washed weekly after child has used them.
- Gloves should be worn when handling children's wet, soiled or dirty clothes. Put in a sealed bag and placed on the child's peg to go home.
- Please note that it is of great importance that the sheets are thoroughly dried through before a child is to sleep on them as sleeping on damp sheets can make a child very ill.

DAILY

- Mops need to be rinsed out under the tap daily and lifted upside down to dry out.
- Disposable coloured cloths are disposed of at the end of each day.

AFTER SECOND USE

- Bed sheets and blankets to be washed after second use (at the latest).
- Bed sheets and blankets are assigned to each child.
- Sheets and blankets used by any other child or an unwell child are washed after the first use.

WEEKLY

- Any cushion covers/soft toys and so on should be washed weekly.
- All shelves and toys are cleaned weekly (or daily in the Area of Every Day Living, home corner and craft area)
- Craft aprons to be washed every half term or more often if necessary
- Floor mats to be washed weekly
- Mop heads to be cleaned in Milton weekly by soaking over weekend in mild solution of bleach (wear gloves) and rinsed out on Monday

MONTHLY



- Dressing up clothes/dolls clothes to be washed monthly.
- Spare hats are washed termly.

Looked after children policy

At Hartley House Montessori, we are committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

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

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being.

Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works.

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

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We do not normally offer placements for babies and children under two years who are in care, except in exceptional circumstances. In such cases, the child should have been with the foster carer for at least six months and show signs of having formed a secure attachment to the carer and where the placement in the nursery will last a minimum of three months.
- We offer places to two-year-old children in exceptional circumstances who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the nursery will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the



placement in the nursery will last a minimum of six weeks.

- Where a child who normally attends our nursery is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.

Procedures

- The designated staff members for looked after children are [Stacey Page](#) (Lead Safeguarding Practitioner) and [Tracy Berry](#) (Deputy Safeguarding Practitioner).
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family in order to ensure appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the nursery without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider such issues for the child as:
 - the child's emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - the child's sense of self, culture, language(s) and identity – and how this is to be supported;
 - the child's need for sociability and friendship;
 - the child's interests and abilities and possible learning journey pathway; and
 - how any special needs will be supported.
- In addition, the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
 - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the 0, when, where and what form the contact will take will be discussed and agreed;
 - what written reporting is required;
 - wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
 - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days, alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a



relationship with his or her key person sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.

- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, our safeguarding procedure will be followed.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.





Managing sickness, infectious illnesses, and allergies policy

Hartley House Montessori aims to promote the good health of children attending the setting. The setting has the right to refuse admission to a child who is unwell. This decision will be taken by the Head or manager on duty and is non-negotiable. If your child is absent or sent home by the school or nursery staff your fees for that session are still payable.

Parent responsibility

Parents have ultimate responsibility for their children's health including the provision and taking of medicines.

Parents who are unable to care for their own child when they are unwell must have adequate alternative arrangements in place.

Children must not be brought into the setting if they have any types of infection or illness, eg chicken pox, sickness, diarrhoea, conjunctivitis, head lice, etc.

Parents must notify staff if their child has been unwell at the weekend or in the night, and if they have been given any medicine prior to coming to nursery. Children who are Calpol reliant will not be able to attend nursery. Any child found to be unwell will be sent home.

Where a child has been prescribed medication for an infectious illness or complaint, we ask parents to keep them at home for 24 hours before returning to the setting.

It is the responsibility of the parent/guardian to inform the setting of any changes to a child's health and/or of any known allergies.

Procedure

When a child becomes ill at the setting, every effort will be made to contact the parents, who will be requested to collect their child as soon as possible (within 30 minutes) or send a known (named third party) carer to collect the child on their behalf. **Parents must ensure that the setting is able to contact them, or a person nominated by them, at all times. This is a statutory requirement; failure to do so may lead to the committee taking steps to withdraw the child's place.**

In extreme cases of emergency, the child should be taken to the nearest hospital and the parent informed.

If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulation 2010, the GP will report this to Public Health England. When we become aware, or are formally informed, of a notifiable disease, we will inform OFSTED and Public Health England and act on any given advice. Please see the attached list of excludable diseases and current exclusion times.

Prevention

Some activities, such as self-serve snack may be suspended for the duration of any outbreak whilst there is risk of cross-contamination

Managing temperatures

If a child has a high temperature of 38°C or above, parents will be contacted and if necessary, asked permission to administer a dose of Calpol. The child will then be monitored and if the temperature has not reduced within 30 minutes parents will be contacted again and asked to collect the child immediately.



If a child has a temperature of 39°C or above, we will ask the parent or guardian to collect immediately.

If a child is suspected to have a temperature the following steps will be followed:

- Take child's temperature using the ear or underarm thermometer
- Record the child's temperature on a monitoring form
- Take layers of clothing off to help reduce temperature
- Give the child some water to drink
- Comfort the child if upset (however try not to cuddle them for too long as your body heat will add to temperature)
- Call the Parent and gain permission to give Calpol if necessary, record time of call on the monitoring sheet
- Record and monitor the temperature every 10 minutes
- If the temperature does not subside or continues to rise call parent for collection
- If you cannot contact the parent/carers contact other named persons on the child's registration pack

If child's temperature is 40°C or above the procedure for treatment of temperatures will be followed. Parents/Guardians will be asked to collect the child immediately. Emergency Calpol will be given – with prior written parental consent. Whilst awaiting the parent/carer, the temperature will continue to be monitored every 10 minutes. If the temperature increases an ambulance will be called due to high risk of febrile convulsions. A senior member of staff will accompany the child to hospital ensuring they take the child's registration pack with them and a mobile phone. Upon returning to the setting the manager will inform Ofsted and RIDDOR.

Sickness and Diarrhoea

To minimise the risk of spreading infection, specific guidelines must be followed. Children must not be admitted to the setting within 48 hours of sickness or diarrhoea. Parents/Carers should notify the setting of any such cases.

Conjunctivitis

Conjunctivitis is an inflammation of the conjunctiva, a membrane covering the inner eyelid and front of the eye. Both viral and bacterial conjunctivitis are extremely infectious.

The setting will ask for any child with suspected conjunctivitis to be collected immediately. We ask that any child with a suspected eye infection is seen by a doctor or pharmacist. The child will be able to attend the setting once appropriate medication has been acquired and the infection has begun to clear.

Any child who has been given medication will be expected to have received the first dose at least 24 hours before they come in to the setting, this is to ensure the child does not have any allergic reaction from the medication.

Head Lice

On identifying any case of head lice, we will inform all parents and ask them to treat their child and family appropriately. Head lice are not an excludable condition, although in exceptional cases we may ask a parent to keep the child away from the setting until the infestation has cleared.

HIV/AIDS/Hepatitis

Parents are required to inform the setting of any known medical condition.

Hygiene precautions for dealing with bodily fluids are in place to protect against crosscontamination.

- We use single use vinyl gloves and aprons to change nappies and/or soiled clothing
- Soiled clothing will be bagged and will be sent home with children



- Bodily fluids are cleaned with the Yellow cleaning equipment – these are then disposed of with the clinical waste
- Any area affected with bodily fluids will be cleaned with disinfectant

Inoculations

Children must remain at home after receiving injections for 24 hours in case of a reaction or high temperature. This is the case for all injections even if they have had them before because an allergy can develop at any stage.

If a child receives an MMR vaccination they must remain at home for 48 hours due to the high content of injection. This exclusion is in place as a precaution because children can have an allergic reaction to the immunisations.

Procedures for children with allergies

When parents start their children at the nursery they are asked if their child suffers from any known allergies. This is recorded on the child induction form. If a child has an allergy, a Health Care Plan and Risk Assessment is completed to detail the following:

- the allergen (i.e. the substance, material or living creature the child is allergic to, such as nuts, eggs, bee stings, cats, etc.)
- the nature of the allergic reaction, e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems, etc.
- what to do in case of allergic reactions, any medication used and how it is to be used, e.g. EpiPen
- control measures, such as how the child can be prevented from contact with the allergen review schedule.

This form is kept in the child's personal file and a copy is displayed where staff can see it. Nuts or nut products are not used within the setting. Other allergens may be removed from use in the setting.

Long Term Medical Conditions

It is important to have sufficient information about the medical condition of any child with long-term medical needs. A detailed Health Care Plan will be implemented to support children with such additional needs.

Insurance requirements for children with allergies and/or disabilities

The setting's insurance will automatically include children with any disability or allergy, but certain procedures must be strictly adhered to. For children suffering life-threatening conditions, or requiring invasive treatments, written confirmation from our insurance provider will be obtained to extend the insurance.



Manual handling policy

At Hartley House Montessori we recognise that staff need to carry out manual handling tasks, especially in relation to lifting children. A variety of injuries may result from poor manual handling and staff must all be aware and adhere to the nursery's manual handling policy.

We instruct all staff in correct handling techniques and expect them to follow these to minimise the risks of injury. We know that lifting and carrying children is different to carrying static loads and therefore our manual handling training reflects this.

Preventing injuries

As with other health and safety issues, we recognise that the most effective method of prevention is to remove or reduce the need to carry out hazardous manual handling. Wherever possible, we review the circumstances in which staff have to carry out manual handling and re-design the workplace so that items do not need to be moved from one area to another.

Where manual handling tasks cannot be avoided, for example lifting children when changing nappies, we take into consideration the following:

- The tasks to be carried out
- The load to be moved (including moving children)
- The environment in which handling takes place
- The capability of the individual involved in the manual handling. We expect staff to use the following guidance when carrying out manual handling in order to reduce the risk of injury. Planning and procedure
- Think about the task to be performed and plan the lift
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Never attempt manual handling unless you have read the correct techniques and understood how to use them
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads
- If more than one person is involved, plan the lift first and agree who will lead and give instructions



- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring
- Lighting should be adequate
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance. Carrying children
- If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting
- Do not place the child on your hip, carry them directly in front of you in order to balance their weight equally
- Wherever possible, avoid carrying the child a long distance
- Where a child is young and is unable to hold onto you, ensure you support them fully within your arms
- Avoid carrying anything else when carrying a child. Make two journeys or ask a colleague to assist you
- If a child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the child before continuing
- Students and pregnant staff members will not carry children.

Position

Stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself, or turn the load around, so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

Lifting Always lift using the correct posture:

- Bend the knees slowly, keeping the back straight
- Tuck the chin in on the way down
- Lean slightly forward if necessary and get a good grip
- Keep the shoulders level, without twisting or turning from the hips
- Try to grip with the hands around the base of the load
- Bring the load to waist height, keeping the lift as smooth as possible.

Moving the child or load:

- Move the feet, keeping the child or load close to the body
- Proceed carefully, making sure that you can see where you are going
- Lower the child or load, reversing the procedure for lifting
- Avoid crushing fingers or toes as you put the child or load down
- If you are carrying a load, position and secure it after putting it down
- Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position
- Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

The task

- Carry children or loads close to the body, lifting and carrying the load at arm's length increases the



risk of injury • Avoid awkward movements such as stooping, reaching or twisting

- Ensure that the task is well designed and that procedures are followed
- Try never to lift loads from the floor or to above shoulder height.
- Limit the distances for carrying
- Minimise repetitive actions by re-designing and rotating tasks
- Ensure that there are adequate rest periods and breaks between tasks
- Plan ahead – use teamwork where the load is too heavy for one person.

The environment

- Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable
- Remove obstructions and ensure that the correct equipment is available.

The individual

- Never attempt manual handling unless you have been trained and given permission to do so • Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.
- Where applicable and age/stage appropriate encourage children to use ladders up to the changing table for nappy changes rather than lifting. Where this is not appropriate always follow the lifting process

Missing child policy

Hartley House Montessori recognises its legal and ethical duty to promote the safety of all pupils and protect them from harm. We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning and pastoral care.

As a consequence, we

- ❖ Recognise that safeguarding children in this nursery is a responsibility for **all** staff, including volunteers, students and the Governing body
- ❖ Will ensure that all staff are aware of the Missing Child Procedure
- ❖ Will ensure that all staff members are aware of the register and their responsibility to complete and keep up to date the register of attendance each day
- ❖ Will ensure that all staff members are aware of the “Ten Minute Count” rule, whereby all staff should check the number of children in their care every 10 minutes via a headcount
- ❖ Will act swiftly and take appropriate action should a child go missing

All members of staff (including volunteers and governors) will at all times act pro-actively in child welfare matters. Where any member of staff fails to act in accordance with this policy, this may be dealt with as a disciplinary matter.

If a child appears to be missing, the following procedure should be followed:

- A full register of the children should be taken to confirm the identity of the missing child.
- The Setting Manager should be informed who will alert all other staff.
- All children should be assembled as for a fire drill, to enable a roll call and head count to be completed.
- If the child is confirmed to be missing, the remaining children should be kept together, with



the minimum number of staff possible (commensurate with safety) to supervise, while all other staff carry out a full search of the premises and grounds.

- If after 10 minutes from the child first being realised as missing, they cannot be located, the parent/guardians will be advised of the situation, and the Designated Safeguarding Lead will be informed who will in turn seek appropriate advice. The police will be informed and a description of the child provided.
- Any missing or lost child incident to be deemed a 'significant event' will be reported to OFSTED.

Mobile phone and camera policy

The widespread ownership of mobile phones and cameras among young people requires that Hartley House Montessori staff, children and their parent(s)/guardian(s) take steps to ensure that mobile phones are used responsibly on site.

Hartley House Montessori has established the following policy for mobile phones and cameras that provides staff, children and their parent(s)/guardian(s) guidelines and instructions for the appropriate use of these technological devices.

Responsibility

Children

Hartley House Montessori advises all parents/guardians to discourage children from bringing mobile phones or cameras onto site on the grounds that they are valuable and may be lost or stolen. Where a child is found, by a member of staff to be in unauthorised possession of a mobile phone or camera, the item will be confiscated from the child and returned only to an authorised adult (parent/guardian). The staff reserve the right to view the content of any child's mobile phone or camera at any time in respect to issues regarding the safeguarding of children (two members of staff will be present).

Hartley House Montessori accepts no responsibility for replacing lost, stolen or damaged items whilst on site or in setting. Hartley House Montessori accepts no responsibility for children who lose or have their mobile phones or cameras stolen while travelling to and from the setting. Children who bring a mobile phone or camera to the setting by mistake should never leave it in their



coat/bag when they arrive. Mobile phones and cameras will be kept by the setting manager in a safe location. Mobile phones should not be used to make calls, send SMS messages, surf the internet, take photos or used for any other application during their time at the setting. Using mobile phones or cameras to photograph or film any child or staff member is not permitted.

Staff

Hartley House Montessori acknowledges that staff members will own a mobile phone device and that they will bring it with them to the setting. Hartley House Montessori has established the following policy for mobile phones providing staff with guidelines and instructions for the appropriate use of mobile phones during setting hours.

Staff members are forbidden from using personal mobile phones whilst in contact with any children. This will be treated as a case of misconduct if the staff member is caught doing so.

Mobile Phones are not banned from being brought into site however they must be left in an allocated Hartley House Montessori staff area. Mobile phones are only to be used away and out of sight of children.

Hartley House Montessori staff will be supplied with radio communication to communicate with each other whilst on site. There is also a landline telephone in the office which may be used if required. Permission must be sought from the setting manager.

Using mobile phones to bully and threaten other children or staff is unacceptable and will not be tolerated. In some cases it can constitute criminal behaviour. Cameras are not permitted on site and staff should not use a mobile phone camera to take any pictures of children on site or in setting. This will be treated as a case of misconduct.

Staff are able to use Hartley House approved devices to photograph children, whereby imagery will be used to assess developmental progress, for internal displays and for marketing purposes. These images will only be used with parental permission. Hartley House Montessori approved devices will be stored away each evening in the locked office.

Emergency mobile phones will be kept on site but will not be used unless in case of an emergency and are provided only for use in calling the emergency services - 999.

Visitors/Parents

Visitors and parents are not permitted to use mobile phone or camera devices at any time in the nursery setting but are permitted to use their mobile phones in the Main House at Hartley House.



Nappy Changing and Toileting Policy

Procedure

When using the toilet facilities or nappy changing items to clean children in your care you MUST make sure that:

- You are wearing disposable gloves and an apron
- That all equipment you need is at arms length
- That you are aware of all the chemicals you will require and what they are used for. Additionally, that these are kept OUT of reach of children.
- That if a child is on a changing mat you DO NOT leave them unattended at any point.
- At The Lido children bring in their own nappies, wipes and cream, you must make sure that you are using the correct 'equipment' for the correct child.



1. Collect the items that you need, i.e. nappy mat, and basket containing nappy change items. Put on your disposable apron and gloves.
2. Clean the changing mat by spraying a small amount of antibacterial spray on the mat and wiping it over with a piece of kitchen towel/blue paper towel.
3. Collect the child you will be changing and make sure you have their nappies, nappy cream and change of clothes to hand.
4. Gently place the child on the changing mat and remove outer clothing from their lower body.
5. Change the child's nappy. Little girls **must** be wiped from front to back. After each wipe, the wipe/cotton wool must be thrown away and a clean piece used. Little boys sometimes hide faeces under their testicles. Please ensure they are really clean before putting on a new nappy. This is also important for children that are using the toilet/potty.
6. Apply nappy cream if needed for general nappy rash. This is provided by parents. Seek advice from your Manager if you see weeping skin, or a particularly sore bottom. Medicated nappy cream (which will be a prescription cream) is sometimes provided by parents. Details of this will need to be recorded in the nursery medication book and written up by staff with a NVQ3 qualification.
7. During this process please ensure you are communicating with the child for example lots of eye contact and making them feel comfortable during this intimate process. It is important time to develop a special bond with the children.
8. Place dirty wipes/cotton wool, pieces of blue paper towel, soiled gloves and disposable nappy into pink nappy bag as you clean. Tie the bag and place to one side.
9. Redress the child, **take them wash their hands** and take back to the play area. Return to the nappy mat.
10. Spray nappy mat again with antibacterial spray and wipe over with a blue paper towel or kitchen towel. You are now ready to start another nappy change following the above procedure. All disposable waste is placed in the clinical nappy bin at end of the changing session. Wash your hands.

NB: If at any time during a nappy change or toileting you are concerned about the child in your care, you MUST call your Manager or Duty Manager.

ADDITIONALLY:

Where possible the key carer should do the care routines for their key children.
Furthermore, all members of staff are CRB checked.

When a child is being changed, we should be respecting the child's privacy and protecting their dignity at all times. The changing facilities are separate to the main classroom area to respect their privacy.



Records are kept of children's nappy changes for example if they were wet or soiled and initialled by the staff member doing that change. After a book is completed it is archived in accordance with Retention of Records.

If requested by parents/carers, records of children being taken to the toilet that are potty training are kept. For example, whether they went for a try or whether they did a poo/and or a wee and can written in a communication book.

Records are available for the parents and staff.

All nappy changing mats need to be checked weekly to check for tears.

If a child has urinated in the classroom: one member of staff should take charge of the children and move them a safe distance from the wet area. Another member of the team should put on an apron and gloves before using paper towels or kitchen towels to soak it up and putting these in a nappy sack. The area should be sprayed with antibac and wiped with the kitchen towel going into the same bag. A wet floor sign should be placed over the area. All materials used in cleaning must be disposed of in the nappy bin. If the accident took place on soft furnishings, these must be removed and washed.

Manual handling guidelines should be followed and necessary risk assessments completed.

PLEASE NOTE:

Under the Disability Discrimination Act (DDA), it is unacceptable to refuse admission to children who are delayed in achieving continence. This includes children's progression through the rooms.

No smoking policy

Hartley House Montessori complies with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our nursery site a no-smoking environment - both indoors and outdoors.

- All staff, parents and volunteers in our nursery are made aware of our No-smoking Policy.
- Practitioners who smoke do not do so during working hours, unless on a break and off the premises.
- Practitioners who smoke during their break make every effort to reduce the effect of the odour



and lingering effects of passive smoking for children and colleagues.

- Practitioners must not smoke wearing their work uniform.

The Hartley House Outdoor Education Hub provides appropriate and safe designated smoking areas on the Hartley House Estate for persons of legal smoking age. These areas are created as safe zones, away from areas used by the nursery, after school and holiday club and are monitored by the Outdoor Education Hub Activity Instructors.

Outing policy

Children benefit from being taken out of the setting to go on visits, trips and residential trips to support and enhance their learning experiences. All staff members ensure that they follow the procedures set in this policy to keep children safe. All staff members and volunteers are aware of and follow the procedures below.

Procedures

- Parents sign a general consent in the registration form for their child/children to be taken out as



a part of the daily activities of the setting.

- If out of the school grounds a risk assessment for each venue is carried out in advance of a visit.
- We ensure that all parents are asked to sign specific consent form before any off site outing.
- All venue risk assessments are made available for parents to see.
- Our adult to child ratio is higher for nursery age children, normally one adult to two children, depending on the children's age, sensibility and the type of venue, as well as how it is to be reached.
- A minimum of two staff members accompany children on outings.
- A minimum of two staff members remain behind with any children not attending the outing.
- Named children are assigned to individual staff to ensure that each child is well supervised, that no child goes astray and that there is no unauthorised access to children.
- Parents who accompany us on outings are responsible for their own child only. Where parents have undergone vetting with the Nursery as a volunteer, they may be included in the adults to child ratio and have children allocated to them.
- The Nursery emergency mobile phone is taken on outings, as well as supplies of tissues, wipes, spare clothing and nappies, medicines and Health care plans required for individual children, a first aid kit, snacks and water. The amount of equipment will vary and be consistent with the venue, the number of children, as well as how long they will be out for. We apply sun cream as needed and ensure they are dressed appropriately for the type of outing and weather conditions.
- We provide nursery children with badges/stickers to wear that contain the name of the setting and nursery telephone number- but not the name of the child.
- We use the Nursery mini bus or other approved vehicle to transport children and keep a record of the named drivers and appropriate insurance cover.
- The Nursery Manager should ensure that any company used is reputable, licensed and recommended to the Nursery, and has experience of day trips involving small children and has the appropriate seat belts.
- We ensure that seat belts are worn whilst traveling and that all children's booster seats and child safety seats are used as appropriate, taking into account the weight and height of the child.

Positive Language Policy

Introduction/Purpose of the Policy:

It is expected that all staff at The Lido, Hartley House Montessori and Casa dei Bambini develop, use and reinforce the use of positive language. Such language is



designed to manage and lead behaviour and learning by creating a supportive atmosphere and guiding pupils to positive outcomes.

The designated person responsible for Behaviour Management Issues is:

What is Positive Language?

Positive phrasing and language has the following qualities:

- tells the listener what can be done
- suggests alternatives and choices available
- sounds helpful and encouraging rather than bureaucratic
- stresses positive actions and positive consequences that can be anticipated.

Procedures/Practices:

Here are a few ways to ensure positive language and communication is maintained in the setting:

- **Always use eye contact with children when you are speaking to and working with them. It is best practice to be at a child's height when you are communicating with them.**
- **Always use eye contact** with and amongst staff members working in the same room. **Eye contact** is the first point of communication- you cannot communicate without it! Remember communication is a two way process.
- Be aware of personal body language and the impression that it gives the children. Crossing your arms can make you unapproachable and cuts you off from spontaneous interactions with the children.
- Move towards the child or any other person when communicating with them, remember to respect the other person, try and make sure you move so that there are no barriers to your communication. Do not communicate across the room or table, so consequently "over" others!
- Use your words to guide the children's actions, rather than automatically offering your hand for them to take and then be guided physically. The children in your care are independent beings and it is our responsibility to promote this, such as "We are going to the bathroom together" "We are going to the garden together". Use the word **TOGETHER** to emphasis a joint action to help the child with that transition from one place to another.
- If you wish to promote a transition of the children ie from the Work Cycle to stories or outside play, engage all the staff in this period so that all the children are spoken to individually and told what is happening, expectations set, and praised for achieving. For example, 'We are going out to play now. When you have finished your work please put it back on the shelf, and then



you can join us. We are putting our coats on first. Thank you for joining us.’ This ensures that the calm atmosphere remains.

- A raised adult’s voice or a jolt within the cycle escalates volume. Please do not shout or raise your voice unless you feel a child may be in danger or a situation is dangerous.

Conclusion:

At Hartley House Montessori Ltd we promote reflective practice and discuss our policies and practices at our monthly staff meetings. We also use the information about how ‘positive language’ can be used across the nursery throughout the induction process.

We additionally take part in any initiatives we can do for example the KOT project and attend SENCO Support Meetings and cluster meetings.

Lastly, we ask colleagues for help to point out our own phrases out to us.

The first step to making changes in the way we speak to children is to become aware of how we communicate and having the desire to make a change!

Information about how ‘Positive Language’ is used across the different age groups within the Nursery:

1. Bebe Room (6 months to 2 years) Tips for communication:

At this age the children are generally not walking, moving by crawling and using grabbing actions to 'feed' their thirst for knowledge about the nature of the objects around them through touch, using their mouth and their hands.

With these children the amount of praise given is universally higher as the children are constantly challenging themselves and achieving huge milestones in movement as well as language. Remember that a smile is always a lovely way to celebrate!

In a well-managed environment the positioning of the resources would give the children enough space to work independently, but with the proximity to feel as if they are in a social setting. Children can then interact through glances and exchanges of expression, developing their early communication.

It is not feasible to expect a child in this early 'ego-centric' phase of development to share.



Use language such as:

'I'm just going to'

'After three we are going to.....'

'Would you like to.....'

If the child is able to move himself in some instances, empower him to do so for himself:

'This is a basket for the bricks. I would like you to put the bricks in the basket' 'Climb out of the basket please?' 'Are you going to get out of the basket by yourself or can I help you?' 'After 3 I am going to help you get out of the basket' '1,2, Are you getting out by yourself? 3 'thank you for getting out of the basket by yourself' OR 'I am going to pick you up out of the basket'.

If there is 'inappropriate behaviour' throwing or pushing ask yourself some simple questions first:

- Is it the throwing / pushing (action) that the child is interested in?
- Is it to initiate contact with another child that this child wants?

With the answer you can then look at your practice and adapt it accordingly.

In this instance create a safe throwing activity such as Pom Poms into a basket. When it is the action, label it first so that the child is aware of what you are referring to. "Bobby, you are throwing. Bobby you are throwing the ball."

You can then redirect that action after a couple of sessions. 'Bobby would you like to throw?' 'If you would like to throw, we do throwing over here. I am going to show you where we throw. This is how we throw Bobby. You show me how you can throw the Pom Pom. Throw the Pom pom into the basket. That is exactly how we throw the Pom Pom. Thank you for throwing the Pom Pom into the basket'

You have in this instance:

- Identified the action and its requirement to be fulfilled by the child
- Given that action a name, a label so that child can identify it for himself
- Provided a safe way in which this need can be satisfied
- Guided the child to this place and demonstrated how it is done
- Empowered the child that they can do this action whenever they would like
- Praised the child for accomplishing the task



When these strategies are in place, as soon as you see the throwing of something inappropriate, you just go back to the original question. 'Bobby would you like to throw?' and start all over again.

If it is the contact with the child that is required, then demonstrating and praising is the most simple approach, but one that requires constant re-enforcing.

'Bobby, when we play with our friends we are gentle. This is how I play with my friend gently' (Demonstrate soft stroking). Can you show me how you can play gently? That's exactly how we play gently. Thank you Bobby for playing gently with your friend.

If a child is struggling with this and has this kind of interaction constantly with an adult, try to predict and interject first. 'Bobby, when you play with, you will play gently.' (Demonstrating gentle stroking actions on yourself or Bobby). Watch and then praise as soon as he approaches and initiates positively. 'That's exactly how we play gently with.....' If he returns to the push, then you return to the sentences above, but your best line of defence is to create as many opportunities for the child to receive praise, manipulating the environment so that contact with another child is always observed and managed. Role modelling interactions with others through "Grace and Courtesy" exercises also works well.

In all of these instances it is imperative that no matter how many times you go through the same procedure you approach it in the same manner, with the same tone of voice and the same words.

Never be afraid of asking for support from your team members and changing roles. We would all struggle if required to do this for the 20th time in one session!

2. Piccolino Room (or 2 years to 3 years) Tips for Communication:

Although the children are now moving, walking and starting to talk, they are still in a very ego-centric stage of development.

They are not capable of 'sharing' in the conventional meaning of the word.

The children are social beings, but all with their own independent energy to act on their surroundings at different times, on different things, in different ways.



The child's internal sense of order can be re-enforced and fostered, when children are given the responsibility of simple tasks such as tucking in their chairs, wiping the table, helping themselves to an activity and returning it to its place, on the shelves or table.

Encourage children wanting to work together to use a mat to define their working space. These groups should be small, such as 2-4 children to allow communication skills to develop and it not become overwhelming.

In a case of conflict you might say:

'Bobby these are brick's. These are your bricks. If you would like to play with the bricks we play with them on this mat. That is exactly where we play with the bricks. Thank you for playing with your bricks on your mat'.

Be prepared to repeat yourself often as children assimilate your words and develop an understanding. Remain calm and ask staff for help if need be.

Do not use negative language unless a situation may be dangerous, in which case you could say 'No' clearly. Follow this with a comment such as, 'I had to say No because I found it frightening that you were hitting your friend. I was worried that you would hurt them. Can you see they are upset? What can you do to make them feel better?'

Be prepared to use positive language to direct the child towards the appropriate action:

'Use our hands for the books and then you can turn the pages to see the pictures.'

Do not add negative consequences

'If you would like to climb, can I ask you do go slowly, and then you will be safe.' 'To be safe walking along the wall you need to go slowly'

Remember to praise the child: *'Thank you for walking slowly. That's exactly how we walk down the road and stay safe'.*

3. Bambino's (or 3 years-5 years) Tips for Communication:

Many of the strategies above will still apply in many instances and it is imperative to keep the same 'positive approach' to all scenarios.



When a child is over two, has a better command of the spoken word and understands most verbal exchanges.

A child craves attention, especially when it has been so freely given in the first few years of life. A child does not discriminate between types of attention. Praise all those behaviours that you wish to see repeated.

We can show the children acceptable behaviours through modelling our own. When directing the child, use simple sentences, outlining expected behaviour and then praising them for it when it is achieved.

Think: 'Do they know the meaning of these words?' or 'Do they know what I mean by...' rather than taking it for granted. It is best to introduce the child to the concept first and then praise when it is achieved.

For example: *'Bobby, would you like to play with John?' 'If I would like to play with John, I would say 'John please may I play with you?' 'Bobby can you ask John if you can play with him?' 'That is exactly how I ask John. What did John say?'*

If YES – 'Thank you John. Bobby would you say thank you to John and then you can go and join him on the mat'

If NO – 'Thank you John. Bobby, John would like to play by himself today, so you can ask him another time, just as you have done today.'

Respect the child who was playing by himself in the first place and empower him that it is OK to say 'No'.

Before Bobby interacts with another child, you can now prompt, as he approaches another child 'Bobby, would you like to play with Jack?' I know that you know how to ask Jack. How will you ask Jack if you can play with him? That's exactly what I say when I would like to play with a friend, well done Jack'.

Empower children by reminding them that they know what to do in a given situation such as:

'Bobby I know that you can sit beautifully in the circle. Would you like to show me how you can sit beautifully in the circle? If you are not going to sit in the circle then we will sit here together and watch what all the children are doing' Are you ready now to join all the other children? I knew that you knew how to sit in the circle beautifully, thank you Bobby.



Later in their development, children may require choices. See the example below:

‘Bobby I know that you know how to play with the sand beautifully. When we play with the sand we keep it all in the sand pit here. Please keep the sand in the sandpit. If you’d like to play with the sand then we keep it in the sand pit. Would you like to play with the sand? Then we keep the sand in the sandpit. You can play in the sand pit beautifully or come and sit with me? What would you like to do?’

Either Bobby will start playing appropriately with the sand to which you can praise him, or then say that after 3 he will need to make his choice.

After count down ensure that you keep to the choices that you have given a child. Do not give in. If you get to 3 and the child has not done as requested then he is removed politely, and the second choice is carried out.

This would usually be sitting accompanied for a short time, with an adult pointing out all the other children and the positive aspects of their work or play, telling ‘Bobby’ that you know he can also, sit with his friends beautifully, carry scissors safely etc.



Physical handling policy

Hartley House Montessori aims to help children to take responsibility for their own behaviour, which will be achieved by:

- adults acting as positive role models
- planning a range of interesting and challenging activities
- setting and enforcing appropriate clear boundaries and expectations
- providing praise and positive feedback

However, there are times when a child's behaviour presents particular challenges that may require physical handling. There are three types of physical handling:



Positive handling

The positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations, for example:

- giving guidance to children (such as how to hold a paintbrush, or when climbing)
- providing emotional support (such as placing an arm around a distressed child)
- physical care (such as toileting or first aid)

Physical intervention

Physical intervention can include mechanical and environmental means such as locked/closed doors. These may be appropriate ways of ensuring a child's safety.

Restrictive physical intervention

This is when a member of staff uses physical force intentionally to restrict a child's movement against his or her will. In most cases this will be through the use of the adult's body rather than mechanical or environmental methods. Restrictive physical handling will only be used in extreme circumstances in the context of positive behaviour management approaches. Please see the behaviour management policy for the Nursery's approach to promoting positive behaviour.

We will aim to do all that we can to avoid using restrictive physical intervention. However, there are sometimes situations of extreme danger that create an immediate need for the use of this form of intervention.

Restrictive physical intervention will be used in conjunction with the use of the word 'Stop'. Your child's best interests and their needs are paramount and restrictive physical intervention will only be used when staff believe that it is necessary. All staff have a duty of care towards each child and if they feel that a child is in danger of hurting themselves, others or of causing damage to property, they have a responsibility to intervene. This may involve an attempt to divert the child to another activity or a simple instruction to 'stop'! However, if it is judged necessary, we may use restrictive physical intervention.

When physical intervention is used, it will be used with reasonable force, using an amount of force in proportion to the circumstances. Staff will use as little restrictive force as necessary in order to maintain safety and use this for as short a period as possible.

Restrictive physical intervention can be justified when:

- a child is injuring themselves or others
- a child is damaging property
- if there is concern that, although injury, damage or other crime has not yet happened, it is about to happen

Restrictive physical intervention might also be used if a child tries to leave the site, or extends beyond boundaries when staff have charge of children on off-site trips. There may be times when restrictive physical intervention is justified but the situation might be made worse by its use and in this case alternative action would be taken (for example help seeking or making the area safe). This is consistent with our duty of care.

We emphasise that the aim in using restrictive physical intervention is to restore safety, both for the child and those around him or her. It would never be used out of anger, as punishment or as an alternative to less intrusive measures that staff think would be effective. All members of staff can use restrictive physical intervention, but where possible we will endeavour for it to be used by a member of staff who knows the child well and is most likely to be able to use other methods to support the child and keep them safe without using physical intervention.



In an emergency, anyone can use restrictive physical intervention as long as it is consistent with this setting's policy. Where an individual child's behaviour means that they are likely to require restrictive physical intervention, members of staff will be identified who are most appropriate to be involved. These members of staff will have received appropriate training and support in behaviour management as well as physical intervention. Staff and children's physical health is considered when such plans are made.

Where it is judged that restrictive physical intervention is necessary, staff will:

- aim for side-by-side contact with the child, avoiding positioning themselves in front (to reduce the risk of being kicked) or behind (to reduce the risk of allegations of sexual misconduct)
- aim for no gap between the adult's and child's body, where they are side by side. This minimises the risk of impact and damage
- aim to keep the adult's back as straight as possible
- beware in particular of head positioning, to avoid head butts from the child
- hold children by 'long bones', for example avoid grasping at joints where pain and damage are most likely
- ensure that there is no restriction to the child's ability to breathe. In particular, this means avoiding holding a child around the chest cavity or stomach
- avoid lifting children Restrictive physical intervention will not be used to bring children to, or hold them in, thinking time/time out.

An individual behaviour plan may be developed to support a child - restrictive physical intervention may just be one part of a whole approach to supporting a child's behaviour.

After using restrictive physical intervention, the Restrictive Physical Intervention Form will be completed and we will inform the parents/carers. This will be done as soon as reasonably practicable and within 24 hours of the incident.

After a restrictive physical intervention incident, support will be given to the child so that they can understand why they were held. A record may be kept about how the child felt about this. The member of staff will wait until the child has calmed down enough to be able to talk productively and understand the conversation. If necessary, an independent member of staff will check for injury and provide appropriate first aid.

Support will also be given to the adults who were involved, either actively or as observers. They will be given the chance to talk through what has happened with the most appropriate person from the staff team. The key aim of after incident support is to repair any potential strain to the relationship between the child and the adult that restrained him or her.

After restrictive physical intervention we will consider reviewing the individual behaviour plan (if the child has one in place) so that the risk of needing to use restrictive physical intervention is reduced.

Where anyone (child, carer, staff member or visitor) has a concern about the use of physical intervention, this should be dealt with through our usual complaints procedure.

Pregnancy policy

This document sets out the provision for maternity leave, pay and associated procedures. The document sets out the statutory entitlements to maternity leave and pay. Should the statutory



entitlements be amended, the regulations currently in force will be applied.

This document is applicable to all staff on permanent or fixed-term appointments.

Responsibility

It is the responsibility of the employee to advise Hartley House Montessori that she is pregnant, in order that arrangements can be made to ensure that her work will have no adverse effect on either her, her unborn child or baby.

Risk Assessment

A risk assessment must be completed on all pregnant workers, workers who have recently given birth and workers who are breast feeding. Hartley House Montessori will ensure that the work will not involve a risk (as far as reasonably practicable) to the health and safety of a new or expectant mother or her baby from any processes or working condition, or physical, biological or chemical agents. These include shocks, vibrations, noise, mental and physical fatigue, exposure to chemical agents and extremes of cold and heat. Every effort should be made to reach agreement between Hartley House Montessori and employee on the outcome of the risk assessment. Should a significant risk be identified, then the setting manager will remove the hazard and prevent exposure to the risk and amendments to tasks may be suggested. Risk assessments will be reviewed and updated regularly throughout the pregnancy.

The employer should suspend the employee on full pay if they can't remove any risks, eg by offering suitable alternative work. Pregnant employees who think they're at risk but their employer disagrees should talk to their health and safety representative.

Health Alerts

Parents and staff will be alerted with health alerts to ensure risk to pregnancy is limited. Any exposure to the following illnesses must be reported to the midwife/GP (this is the responsibility of the pregnant employee):

Chicken Pox

Shingles

Measles/German Measles

Slap Cheek

Maternity Leave

The employee must notify Hartley House Montessori of her intention to take maternity leave by the 15th week before her EWC (or as soon as is reasonably practicable).

She must tell us:

- that she is pregnant
- the expected week of childbirth
- provide in writing when she wishes to start her maternity leave

The notified date of the start of maternity leave may be amended provided that Hartley House Montessori is given at least 8 weeks notice of the change (or as soon as is reasonably practicable). Maternity leave cannot begin before the 11th week before the expected week of childbirth, and will start automatically if the employee is absent from work wholly or partly due to the pregnancy after the beginning of the 4th week before the expected week of childbirth.

Childbirth is the birth of a child, or a stillbirth from the 25th week of pregnancy. In such circumstances, these Maternity Procedures would apply. A miscarriage earlier than 25 weeks would be treated as sickness absence.

Hartley House Montessori will confirm in writing, within 28 days of notification of the pregnancy, the employee's maternity pay and leave entitlement and the expected date of return to work if the



full entitlement to leave is taken. Hartley House Montessori will assume that the full leave entitlement will be taken unless notified otherwise. An employee has the right to return to work at any time before the end of the total period of maternity leave (subject to 2 weeks compulsory leave after the birth). If she wishes to return before the end of the period of either ordinary or additional maternity leave she is required to give Hartley House Montessori 8 weeks notice before the return date.

A pregnant woman will normally qualify for 39 weeks statutory maternity pay (SMP) provided that she:

- Has been continuously employed by Hartley House Montessori for at least 26 weeks continuing into the 15th week before the baby is due (the “qualifying week”)
- Has an average weekly earnings of not less than the lower earnings limit for National Insurance contributions
- Is still pregnant at the beginning of the 11th week before the expected week of childbirth, or has had the baby by that time
- Has provided medical evidence of the date the baby is due at least 21 days before the maternity absence is due to start, by sending in her 'Mat B1' certificate

The maternity pay period can start any time from the 11th week before the expected week of childbirth and will last for a period of 39 weeks. SMP consists of 9/10ths of earnings for the first 6 weeks of maternity leave, followed by the current standard rate of SMP for the remaining 33 weeks or 90% of earnings for the full 39 weeks if this is less than the current standard rate of SMP.

If the employee is not entitled to SMP because her average weekly earnings are below the lower earnings limit, she may be entitled to maternity allowance, which is paid by the Department of Work and Pensions (<https://www.gov.uk/maternity-allowance>).

Ante-Natal Care Every pregnant employee is entitled to ante-natal care, irrespective of whether or not she qualifies for any other statutory or contractual maternity benefits. Any pregnant employee who, on the advice of a doctor, a registered midwife or a registered health advisor, has made an appointment for ante-natal care has the right not to be unreasonably refused paid time off work, provided:

- she asks the setting manager for time off work to keep each appointment
- she produces a certificate of pregnancy and an appointment card/other document confirming that the appointment has been made

Maternity leave will not be treated as sickness absence and will not, therefore, be taken into account for the calculation of the period of entitlement to sick pay during absence. If an employee is absent due to a pregnancy-related illness from the 4th week before the expected week of childbirth, she will be transferred onto statutory maternity leave and will not be entitled to receive sick pay/SSP. However, if sickness during pregnancy is not related to the pregnancy itself, an employee will be entitled to receive sick pay/SSP, unless the maternity pay period has already started.

If an employee is unfit to return to work on the expected date of her return from maternity leave, she will be deemed to have returned if a medical certificate is submitted, and the provisions of the sick pay scheme shall then apply. The period of both paid and unpaid maternity leave, up to a maximum of 52 weeks in total, shall be regarded as service for the purpose of calculating entitlement to leave and shall not affect the annual leave entitlement in the leave year(s) in which the maternity leave falls.

An employee returning to work after either ordinary or additional maternity leave does not need to give notice of her return unless she wishes to return early. Hartley House Montessori will



assume that the full leave entitlement will be taken unless notified otherwise, and will expect the employee to return to work on the expected return date, as notified to the employee. If an employee wishes to return before the end of the period of either ordinary or additional maternity leave she is required to give Hartley House Montessori 28 days notice before the return date. Nothing in these Maternity Leave Regulations shall confer on an employee any right to return to work for a period extending beyond the expiry of a fixed-term contract of employment. In these circumstances the employee will be consulted about the renewal or non-renewal of her contract.



Prevent duty policy

Policy

Hartley House Montessori is fully committed to safeguarding and promoting the welfare of all children attending the setting. Every member of staff recognises that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability in today's society. The tackling extremism and radicalisation policy sets out Hartley House Montessori beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views.

Aims

The Hartley House Montessori Prevent Duty Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. The objectives are that:

1. All staff will have an understanding of what radicalisation and extremism are and why there is a need to be vigilant.
2. All staff will understand the policy for tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
3. All children will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
4. All parent(s)/guardian(s) will know that the policies are in place to keep children safe from harm and that Hartley House Montessori regularly reviews its systems to ensure they are appropriate and effective.

Definitions and indicators

Radicalisation is defined as the act or process of making a person more radical or favouring extreme or fundamental changes in political, economic or social conditions, or institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Changing their style of dress or personal appearance to accord with a particular extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist ideology, group or cause.
- Attempts to recruit others to the extremist ideology, group or cause.
- Communications with others that suggests identification with an extremist ideology, group or cause.
- Using insulting or derogatory names for another ideology, group or cause group.
- An increase in prejudice-related incidents committed by that person – these may include; -



Physical or verbal assault. - Provocative behaviour. - Damage to property. - Derogatory name calling - Possession of prejudice-related materials. - Refusal to co-operate. - Condoning or supporting violence towards others.

Procedures for referrals

It is important to be constantly vigilant and remain fully informed about the issues which affect the local areas, cities and society. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns to the Designated Safeguarding Lead

Hartley House Montessori believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about an individual(s) and/or an extremist ideology(s), group(s) or cause(s). Hartley House Montessori staff must have the confidence to challenge, and to intervene, and ensure that strong safeguarding practices are based on the most up-to-date guidance and best practice.

The DSL for Hartley House Montessori will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the safeguarding board on site. Hartley House Montessori staff have the option to follow the Hartley House Montessori whistleblowing policy if they are not comfortable discussing the concern with their line Manager.



Promoting positive behaviour policy

It is the primary aim of Hartley House Montessori that every member of the community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This behaviour management policy is therefore designed to encourage the way in which all members of the setting can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Hartley House Montessori aims to:

- Create a setting where there is a friendly and welcoming atmosphere for both children and adults
- Help children, young people and adults to recognise their own value and enhance their self-esteem
- Promote the values of honesty, respect and tolerance
- Develop the personal qualities of initiative, independence, self-motivation, responsibility, punctuality and co-operation

Hartley House Montessori uses effective behaviour management strategies to promote the welfare and wellbeing of children in our care. Working in partnership with parents, we aim to encourage socially acceptable behaviour using clear, consistent and positive strategies. We expect both children and adults to:

- Use socially acceptable behaviour
- Comply with our policies and procedures
- Respect one another, accepting differences of race, gender, ability, age and religion
- Ask for assistance if needed

Hartley House Montessori will promote and actively encourage good behaviour using the following positive behaviour management strategies:

Stimulation and redirection

- It can be possible to anticipate inappropriate behaviour and to intervene swiftly once it starts to occur – e.g. “Come and see this ... “
- Can the behaviour be ignored? - If negative behaviour is not disruptive or harmful to themselves or others
- Redirection - distracting children away from inappropriate behaviour by guiding them towards other activities
- Contests/games
- Challenging and engaging experiences throughout the day – planning must meet the needs of the individual child



Reinforcing positive behaviour - positive praise

- Give lots of specific and descriptive praise when a child has worked as a group without any incidents
- Use both verbal and non-verbal communication – e.g. smile, high five, thumbs up!
- Ensure the child is exposed to the praise of other children
- Offer choices - e.g. "I need you to sit down. Will you choose the blue or the red cushion?"
- Children will **NOT** be offered 'deals' or rewards such as food

Clear rules and boundaries

- We have a few simple rules and golden values - be consistent in making sure they are kept
- Make sure children are aware of when an activity is due to change using verbal, visual and/or auditory cues – e.g. refer to a visual timetable

Consistency

- Adults will consistently role model positive behaviour – e.g. manners and calm voices
- Adults will support the 'separation process' by clearly explaining what will happen next
- Staff members will maintain consistency over classroom rules for all children

Consequences

- Give the child a warning and explain the consequence of their actions
- Children will have to tidy up any mess they make – e.g. destructive behaviour during an episode of upset
- Children will **NOT** be given 'time out' but may be removed from the group in order to calm down and reflect on behaviour, in particular if other children or adults are potentially at risk of harm

It is believed that by adopting a culture of sharing and caring, engaging rules of action and consequence and by the adults leading by example, any incidents will be minimised. By establishing clear boundaries according to the child's level of understanding, children become aware of routines and settings and know what is expected of them. One child's behaviour must not be allowed to endanger the other children in the group by absorbing or distracting the supervising staff. Parents are expected to provide suitable detail in terms of behavioural traits of their children when registering their child or when there is a significant change.

If a child's behaviour is consistently challenging, the following steps will be taken:

- The child will be given an explanation about why their behaviour is unacceptable
- If the unacceptable behaviour continues the staff will monitor and record the incidents using an Antecedent Behaviour Consequence (ABC) chart – this information will be shared with parents/guardians
- SMART objectives and review points will be set to support positive behaviour – this information will be collated in partnership with parents/guardians
- In the unlikely event that the behaviour does not improve using positive behaviour management strategies Hartley House Montessori reserves the right to exclude the child on a temporary or permanent basis



Safeguarding and child protection policy

At Hartley House Montessori, we are committed to promoting positive outcomes for all children. We are committed to building open and supportive professional relationships with our families. We follow the principle that everyone has a duty of care to keep the children safe and protect them from harm.

Our core safeguarding principles are:

- ❖ It is the setting's responsibility to take all reasonable steps to safeguard and protect the rights, health and well-being of all children who are in our care
- ❖ The setting will ensure that the welfare of children is given paramount consideration when developing and delivering all activities
- ❖ All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- ❖ All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this policy
- ❖ The policy will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier review date

Hartley House recognises its legal and ethical duty to promote the well-being of all pupils, protect them from harm, and take appropriate action where we have concerns. We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning and pastoral care

As a consequence, we

- ❖ Assert that all members of staff (including volunteers) are an integral part of the child safeguarding process
- ❖ Recognise that abuse and neglect are likely to have significant detrimental impacts on a child's learning, social and emotional well-being, behaviour and attendance
- ❖ Recognise that safeguarding children in this nursery is a responsibility for **all** staff, including volunteers and students
- ❖ Will ensure through training and supervision that all staff and volunteers are alert to the



possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions

- ❖ Will designate senior members of staff with knowledge and skills in recognising and acting on child protection concerns. They will act as a source of expertise and advice, and are responsible for coordinating action within and liaising with other agencies

- ❖ Will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated Safeguarding Lead, who will refer on to Children's Services in accordance with the Local Safeguarding and Children's Board (LSCB)

- ❖ Will ensure that all staff are aware of the child protection procedures

- ❖ Will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our setting are suitable to work with children and have relevant DBS checks carried out and approved

- ❖ Will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children

All members of staff (including volunteers) will at all times act pro-actively in child welfare matters. Where any member of staff fails to act in accordance with this policy, this may be dealt with as a disciplinary matter. Staff members are required to disclose any changes which may affect their suitability to work with children. A suitability declaration is recorded at each staff meeting and each staff review.

Good practice guidelines

To meet and maintain our responsibilities towards children, the setting agrees to the following standards of good practice:

- ❖ To treat all children with respect

- ❖ To ensure staff are positive role models to children and other members of the team and never engage in rough physical or sexually provocative games

- ❖ To maintain appropriate standards of conversation and interaction with and between children and avoid the use of sexualised or derogatory language

- ❖ To be alert to changes in a child's behaviour and to recognise that challenging behaviour may be an indicator of abuse

- ❖ To raise awareness of child protection issues and equip children with the skills they need to keep themselves safe

- ❖ To involve children in decision-making which affects them (taking into account their age and stage of development)

- ❖ To ask the child's permission before doing anything for them, which is of a physical nature, such as nappy changing

- ❖ To be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse

Integrated practice

Hartley House Montessori is committed to working in partnership with external agencies to support the welfare

of the children in our care. We aim to;

- ❖ Liaise with and make referrals to appropriate agencies about children where there are safeguarding or child protection concerns, including the Local Authority Designated Officer (LADO)



- ❖ Co-ordinate the development of integrated practice for vulnerable children and families including using the Common Assessment Framework (CAF), and Team Around the Child (TAC)
- ❖ Develop effective links with relevant statutory agencies. For example, Health, Police, GPs, Local Authority
- ❖ Co-ordinate and support the setting when working with a child who has a Child in Need or a Child Protection Plan

The Lead Safeguarding practitioner

The Designated Safeguarding Lead is: [Stacey Page](#) – Head of Nursery

In their absence, the Deputy Safeguarding Practitioner is: [Tracy Berry](#)

The Designated Safeguarding Lead will;

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children's Services and other relevant agencies over suspicions that a child may be suffering harm
- Cascade safeguarding advice and guidance issued by the LSCB, and the Multi Agency Safeguarding Hub (MASH)
- Ensure that all staff receive regular training on universal safeguarding, and receive training on the Prevent Duty and Radicalisation as well as other relevant subject matters such as Domestic violence and Female genital mutilation
- Where they have concerns that a referral has not been dealt with in accordance with the LSCB's procedures, refer back to the Local Authority
- Ensure each member of staff, volunteers at the Nursery school, and regular visitors are aware of and can access readily, this policy
- Keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place
- Ensure parents are aware of the Safeguarding policy in order to alert them to the fact that the school may need to make referrals
- Where children leave, ensure any safeguarding file is transferred to the new setting as soon as possible, separately from the main file, and addressed to the Safeguarding Lead
- Where a child leaves and the new setting is not known, ensure that the Local Authority is alerted so that the child's name can be included on the database for missing pupils
- Where a child is subject of a Protection Plan, bring to the attention of the allocated social worker any concerns – including any absence from the setting, behavioural problems, or any exclusion

Dealing with concerns

We are committed to responding promptly and appropriately to all incidents, allegations or concerns which relate to the welfare of a child. If anyone has reason to consider that a child may be suffering, or may be at risk of suffering significant harm, they must always discuss such concerns to the Designated Safeguarding Lead, who will refer the matter to Hants direct Children's Services Department on 08456035620. (Out of hours 0845 600 455). Advice may also be taken from MASH 0300 555 1384. If a child is at significant risk of harm, police will be informed by calling 999. Through training everyone will be clear on the difference between a concern and a child at risk of immediate danger of risk or harm, where something could be repeated if they were to return to the place where the abuse is happening. Training will also raise awareness to the possibility of peer to peer abuse and signs of recognising this. We minimise the risk of this happening by overseeing



children in all areas of the setting and having an adult presence and support in their play and selfcare.

To this end, volunteers and staff will follow the procedures below:

- Talk privately to the Designated Safeguarding Lead as soon as possible (Or in their absence, the deputy safeguarding practitioners)
- Staff members will not discuss the incident with other members of staff or families
- If they have seen, heard or a child has said something that concerns them, will not ask questions but may prompt using TED (Tell me, Explain to me, Describe to me)
- Staff members will record in writing the event or exactly what was seen or said (in the child's own words)
- Staff members or volunteers with a concern can discuss with a designated officer or call the Multi Agency Safeguarding Hub (MASH) on 01189 373641, Hantsdirect Children's Services on 08456035620, or in an emergency, call 999 or NSPCC 0800 028 0285
- As a duty of care, always ensure that action has been taken to follow up any incident of concern

Allegations against a member of staff

Whereby an allegation is concerning a member of staff, volunteer, student or other adults in contact with children in the setting, the Local Authority Designated Officer (LADO) will be informed immediately on 01962 876364. Due to the serious nature of such concerns, staff may be suspended until a full investigation has taken place. The setting will support and treat with respect the member of staff whilst suspended.

If it appears from the results of the investigation that the allegations are justified, disciplinary action will follow, taking legal advice where necessary. Where it seems likely that 'on balance of probabilities' abuse may have taken place, the individual will be dismissed and will be referred to The Disclosure and Barring Service (DBS).

Staff Training

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff (including volunteers) will be shown and talked through our 'what to do if you are concerned about a child' information and will be directed to the safeguarding information posters provided in each classroom.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The setting will provide this training as through the designated person, online or through commissioning training.

Curriculum

We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and confident. We strongly encourage an understanding of why and how to keep safe.

We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage, ethnicity cultural and social backgrounds.

Parental partnership

Where possible, concerns will be discussed with the parent and/or carer for an explanation, providing it does not put the child at immediate risk. Parental agreement will be sought for a referral unless seeking agreement is likely to place the child at risk of significant harm through delay



or the parent's actions or reactions. Where we decide not to seek parental permission before making a referral, the decision will be recorded in the child's confidential file with reasons, dated and signed.

Parents must notify the setting regarding any concerns they may have about their child and any accidents, incidents or injuries affecting the child, which will be recorded.

We will involve parents and carers wherever possible and ensure they have an understanding of the responsibilities for safeguarding children by making clear our statutory duties to safeguard children. We make our roles and responsibilities with regards to child protection clear to our families and information regarding the reporting of concerns is presented on parent noticeboards in each classroom.

Confidentiality and data protection

The setting, and all members of staff, will ensure that all data about children, their families and staff are handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child, the child's family or other staff members must take all reasonable steps to ensure that such information is only disclosed to those people who need to know. The setting will ensure all staff understands that child protection issues warrant a high level of confidentiality. This is not only out of respect for the child and staff involved but also to ensure that information being released into the public domain does not compromise evidence. Staff will only discuss concerns with the designated person.

All child protection records will be kept separately from the child's main file. The Designated Safeguarding Lead will restrict access to those people who have a role to play in protecting the child.

Safer recruitment policy

Hartley House Montessori reputation for high quality childcare depends on the utmost professionalism and hard work of on-site staff. To ensure Hartley House Montessori continues to deliver the high quality of service promised, the recruitment, selection and appointment processes are reviewed and improved continuously and this policy applies to all staff – including senior managers, paid staff, volunteers and seasonal works, agency staff, students or anyone working on behalf of Hartley House Montessori.

Safer recruitment practice should be applied at all stages of the recruitment process:

- Advertising and information for applicants
- References
- Other checks before interview
- Selection of candidates
- Interviewing short-listed candidates
- Offer of appointment to successful candidate



- Induction and supervision of newly appointed staff.

Recruitment

Hartley House Montessori uses a variety of internal and external recruitment channels to appoint staff members with relevant experience in childcare. Recruitment decisions are made with the intention of recruiting the best person for the available roles on site.

In making the decision, the following factors are taken into account:

- Relevant childcare qualifications or applicants studying towards a relevant qualification.
- Experience working with children in similar environments.
- Additional skills such as first aid or lifeguarding.
- Personality and enthusiasm.
- Personnel recommendation where appropriate.
- Strength of references.

Selection and appointment

In appointing staff Hartley House Montessori uses the following procedures:

- **Application Form:** All new candidates and returning staff are required to complete the extensive application form. This gathers information required by Ofsted including contact information, relevant experience and qualifications (academic and / or vocational), a full employment history, a declaration that the person has no convictions, cautions or bind-overs, including those regarded as spent (this should also include referral to or inclusion on the DBS children's or adult's barred list or regulatory body restricting or preventing them from working with children or vulnerable adults) and references.
- **Interview:** Candidates with a strong application will be invited to interview for a role. Where possible interviews will be face to face with 2 members of staff. All members of the HR Recruitment team have received extensive Safer Recruitment Training. Hartley House Montessori use interview templates that are specific to the role for which a candidate has applied. They help to assess a candidate's suitability for the role by investigating their experiences, motivation for working with Hartley House Montessori, any gaps in employment, ability to adapt to on-site scenarios, personality and safeguarding experience amongst other factors. Applicants will also have a classroom trial (if applicable) before appointment.
- **References:** Hartley House Montessori requires two professional references (written or verbal one from the most recent or current employment) for every candidate as sufficient proof to establish a candidate's employment and educational history. *Please note all references will be followed up. In the case of applicants with unexplained gaps in their employment history, or who have moved rapidly from one job to another, explanations will be sought.* References should include:
 - The length of time the person has known the applicant and in what capacity
 - Post held with dates, salary and reasons for leaving
 - Ability and suitability to work with children and young people
 - Skills, strengths and weaknesses and how these have been demonstrated
 - Any current disciplinary investigation and / or sanction
 - Any allegations and / or disciplinary investigations relating to the safety welfare of children and young people and the outcome of these (including where any sanction has expired)
 - Details of any criminal convictions or cautions
 - Sickness record
 - If the referee would re employ and if not, details of why
 - And verification of the identity of the referee.



- **Health Declaration:** All staff are required to complete an annual self-assessed Health Declaration for Hartley House Montessori to ensure they are fit for work. Where this raises any concern this will be signed off by a healthcare professional and the cost incurred will be covered by Hartley House Montessori.
- **Suitable Person Questionnaire:** Early Years Practitioners are required to complete a Yearly Suitability Declaration to ensure they are suitable to work with the Early Years children on site.
- **Certificates and Qualifications:** Staff appointed in specialist roles are required to send proof of their qualification to Hartley House Montessori. This is kept on file centrally. Additionally CPD certificates are kept on file in conjunction with the staff training plan.
- **Photo ID and Right to Work in the UK:** All staff members are required to provide proof that they are eligible to work in the UK. At least 1 form of photo ID is kept on file centrally.
- **DBS Checks:** The recruitment and employment policy is in line with Ofsted guidance. Staff are required to hold a Hartley House Montessori DBS certificate unless they are signed up to the DBS Update Service. DBS certificates issued for Hartley House Montessori will not be deemed suitable if the disclosure is more than 3 years old. Non Hartley House Montessori DBS certificates will be accepted if they were issued within the last 3 months or alternatively if they are on the DBS update service.

If a staff member without a Hartley House Montessori issued DBS Check is signed up to the DBS Update Service, Hartley House Montessori is required to see an original copy of the disclosure to check that it is authentic and relevant to the correct workforce. The DBS Update Service allows Hartley House Montessori to check that nothing has been added to a disclosure since it was issued.

Hartley House Montessori will record the information provided from any DBS Check but will only keep a copy of the disclosure for a maximum of 6 months if there is a disclosure note. In exceptional circumstances a staff member who holds a non- Hartley House Montessori DBS older than 3 months (and not registered for the update service) may begin at Hartley House Montessori providing a List 99 check has been carried out. However, they must never be left unsupervised with children and all children must always be within sight and hearing of a checked person. In this circumstance the HR Recruitment team and Setting Manager will be responsible for ensuring appropriate risk assessments are made. As the information contained in a DBS Check is only correct at its date of issue, all staff members are asked to sign a DBS Declaration as part of their Application Form. Before they commence employment the staff member needs to state that no criminal offences have been committed since the disclosure was issued. Any false information or deliberate omission may result in dismissal or disciplinary action.

- **Contract Paperwork:** All staff will be required to return a signed copy of Hartley House Montessori formal, legally binding contract (which is accompanied by a formal offer letter). This ensures that members of staff are fully aware of the contract they are entering into and that this is a position of great responsibility which is not to be taken lightly. All offers of employment are subject to an enhanced disclosure from the Disclosures and Barring Service, satisfactory of a Pre-employment Medical Questionnaire and a new start details form, confirmation of the employees right to work in the UK, satisfactory references and their acceptance of the terms set out in their Statement of Particulars of Employment.
- **Induction Period / Probationary Period / Appraisals:** All staff have an induction period where new employees are inducted into the policies and practices of Hartley House Montessori. This should include being made aware of the identity and specific responsibilities and the standard of conduct



and behaviour expected. They should also be made aware of the organisation's personnel procedures relating to disciplinary issues and the relevant whistleblowing policy. Staff have workplace mentors as well as reviews and appraisals. If the appraisal raises any areas of concern this will be taken into account before any recruitment decision is made. *Please note that all appointments (both paid and voluntary) will be subject to a probationary period and successful completion of this period will not be confirmed without a review by their Manager. Probationary periods can be extended if there is any doubt about the person so that further investigation can take place.*

Hartley House Montessori volunteers are subject to the same pre-employment checks as paid staff members. This includes satisfactory DBS status and references. Hartley House Montessori takes its responsibility to safeguard children seriously and acts on 'Keeping children safe in education' guidance referring to 'Disqualification by Association'. Hartley House Montessori asks their staff to provide relevant information about themselves or a person who lives or works in the same household as them, in order to determine whether or not the disqualification by association requirement applies. Hartley House Montessori will carry out prohibition from management, prohibition from teaching for staff if there is need to do so.

A Single Central Register containing the vetting requirements of all staff working on site is maintained in accordance with current guidelines to ensure the safeguarding of all children in Hartley House Montessori care.

Other information/sources that might be of use:

Local Safeguarding Children's Board Website:

<http://www.hampshiresafeguardingchildrenboard.org.uk/>

Services for Young Children Website: <http://www3.hants.gov.uk/childrensservices/childcare/providers/business-support/childcare-recruitment.htm>

Safety and suitability of premises, environment, and equipment policy

Hartley House Montessori believes that the health and safety of all persons on site is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

This basis of this policy is risk assessment. We follow the risk assessment processes below:



- Identification of a risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, cleaners etc?
- Assessment as to the level of a risk is high, medium, low. This takes into account both the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review.

Procedures

- Our risk assessment process covers both adults and children, and includes:
 - to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors;
 - checking for and noting hazards and risks indoors and outside, in relation to our premises and activities;
 - assessing the level of risk and who might be affected;
 - deciding which areas need attention and developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- Hartley House Montessori have opening and closing checklists for daily use in each classroom which provide opportunity for staff to visually risk assess both the environment and equipment, and highlight concerns to the management team.
- Staff members or other users are able to highlight health and safety concerns or risks on the Hazard Analysis Forms on display in each classroom. This information is then passed on to the line manager and Health and Safety Representative for action. Following any highlighted risk, immediate action will be taken to diminish the risk and ensure the safety and suitability of premises. Additional risk assessments may be used for specific highlighted concerns.
- Our Health and Safety representative is responsible for the site Health and Safety checks and implement what is required including PAT Testing, Water Testing and Fire Safety including extinguishers.
- Risk assessments are reviewed, at a minimum, yearly.

Settling in Policy

Hartley House Montessori is committed to making the settling in period for every child as easy and as welcoming as possible.



It is particularly important that all staff follow the following steps when a child starts:

- The nursery staff will work in partnership with parents/carers to settle the child into the nursery environment.
- There will be introductory visits arranged, a minimum of three, so the child can familiarise themselves with the nursery.
- During the introductory visit an introductory pack will be worked through with the allocated key carer and the parent/carer. This pack covers routines etc that will help with the settling in process.
- We aim for parents/carers to talk to the duty manager's/nursery manager during the first introductory visit, whilst the Key worker interacts with the child. In the second introductory visit the key worker has the opportunity to greet and interact with the parents. However, an alternative option may be that the child's key worker talks to the child's parents/carers to go through their intro pack. This may be more effective if the child sees their key person interacting with the parents. This is all dependant on an individual basis.
- Parents/carers asked to bring in photos of child's family in order to make a 'family book' to aid the transition between home and nursery.
- During the first few weeks, parents/carers may stay with the child for sufficient time so that the child feels settled and the parent/carer feels comfortable about leaving them.
- If felt necessary, a child may be invited to come in for an additional introductory visit over a routine period e.g. meal time or sleep time just to allow the child to begin to become comfortable in their new surroundings.
- For the first few sessions the new child may be picked up earlier if the parent/carer wishes.
- No child will be taken on an outing (whilst walking) from the nursery until they are settled in. If appropriate Bebe's and Piccolino's may be taken out in a buggy, if felt a calming experience and agreed beforehand with parent/carers.
- Questionnaires on our settling period are regularly sent out, feedback noted and acted upon. Please feel free to ask for a questionnaire/see responses!

Staff training and induction policy



Hartley House Montessori believe pre-start and ongoing professional development training is vital in ensuring the safe and smooth running and delivery of the Hartley House Montessori product and all safeguarding practices.

Hartley House Montessori require all staff to complete a training process before working with children. Hartley House Montessori specific training ensures all staff members are aware of Hartley House Montessori Policies and Procedures.

Once a member of staff has been employed they will be required to complete the following training process;

1. Staff Induction: The Staff Induction is led by the new member of staff's supervisor or line manager. In this induction they read literature which gives an introduction to Hartley House Montessori, all Hartley House Montessori Policies & Procedures including the Staff handbook and Staff Code of Conduct. It also includes a tour of the site so the staff member is familiar with fire exits, toilets and classroom uses etc.

2. Internal Training Sessions: These are the core element of training for all setting staff. This face to face training is led by the Setting Manager or member of the team who may disseminate information provided in an external training session. Sessions may also be provided online via ELearning

portals. Internal training sessions may be requested.

3. External Training Sessions: Staff members will be encouraged to attend external training sessions whenever reasonably practicable.

Records of training

Training records for Hartley House Montessori members are kept centrally at Hartley House Montessori Office.

Staffing policy

Hartley House Montessori provides a staffing ratio in line with the Safeguarding and Welfare



Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are all appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

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

- Children under two years of age: 1 adult : 3 children:
 - at least one member of staff holds a full and relevant level 3 qualification and is suitably experienced in working with children under two;
 - at least half of all other staff hold a full and relevant level 2 qualification;
 - at least half of all staff have received training that specifically addresses the care of babies; and
 - the member of staff in charge of that room has suitable experience of working with under twos.
- Children aged two years: 1 adult : 4 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three years and over: 1 adult : 8 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over as follows:
 - there is at least one member of staff for every 13 children; and
 - at least one other member of staff holds a full and relevant level 3 qualification.
- There is a minimum of two members of staff on duty at any one time.
- Each child is assigned a key staff member when they start nursery to help the child become familiar with the nursery and settle in smoothly. The staff members form a relationship with parents to ensure that they are taking into account the child's well being, development and progress in nursery, as well as all other aspects of the child's individual care. In order to continue the children's development at home as well as nursery they are supportive of the parents and offer guidance when needed.

Lone working

It is recognised that there are occasions when teaching, support, administrative and cleaning staff may be required to work alone in isolated conditions. This however may introduce risks for a normally non-hazardous work activity

Categories of lone workers

Within the Nursery a lone worker will most probably fall within one of the following categories:

- Those who work/enter/use an otherwise unoccupied part of the building
- Those who work in an isolated part of the nursery
- Those responding to an alarm call out after normal school hours



Definition of Lone Working

Where staff are engaged in work or using another part of the building (either outdoors or indoors) and there are no other people who could reasonably be expected to come to their immediate aid in the event of an incident or emergency.

Risk Assessment

It is the responsibility of the Health and Safety Representative/Manager to ensure that regular Health and Safety Checks are completed and Risk Assessment is undertaken and reviewed, and that a person who does work alone is aware of the risks. The risk assessment will take into account the type of tasks undertaken, the environment, Health and Safety instruction and training received and the individual's medical history.

Hazards identified will be evaluated by the Health and Safety Representative/Manager for the likelihood of the hazard causing harm. Measures will be introduced if the assessment shows that existing precautions are inadequate to eliminate or adequately control the hazard. The risk assessment will be subject to review to ensure it is relevant and current to the workings of the school.

Contractors are given an appointed time to work on/in the building and are signed in and out of the building and are supervised whilst on the premises during working hours. Contractors will be made aware of any risk or harm they are likely to encounter.

Controls

- Staff should seek the permission of the Manager to work alone in the building outside of normal school hours.
- The experience and training of all staff and the activities to be undertaken will be taken into consideration before allowing lone working.
- Lone workers must be considered capable of responding correctly in an emergency situation by the Owner and/or Manager.
- Whenever possible it is recommended that staff work with a colleague.
- Staff must not place themselves in danger by challenging intruders or vandals but should call the police for assistance. Staff should not enter the school premises if there are signs of intruders but are advised to immediately call the police.
- Staff should not work alone if they have medical conditions that might cause incapacity or unconsciousness.
- All lone working staff should establish their own checking in and out system with either family, friends or work colleagues. It is advised that lone workers provide a relative or friend with a telephone contact number (Owner or Manager's mobile phone numbers) to call if the lone worker fails to return home at the expected time.
- Staff will receive information and/or training to help ensure they understand the risks associated with lone working and to minimise these risks.
- All lone workers, in an otherwise unoccupied building, should follow the school's 'Fire and Emergency Procedures.'



- Staff have a responsibility for making themselves familiar with and following the school's safety procedures and location of safety equipment.
- In the situation where two or more people are working in isolated areas of an otherwise unoccupied building, they should keep each other informed about their movements.
- It is the responsibility of all school personnel and contractors to adhere to the lone working procedures and to report any difficulties, failure of equipment or general concerns on health and safety to the Manager/ Health and Safety Representative. If members of staff fail to follow procedures designed to protect their safety, this could result in a disciplinary matter as they will have contributed to their injury and any compensation claims for damages or unfair dismissal may be reduced accordingly.
- In the case of using the toilet on The Lido premises- staff should let another team member know they are leaving the secured school site before entering the other half of the building- as well as letting them know when they return. The Lido Sports Association is secured by coded entrances but is open to members of the club and the general public. They may not be present throughout the day.

During Winter months, the lights may not be on and the route to the toilets is not clear or safe. The Manager or Duty Manager should ensure the lights are switched ON before it is dark.

- The School respects the right of the employee, under the Trade Union Reform and Employment Rights Act 1993, to refuse to carry out work where there is a serious and imminent risk of danger. They also can advise others to do the same without being dismissed as a result. Staff should be proactive in bringing to the attention of the Manager and/or Health and Safety Representative any aspect of work related risks.
- The Health and Safety Representative/Manager/Proprietor will regularly monitor the implementation of these procedures.
- Following any incident an investigation will be carried out and its findings used to inform change to procedures and working practice.



Sun protection policy

Hartley House Montessori takes responsibility for advising children and young people in their care on the health risks regarding exposure to the heat and the sun. Exposure to ultraviolet (UV) radiation from the sun can cause skin damage including sunburn, blistering, skin ageing and in the long term can lead to skin cancer.

Hartley House staff members should advise children and young people in their care to use sun protection and inform them that a tan is not healthy - it is a sign that skin has already been damaged by the sun.

Staff should encourage children and young people to keep covered up with a long-sleeved shirt, and a hat with a brim or flap that protects the ears and neck during outdoor activities in the summer months - especially at lunch time when the sun is at its hottest. Staff members will also support children and young people to use sunscreen of at least SPF (Sun Protection Factor) 30.

Staff members are responsible for their own sun protection and should model positive sun safety measures.

Hartley House encourages children and young people to:

- Take breaks in the shade
- Drink plenty of water to avoid dehydration
- Stay informed about the dangers of sun exposure
- Keep well covered in clothing
- Check their skin regularly for unusual spots or moles that change size, shape or colour and to tell their supervisor if they find anything that causes them concern

What sun protection factor (SPF) should be used?

Use sunscreen with a sun protection factor (SPF) of at least 30. The higher the SPF, the better.

Hartley House Montessori recommends SPF 50. The product should be provided by parents/guardians and must be within its expiry date.

Heat Exhaustion

Heat exhaustion occurs when the body cannot lose heat fast enough. If it's not treated quickly, it can lead to heat stroke, which is a much more dangerous condition. Signs of heat exhaustion include faintness, dizziness, palpitations, nausea, headaches, low blood pressure, tiredness, confusion, loss of appetite and hallucinations.

If a Hartley House employee suspects a child, young person or adult is suffering from heat exhaustion the following measures will be taken:

- Get them to rest in a cool, shaded place
- Give them plenty of water
- Cool their skin with cold water
- Loosen any unnecessary clothing and make sure that the person gets plenty of ventilation
- Monitor their condition closely
- Parents/guardians will be contacted to collect any child deemed unwell or affected negatively by exposure to the sun



Supporting children with SEN policy

At Hartley House Montessori we are committed to supporting all children, including those with Special Educational Needs and Disabilities, by providing an environment in which all children are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We support children and their families with special educational needs and disabilities by working in partnership with the families, ensuring that we actively listen to and act on their wishes and concerns.
- We identify the specific needs of children with special educational needs and disabilities by having a clear approach for identifying, responding to and meeting those needs through a range of SEN strategies.
- We work in partnership with the local authority and other external agencies to ensure the best possible outcomes for children with SEN and their families.
- For children whose home language is not English, we will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning.

Procedures

- We have a designated a member of staff to be the Special Educational Needs Co-ordinator (SENCO).
- Our SENCO works closely with the Management Team and other colleagues, they have the responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs and Disabilities Policy and for co-ordinating provision for children with disabilities and SEN.
- We ensure that the provision for children with SEN is the responsibility of all members of the Nursery.
- Our SENCO has completed specific SENCO training provided by Hampshire County Council Inclusion Team
- We ensure that the provision for children with SEND is the responsibility of all staff members in the Nursery.
- We provide training opportunities for all staff members which link to specific needs of the children in our care.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- We use a graduated approach system to (assess, plan, do and review) applied in increasing detail



and frequency to ensure that children progress.

- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's individual needs and education including all decision making processes.
- Children requiring additional support will be provided with an Individual Education Plan (IEP) which highlights SMART objectives and review points, set to support positive learning and development – this information will be collated in partnership with parents/guardians
- Where appropriate we take into account children's views and wishes in decisions being made about them, relevant to their level of understanding.
- We provide parents with information on local sources of support and advice.
- We liaise and work with other external agencies and professionals involved to help improve outcomes for children with SEN and access additional support.
- We have a system in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs and Disabilities Policy. Further funding is available and can be applied for with the support of the Management Team, in order to support your child.
- We ensure the effectiveness of our special educational needs and disabilities provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints.
- Confidential records are kept securely and are only accessible by those who have a right and professional need to see them. Records will be kept in line with our data protection and records policy.



Transport Policy

COLLECTION PROCEDURES

Getting to and from school is of paramount importance and is the point when a child's safety is most at risk. Therefore, the following stringent procedures are adhered to at all times.

WALKING

- ❖ Staff (at a ratio of 1:3) must assemble at The Lido, Winchester at 2.50 pm.
- ❖ Tea club staff are to check with a relevant member of the school staff that the children due to attend the tea club are in school.
- ❖ Staff are to meet the children at an arranged meeting point and check each name against the Transfer of Care form.
- ❖ If any of the children have not arrived within ten minutes, check with a member of staff.
- ❖ Inform the school secretary if a child has been in school but is not with the group. Check that they are not involved in any extra curricular activities or anywhere in the school grounds. If the child is not found, contact the parent/carer whilst at the school. Take the remainder of the children to the tea club.
- ❖ Escort the children by the agreed route.



- ❖ If, on arrival at the club, any child is not accounted for and no arrangements have been made with the parent/carer, the play leader shall call the appropriate emergency contact number and finally the police within 15 minutes of arrival at the club.
- ❖ Play workers shall be clearly identified.

HARTLEY HOUSE MONTESSORI SCHOOL – WINCHESTER TEA CLUB

TRANSPORT AND COLLECTION POLICY

TRANSPORT BY MINIBUS

The rules for operating a “public service vehicle” are very strict and require:

- ❖ An operator’s licence. The club will require a restricted licence, which is for part time operation of vehicles carrying less than 16 people.
- ❖ The driver will have a particular type of licence if the vehicle is to carry more than 8 people.
- ❖ The vehicle will have a certificate of conformity. These are usually given on the original purchase and subsequently passed to successive owners. A duplicate copy can be obtained through application to the DETR.
- ❖ The vehicle is to have a Class IV MOT test every year from new. This can be carried out by an HGV testing station.
- ❖ The number of hours that the driver works in any given period are strictly controlled.



The club must ensure that:

- ❖ Adequate vehicle insurance is in place.
- ❖ The driver is aware of “good practice” regarding parking and getting in and out safely.
- ❖ The seating capacity of the vehicle is never exceeded and the single seat by the door is not used by a child
- ❖ Seatbelts are worn and adjusted for each child

Uncollected child policy

In the event a child is not collected by an authorized adult by their expected collection time, we put into

practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible.

We inform parents/guardians of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

PROCEDURES

Parents/guardians are asked to provide the following specific information when their child starts attending our setting. Which is recorded on our registration form:

- Home address and telephone number – if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative
- Place of work, address and telephone number (if applicable)
- Mobile telephone number (if applicable)
- Names, addresses, telephone numbers and signatures of adults who are authorized by the parents to collect their child from the setting, for example a childminder or grandparent
- Who has parental responsibility for the child
- Information about any person who does not have legal access to the child

On occasions when parents or guardians are aware that they will not be at home or in their usual place

of work, they inform us in writing on how they can be collected.



On occasions when parents/guardians, or the persons normally authorized to collect the child, are not able to collect the child, they provide us with details of the name, address and telephone number of the person who will be collecting their child. We agree with parents/guardians how to verify the identity of the person who is to collect their child.

Parents are informed that if they are not able to collect the child as planned, they must inform us so that

we can begin to take back-up measures. Our contact number is 01980 322322

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/guardians are contacted at home or at work
- If this is unsuccessful, the adults who are authorized by the parents to collect their child – and whose telephone numbers are recorded on the Registration Form – are contacted
- All reasonable attempts are made to contact the parents or nominated carers
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file
- If no one collects the child within one hour of their expected collection time and there is no one who can be contacted to collect the child, we apply the procedures for uncollected children
- We contact the local authority children's social care team:

0845 603 5620

Or the out of office hours duty officer (where applicable)

0845 600 455

- The child stays at the setting in the care of two of our full-vetted workers, one of whom will be a member of the management team and hold a paediatric first aid certificate, until the child is safely collected either by the parents or by a social care worker
- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority
- Under no circumstances will we go and 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

Dependent on circumstances, we reserve the right to charge the parents for the additional hours worked.



Visitor policy

Hartley House Montessori is committed to providing a safe and secure environment for the children in its care. When Hartley House Montessori has visitors and/or contractors on site the below visitor procedure needs to be followed to ensure that the visitor and/or contractor will not have a detrimental effect on the children and that the person in question has a valid reason for attending the site. The Visitor Procedure must be followed for both pre-arranged and unannounced visitors and/or contractors.

Visitor procedure

- The visitor and/or contractor must produce valid ID which is to be checked by the Setting manager.
- If the setting Manager requires further reassurance of the identity of the visitor and/or contractor, they will phone the employing organisation of the visitor (e.g. Ofsted/Local Authority), for further confirmation.
- If a visitor and/or contractor has no reason to be on the Hartley House Montessori's premises staff may ask them to leave and in exceptional circumstances may escort them from the premises.



- If the visitor and/or contractor refuses to leave, staff will call the police. In such an event an Incident Record will be completed.
- Once/if approved the visitor and/or contractor must sign-in in the Visitor Log detailing the reason for their visit and the time they arrived.
- Before entering the visitor and/or contractor will be issued a Visitor Badge.
- Visitors and/or contractors will never be left alone or unsupervised with children.
- When a visitor and/or contractor leaves, staff will record the time of departure on the Visitor Log.
- All visitors and/or contractors must follow the visitor code of conduct as set out below.

Visitor code of conduct

Hartley House Montessori ask that visitors and contractors must:

- Show an identity badge to staff upon request and sign the Hartley House Montessori Visitor Log.
- Treat children with respect. Once on site the children's needs and interests take priority.
- Mobile phone or electronic devices are not permitted for use on site unless an individual Risk Assessment has been completed and approved by the senior management team.
- Respect children's personal space and privacy.
- Only use the designated staff toilets.
- Report to the Site Manager any concerns about staff conduct or children's wellbeing.
- Ask for permission before joining in with children's play. Although some children love to involve an adult in their play it is not always appropriate for any number of reasons. Please ask a member of staff before you interact with children in their play.

Hartley House Montessori ask that visitors and contractors must NOT:

- Use inappropriate language or display aggressive or threatening behaviour towards staff, children or other authorised adults either in person, on the phone or in writing.
- Discuss sensitive issues within earshot of a child or other adults.
- Take photos or videos unless approved as an official photographer arranged by Hartley House Montessori.
- Leave tools, bags or other equipment unattended or within reach of children.

Volunteer and student placement policy

Hartley House Montessori recognises that student placements are a useful tool for developing student's skills in delivering high quality care for children. Hartley House greatly values volunteers and students and aims to treat them with fairness and respect. This will be carried out by:

- Helping them develop their skills by incorporating them into the nursery
- Encouraging them to share their ideas and suggestions

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

Procedures

- We have a written induction plan for all new staff members, which includes the following:
 - Introductions to all employees and volunteers
 - Familiarising with the building, health and safety, and fire and evacuation procedures.



- Ensuring our policies and procedures have been read and adhered to.
- Familiarisation with confidential information in relation to key children where applicable.
- Details of the tasks and daily routines to be completed.
 - The management team inducts new employees and volunteers.
 - During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
 - Following induction, we continue to support staff members to deliver high quality performance through regular supervision and appraisal of their work.
 - Student and volunteers will not be left alone with children at any time
 - Students and volunteers will not be counted as part of staff ratios
 - Students and volunteers will be supervised by a member of the staff team when completing or assisting with care routines such as mealtimes, nappy changing
 - Students and volunteers will adhere the nursery confidentiality – including not using photographs or names of children in any work unless prior permission has been granted from parents and the nursery manager
 - Students and volunteers are responsible to the Nursery Manager on a day-to-day basis

Whistleblowing policy

Hartley House Montessori provides a safe, caring and stimulating environment for all children. It is therefore essential that all staff feel confident to share any concerns they may have regarding children, parents, staff or committee members. All adults working within the setting should be observant at all times to ensure high standards of care to all children.

Whilst we expect all our colleagues, both internal and external, to be professional at all times and comply with Statutory Requirements, there may be occasions where this may not be the case. If any member of staff has a concern they should feel at ease to be able to discuss their concern with their line manager to enable the concern to be resolved as soon as is reasonably practicable.



It is important to Hartley House Montessori that any fraud, misconduct or wrongdoing by employees or people engaged in the organisations business, is reported and appropriately dealt with. Hartley House Montessori therefore encourages all individuals to raise any concerns that they may have about the conduct of others in the setting or the way in which the setting is run. Hartley House Montessori recognises that effective and honest communication is essential if malpractice is to be effectively dealt with and success ensured.

Whistleblowing relates to all those who work with or within our setting who may from time to time think that they need to raise with someone in confidence certain issues relating to the setting. Whistleblowing is separate from the grievance procedure. If you have a complaint about your own personal circumstances, you should use the complaints procedure. If you have a concern about malpractice within Hartley House Montessori, you should use the procedure outlined below.

Procedures

§ Report any concerns to your line manager. If this is not possible or is deemed inappropriate, then report your concerns to the governing body of the setting.

The Stage 2, Formal Resolution, of our complaints procedure (See Complaints Policy) will commence, with the Chair of Governors or another nominated governor as the individual responsible for the investigation.

Contact email address for governing body: trustees@norman-court.org

§ Any matter you raise under this procedure will be investigated thoroughly, promptly and confidentially, and the outcome of the investigation will be reported back to you.

§ You will not be victimised for raising a matter under this procedure. This means that your continued employment and opportunities for future promotion or training will not be prejudiced because you have raised a legitimate concern.

§ Victimisation of an individual for raising a qualified disclosure will be a disciplinary offence.

§ If misconduct is discovered as a result of any investigation under this procedure the setting's disciplinary procedure will be used, in addition to any appropriate external measures.

§ If you make a maliciously, vexatious or a false allegation then this will be considered to be a disciplinary offence and disciplinary action will be taken against you.

§ An instruction to cover up wrongdoing is itself a disciplinary offence. If you are told not to raise or pursue any concern, even by a person in authority such as a manager, you should not agree to remain silent. In this event you should report the matter to the governing body of the setting.

Any person whistleblowing, may refer the matter to Ofsted if they are dissatisfied with the way in which the concern is handled by the setting or do not feel able to approach their line manager or the governing body.

Contact telephone number for OFSTED: 0300 123 1231

Contact email address for OFSTED: enquiries@ofsted.gov.uk

Whereby an allegation is concerning a member of staff, volunteer, student or other adults in contact with children in the setting, the Local Authority Designated Officer (LADO) should be informed immediately.

Contact telephone number for LADO (Mark Blackwell): 01962 876364

Records of grievances will be kept in line with our Complaints Policy. We will keep a written record of any complaints that reach Stage 2 and/or Stage 3. The nature of all complaints, details, actions and outcomes are recorded on the Complaint Record Form, in our Complaints File. All correspondence, statements and written records are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests



them. This information will, therefore, be available for inspection on the school premises by the proprietor and Head. Records will be shared with the Department of Education as the Registration Authority, the Local Safeguarding Children's Board, Ofsted or ISI when they inspect or upon request at any other time.

Working in partnership with parents

We believe that children benefit most when we work together in partnership with parents. Our aim is to support parents in their children's education and through their journey at Hartley House. We also aim to support parents in their own continuing education and personal development.



At Hartley House we ensure that all parents feel part of the setting, including mothers and fathers, parents who live apart from their children but who still have an active part in their child's life, as well as working parents. In carrying out the following procedures, we will ensure that all parents are included.

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

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

Procedures

- All parents are made to feel welcome in the setting, they are greeted appropriately, there is an area where parents can speak to staff members confidentially and provision for refreshment.
- A senior member of the team completes 'door duty' each morning, providing parents and guardians with the opportunity to speak.
- We have a means to ensure all parents are included - that may mean we have different strategies for involving fathers or parents who work or live apart from their children, such as 'out of hours' parent's evenings.
- We make every effort to accommodate parents who may have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the nursery is run and its policies, and through regular communications.
- We send all parents and guardians a weekly newsletter to pass on important information, reminders and information about the children's weekly activities.
- Information about a child and his/her family is kept confidential within the setting. We provide a privacy notice that details how and why we process personal information. 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 seek parental permission to share information with external agencies upon registration to the setting.
- We seek specific parental consent to administer medication, take a child for emergency treatment, take a child on a short walk or outing and take photos for the purpose of record keeping.
- All expectations that we make on parents are made clear and provided within the setting Terms and Conditions.
- We have a clear Settling into Nursery Procedure which parents are actively involved in.
- We seek parents' views regarding changes within the setting and the delivery of our service using Stop, Start, Continue Feedback, the suggestions box and Day Nurseries Reviews.
- We encourage parents to become involved and actively contribute to the social and cultural life of the setting. We organise a number of yearly social events for parents and wider families.
- We provide all parents with sufficient opportunity to share necessary information with staff members and this information is recorded and stored in a child's learning journey or personal



file to protect confidentiality.

- Each child's keyworker meets with parents to their children's progress and share concerns should they arise.
- Where applicable our keyworkers work closely with the setting SENCO and parents to carry out an agreed plan to support special educational needs.
- Where applicable our keyworkers work closely with the Nursery Designated Safeguarding Officers and parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's written developmental records. Parents have log-in access to their child's My Montessori Child profile.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the nursery, such as teaching the children a skill or new language.
- We support families to be involved in activities that promote and contribute to their own learning and well-being, informing parents about relevant conferences, workshops and training. This includes opportunity for social interaction with other families.
- We consult with parents about the times of meetings to avoid excluding anyone. We take into account the venues and ensure that it is accessible and appropriate for all.
- We welcome the contributions of parents in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaints procedure. This is published on each parent board in the setting.
- We provide opportunities for parents to learn about the curriculum offered in the nursery and about young children's learning, at the setting and in the home. There are opportunities for parents to take active roles in supporting their child's learning and development within the setting, through taking part in activities and structured projects.



Whistle Blowing Policy

Hartley House aims to provide a safe, caring and stimulating environment for all children. It is therefore essential that all staff feel confident to share any concerns they may have regarding children, parent's or staff. All adults working within the setting should be observant at all times to ensure high standards of care to all children. Whilst we expect all our colleagues, both internal and external, to be professional at all times and comply with Statutory Requirements, there may be occasions where this may not be the case.

If any member of staff has a concern, they should feel at ease to be able to discuss their concern with their line manager to enable the concern to be resolved as soon as is reasonably practicable. If you feel unable to discuss with the manager or having a discussion with the offered solution, please contact the Company Director Susan Hartley-Raven.

It is important to us that any fraud, misconduct or wrongdoing by employees or people engaged in the organisations business, is reported and appropriately dealt with. Hartley House Montessori therefore encourages all individuals to raise any concerns that they may have about the conduct of others in the setting or the way in which the setting is run. Hartley House Montessori recognises that effective and honest communication is essential if malpractice is to be effectively dealt with and success ensured.

Whistleblowing relates to all those who work with or within our setting who may from time to time think that they need to raise with someone in confidence certain issues relating to the setting. Whistleblowing is separate from the grievance procedure. If you have a complaint about your own personal circumstances, you should use the complaints procedure. If you have a concern about malpractice within Hartley House Montessori, you should use the procedure outlined below.

Procedures

- Stage 1, Report any concerns to your line manager. If this is not possible or is deemed inappropriate, then report your concerns to the director of the setting.
- The Stage 2, Formal Resolution, of our complaints procedure (See Complaints Policy) will commence, with the director or another senior staff member as the individual responsible for the investigation. Contact email address for governing body: susan@hartley-house.co.uk
- Any matter you raise under this procedure will be investigated thoroughly, promptly and confidentially, and the outcome of the investigation will be reported back to you.
- You will not be victimised for raising a matter under this procedure. This means that your continued employment and opportunities for future promotion or training will not be prejudiced because you have raised a legitimate concern.
- Victimisation of an individual for raising a qualified disclosure will be a disciplinary offence.



- If misconduct is discovered as a result of any investigation under this procedure the setting's disciplinary procedure will be used, in addition to any appropriate external measures.

-If you make a maliciously, vexatious or a false allegation then this will be considered to be a disciplinary offence and disciplinary action will be taken against you.

- An instruction to cover up wrongdoing is itself a disciplinary offence. If you are told not to raise or pursue any concern, even by a person in authority such as a manager, you should not agree to remain silent. In this event you should report the matter to the governing body of the setting.

Any person whistleblowing, may refer the matter to Ofsted if they are dissatisfied with the way in which the concern is handled by the setting or do not feel able to approach their line manager or the governing body.

Contact telephone number for OFSTED: 0300 123 1231 Contact email address for OFSTED: enquiries@ofsted.gov.uk

Whereby an allegation is concerning a member of staff, volunteer, student or other adults in contact with children in the setting, the Local Authority Designated Officer (LADO) should be informed immediately.

Contact telephone number for LADO (Mark Blackwell): 01962 876364

Records of grievances will be kept in line with our Complaints Policy.

We will keep a written record of any complaints that reach Stage 2 and/or Stage 3.

The nature of all complaints, details, action's and outcomes are recorded on the Complaint Record Form, in our Complaints File. All correspondence, statements and written records are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests them. This information will, therefore, be available for inspection on the nursery's premises by the proprietor and Manager. Records will be shared the Local Safeguarding Children's Board or Ofsted when they inspect or upon request at any other time.



Working Partnerships with Parents

We believe that children benefit most when we work together in partnership with parents. Our aim is to support parents in their children's education and through their journey at Hartley House. We also aim to support parents in their own continuing education and personal development. At Hartley House we ensure that all parents feel part of the setting, including mothers and fathers, parents who live apart from their children but who still have an active part in their child's life, as well as working parents. In carrying out the following procedures, we will ensure that all parents are included. When we refer to 'parents' we mean both mothers and fathers, these include both natural or birth parents, as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents, as well as foster parents. The Children Act (1989) defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property.'

Procedures

- All parents are made to feel welcome in the setting, they are greeted appropriately, there is an area where parents can speak to staff members confidentially and provision for refreshment.
- A senior member of the team completes 'door duty' each morning, providing parents and guardians with the opportunity to speak.
- We have a means to ensure all parents are included - that may mean we have different strategies for involving fathers or parents who work or live apart from their children, such as 'out of hours' parent's evenings.
- We make every effort to accommodate parents who may have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the nursery is run and its policies, and through regular communications.
- We send all parents and guardians a weekly newsletter to pass on important information, reminders and information about the children's weekly activities.
- Information about a child and his/her family is kept confidential within the setting. We provide a privacy notice that details how and why we process personal information. 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 seek parental permission to share information with external agencies upon registration to the setting.

- We seek specific parental consent to administer medication, take a child for emergency treatment, take a child on a short walk or outing and take photos for the purpose of record keeping.

- All expectations that we make on parents are made clear and provided within the setting Terms and Conditions.

- We have a clear Settling into Nursery Procedure which parents are actively involved in.

- We seek parents' views regarding changes within the setting and the delivery of our service using Stop, Start, Continue Feedback, the suggestions box and Day Nurseries Reviews.

- We encourage parents to become involved and actively contribute to the social and cultural life of the setting.

- We organise a number of yearly social events for parents and wider families.

- We provide all parents with sufficient opportunity to share necessary information with staff members and this information is recorded and stored in a child's learning journey or personal file to protect confidentiality.

- Each child's keyworker meets with parents to their children's progress and share concerns should they arise.

- Where applicable our keyworkers work closely with the setting SENCO and parents to carry out an agreed plan to support special educational needs.

- Where applicable our keyworkers work closely with the Nursery Designated Safeguarding Officers and parents to carry out any agreed tasks where a Protection Plan is in place for a child.

- We involve parents in the shared record keeping about their children - either formally or informally and ensure parents have access to their children's written developmental records. Parents have log-in access to their child's My Montessori Child profile.

- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the nursery, such as teaching the children a skill or new language.

- We support families to be involved in activities that promote and contribute to their own learning and well-being, informing parents about relevant conferences, workshops and training. This includes opportunity for social interaction with other families.

- We consult with parents about the times of meetings to avoid excluding anyone. We take into account the venues and ensure that it is accessible and appropriate for all.

- We welcome the contributions of parents in whatever form these may take.



- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaint's procedure. This is published on each parent board in the setting.
- We provide opportunities for parents to learn about the curriculum offered in the nursery and about young children's learning, at the setting and in the home. There are opportunities for parents to take active roles in supporting their child's learning and development within the setting, through taking part in activities and structured projects.