MALTON MONTESSORI NURSERY SCHOOL
& INFANT COMMUNITY

Policies & Procedures
1. INTRODUCTION

MALTON MONTESSORI SCHOOL is a Primary School & Infant Community offering education and extended full day care facilities for children whose ages range from 0 to 11 years.

The school opened on the 22nd of April 1996 and has since that time pursued a policy of progressive improvement in Montessori education and facilities it provides.

The Children Act 1989 required that many of the policies and procedures already being carried out by us be set out in writing and others defined and developed.

This manual/information folder is a “living” working document. It shows how we intend to fulfil our commitments. It is an open document and everyone is welcome to look at it at any time, comment on it and make suggestions for its improvement.
2. ADMISSIONS POLICY

We aim to admit children into our School, Nursery and Outreach Communities using fair protocols. Making our services as accessible to as many local families as possible. Our admissions criteria will be no more than 30 children in the school at one time. The Montessori Curriculum is a tailored individual journey, this means that children may join the school at any point in an academic year. Children are admitted into our pre-primary class between the ages of 2½ and 3 years of age, their starting point determined by the level of independence they have with toilet training and willingness to separate from parents and carers.

Places will be offered to children in order of priority, taking into account: Date of registration, Siblings, Gender balance and cultural diversity.

Children remain within our Primary community until the end of the school year in which they are eleven. Families are invited to visit by appointment and children benefit from free of charge phased settling in programme prior to the offer of a place in this way we can offer a time for families to reflect.

We ensure that we advertise extensively in areas that are accessible by all sectors of the community, and will endeavour to offer a translation service to those families who do not have English as a 1st language. We are committed to equality and diversity and consequently welcome enquiries from from all sectors of the community making sure that our written offering aptly describes our school and its practices. We show no discriminatory biases by embracing all children and their families, irrespective of backgrounds or gender mix, ethnicity, religion, special need or socio-economic status.

In our Nursery school we are flexible about attendance patterns to accommodate the needs of individual children and families. In our School we accept that children are individuals and we are prepared to be flexible in respect of attendance patterns with the provision that the harmony, stability and productivity of children in the school community is not adversely impacted by accommodating the needs of individual children and their families.

We positively discriminate in favour of twins and multiples in respect of the Governments thirty hour extended Nursery Funding, we have allocated four funded places to this end.

We shall where possible and practicable keep a place vacant to accommodate an emergency admission. Parents should note that a place on the waiting list does not imply a guaranteed vacancy. It is our practice to scrutinise, review and revise all policies annually.
Malton Montessori Nursery School & Infant Community

These policies and statements were adopted by Malton Montessori School on 18/05/2017.

Date to be reviewed: May 2018 & annually thereafter every May.

Signed on behalf of the provider:

Name of signatory: Anja Rutter

Role of signatory: Head Teacher
3. WHAT WE OFFER

MALTON MONTESSORI SCHOOL provides Montessori education and care for children from birth to twelve years, gently preparing them for their lives ahead. We nurture the self-esteem and confidence of each child, ensuring their talents are discovered, recognised and encouraged. We peacefully introduce to all children the benefits of interaction; turn taking, sharing, tolerance and a sense of community and are thus committed to a high standard of behaviour.

In September 2017 we will change our offering to include children requiring primary education

We place at the heart of our Montessori philosophy the values of peace, equality, simplicity, integrity, and respect of community, these values pervade all that we do, influencing our everyday lives as well as the policies that guide us.

Each day we encourage the children to live adventurously within our secure, supportive community and its safe, natural environment. These experiences brings children face to face with many fresh challenges and in the course of these, children make decisions independently whilst discovering a great deal about themselves, those around them and the world in which we all live.

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
</table>

**School & nursery offer**

This statement was adopted by Malton Montessori School

On 18/05/2017

Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

**Name of signatory** Anja Rutter

Role of signatory Head Teacher/ Director
3. AIMS AND OBJECTIVES

The MALTON MONTESSORI SCHOOL’s philosophy ensures that a high standard of Education, physical and emotional care in a happy and secure atmosphere.

Aims

To provide a consistently high standard of Montessori education & care with scope in the programme for parental involvement, flexibility to meet parents’ requirements and children’s needs.

To combine the relaxed security, happiness, comfort and care which children could expect to experience at home with the stimulation, learning and social awareness of a professionally-run group environment.

To maintain a well-designed, safe and hygienic physical environments, both indoor and out, providing high quality educational materials and play equipment in which each child’s needs for development can be met.

To organise a high degree of adult/child interaction with continuity of individual attention for children to enhance their personal growth, health and protection.

To arrange a variety of non-discriminatory activities for the children which will develop their academic skills and self esteem as well as provide opportunities for independence, exploration and self-expression.

To employ staff who understand and enjoy children; who know the Montessori processes by which children learn and develop; who have skills to help children; who have a positive outlook on life and a sensitivity to human needs, emotions and relationships.

To promote good health and hygiene practices including dental hygiene, through the children’s daily routine and to ensure a high nutritional standard taking into account special dietary requirements.

To utilise all available community and statutory resources for the benefit of the children and their families; to participate in appropriate community efforts and initiatives and to comply with all statutory requirements.

To maintain vigilance in respect of safeguarding in the interests of the child, for any signs of stress, abuse, neglect or ill-health which should be dealt with by other appropriate agencies or authorities where necessary. Any area of concern will be brought to the attention of the parents and outside agencies where appropriate.
**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
</table>

These policies and statements were adopted by Malton Montessori School on 18/05/2017. Date to be reviewed May 2018 & annually thereafter every May.

Signed on behalf of the provider

Name of signatory: Anja Rutter
Role of signatory: Head Teacher/ Director
ACTIVITY REPORT

This activity report shows the last time amending action was taken on the Policies and Procedures. It proves that the document is, as is stated in our introduction, a “living” working document.

The dates of the last reviews on the sections of policies were as follows:

<table>
<thead>
<tr>
<th>Policy Section</th>
<th>Review Date</th>
<th>Amended</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITY REPORT</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>AIMS AND OBJECTIVES</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>VALUING DIVERSITY &amp;</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>PROMOTING EQUALITY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BRITISH VALUES</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>SEND (special educational needs)</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>SAFE GUARDING</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>ADMISSION STATEMENTS &amp;</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>POLICIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SETTLING IN</td>
<td>201</td>
<td>amended</td>
<td>Yes/NO</td>
</tr>
<tr>
<td>EATING ETIQUETTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEALTHY EATING</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>TRANSITION/MOVING ROOM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TWO YEAR OLD CHECK</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>PARENTS IN PARTNERSHIP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHILDREN'S RECORDS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHILOSOPHY TEACHING &amp;</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>LEARNING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KEY PERSON</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAFF DEPLOYMENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARRIVALS &amp; DEPARTURES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LATE PICK UPS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOST CHILD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROMOTING POSITIVE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEHAVIOUR &amp; SANCTIONS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
<td>Amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>CHILD PROTECTION/SAFEGUARDING</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>MEDICATION</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>HEALTH/ILLNESS &amp; EMERGENCY</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>SUN PROTECTION</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>PERSONAL CARE &amp; ASSISTANCE</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>HEALTHY EATING</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>SIGNIFICANT DISASTER</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>ACCESS TO INFORMATION</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>COMPLAINTS</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>WHISTLE BLOWING</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>SITE SECURITY</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>ENVIRONMENTAL</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>SUSTAINABILITY</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>FINANCE</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>FIRE</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>RISK ASSESSMENT</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>SECURITY/ SITE/ GDPR/ BELONGINGS</td>
<td>201</td>
<td>amended</td>
<td>Yes/NO</td>
</tr>
<tr>
<td>MOBILE PHONE</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>I PAD</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>CHILDREN IN TRANSIT</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>STAFF INDUCTION</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>STAFF DEVELOPMENT &amp; TRAINING</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>STAFF SUPPORT &amp; SUPERVISION</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
<tr>
<td>SMOKING / VAPING</td>
<td>201</td>
<td>amended</td>
<td>YES/NO</td>
</tr>
</tbody>
</table>
The last staff meeting focussed on policy review was held on
____________________________________

Staff present __________________________________________________________

____________________________________________________________________

Any further information:
____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Signed _______________________________ Date ______________________

Position _____________________________________________________________

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>2.1 Respecting each other</td>
<td>3.2 Supporting every child</td>
<td>4.4 Areas of learning and development</td>
</tr>
<tr>
<td>1.3 Keeping safe</td>
<td>2.2 Parents as partners</td>
<td>3.4 The wider context</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3 Supporting learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.4 Key person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy/protocol/proforma was adopted by *Malton Montessori School*

On 18/05/2017
Date to be reviewed May 2019 & annually thereafter every May

**Signed on behalf of the provider**

**Name of signatory**  
**Anja Rutter**

**Role of signatory**  
**Head Teacher/ Director**
5. VALUING DIVERSITY AND PROMOTING EQUALITY POLICY

Aim & Objectives

MALTON MONTESSORI SCHOOL believes in offering Equal Opportunities for everyone; We aim to offer inclusive practice both in terms of employment of staff and in provision for the children for whom we care and educate.

This Policy relates to all of the following areas:

- Ethnicity
- Gender
- Ability
- Economic status

We link our policies wherever possible to the current legislation, these are as follows:

- The Education Reform Act 1999
- The Sex Discrimination Act 1975
- The Children Act revised 2006
- The Race Relations Act May 2002
- The Special Educational Needs And Disability Act 2001
- The Disability Discrimination Act Revised 2005
- Equalities Act 2010

Our aim is to encourage positive inclusion in all areas related to the above acts where at all possible.

Our policies are as follows:

Recruitment

If a position arises within the school we will treat every applicant for the post identically and fairly in relation to gender, ethnicity and ability. We will assess each applicant based on their ability to fulfil the job description and the skills and competencies they can bring to the team. Applicants who have an element of disability but are in every way other way compatible and qualified for the post offered, will be considered equally, our only provision would be if they are unable through ability and despite reasonable employer adaptation to perform their duties effectively, without risk, harm or danger to either themselves or the children in our care.

Adaptation
We are lucky in so far as the physical geography of our school building would accommodate a wheelchair or walking aid, in so far as it is on the ground floor of a large Victorian mansion house, the door ways of which are characteristically wide. We would need to have a disabled toilet fitted and indeed this is part of our development plan when funds become available. We have generous parking outside the building which allows for on-site staff car parking.

Ethnicity

The Montessori Community is known for its international ethical approach towards both children and staff. We welcome English speaking applicants from any ethnic group for vacant roles. We are fortunate in so far as we have a representative staff team of male, female and gender neutral individuals who's origins are as diverse as they are, consequently we would welcome any suitably qualified and skilled applicants.

Equality of opportunity

Our aim is to have a fully inclusive, positive and non-discriminatory approach within our school: we resource the school with a wide range of non discriminatory materials, encouraging children to see difference positively. We aim for our children with SEND to be unremarkable, as we see that only this stance will demonstrate true equality, to this end we will adapt our school where practicable and affordable to meet the needs of children for whom we educate and care.

We aim to extend the partnership, we have with our nursery aged children up through the primary years, our desire is to promote a culture of understanding and celebration in respect of children and families who have diverse backgrounds and needs, parents and staff working together to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met where ever possible. We aim to help children learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences amongst our school community.

Attitudes and prejudices:

Staff, are encouraged to reflect carefully ensuring that do not allow deep seated or inherited attitudes and prejudices to affect their professional practice and judgements. All school & nursery staff hold training certificates in safeguarding which includes content in respect of, radicalisation and Channel procedures. We are committed to a robust attitudes in respect of our prevent duty, we regularly refresh and review our knowledge and practices. We fully appreciate that staff must never make assumptions regarding ability, race, heritage, background or socio-economic status. We continuously evaluate our practice during staff training sessions, and during our continuous professional development processes. Our staff are familiar with the protocols, flows and procedures in respect of the signs of abuse and allegations made against staff. We re-visit these issues and update our policies regularly.

SEN

When have constructed purpose built buildings we have done using the legislation of that time. Where we have changed existing buildings we have tried to adhere to the then current requirements we continuously update our knowledge and will respond to a variety of different stimuli to effect change, thus ensuring that we meet the needs of our community.
Grievance Procedures

Staff grievances are treated seriously, we value our staff and their abilities to make sound judgements, we encourage a high level of peer to peer development and appreciate that often these exercises often neutralise and inspire staff teams to work together to resolve differences and boost standards. We continuously strive to work in-line with current Government guidance in respect of all aspects of equality and opportunity. We preserve the rights of the child to feel a valued and listened to, we aim to meet in full the United Nations Charter on the rights of the child in all its relevant articles and parts.

Parents have the right to contact OFSTED direct with a concern or grievance and details and contact numbers are available within our complaints policy. Copies of our policies are available to download from our website, alternatively these can be found in the school hall and Nursery.

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>2.1 Respecting each other</td>
<td>3.2 Supporting every child</td>
<td>4.4 Areas of learning and development</td>
</tr>
<tr>
<td>1.3 Keeping safe</td>
<td>2.2 Parents as partners</td>
<td>3.4 The wider context</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3 Supporting learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.4 Key person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy was adopted by Malton Montessori School on 18/05/2017. Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory: Anja Rutter
Role of signatory: Head Teacher/ Director
6. BRITISH VALUES
The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different cultures, faiths and beliefs.”

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated in 2014. Malton Montessori School have always upheld these values; freedom and tolerance is integral to the Montessori philosophy consequently we promote and maintain all the above values. We strenuously update our practice according to all current guidelines.

Democracy
Children are immersed in a culture of freedom and respect from the moment they enter our school & nursery. We encourage all children to have a voice, to respect others, property and natural resources. Children regularly discuss issues in respect of tolerance, freedoms and positive community living, this occurs during the course of their play as well as discussion times around the ellipse.

Children are encouraged to take stewardship of their school, they are shown that this responsibility ripples out to their community which in turn forms part of their commitment to their country. Children show responsibility by taking care of their environment, raising money for projects both in and out of school such as, the on-site defibrillator that will be available for use by the local community, We also foster many other local and overseas aid projects.

The Rule of Law
The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular attendance, as well as when dealing with behaviour through 1:1 discussion or group debate. Children are taught the value and reasons behind laws, that they govern and safeguard us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty
Within our school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we provide opportunities for children to make their own choices safely, through provision of a safe environment, freedom of movement and speech and empowerment via understanding. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our regular ellipse times, where teachers explain and role play freedom within limits alongside the need for harmony and community. We explain that children may choose their friends, what work or play they want to engage in, the duration and location. We tell them that
they have a right to be heard, valued & cherished and that they must respond likewise to others in our community.

Mutual Respect
Mutual respect is at the heart of community living. Children learn that their behaviours have an effect on their own rights and those of others. All members of our community treat each other with respect in accordance with Montessori Philosophy.

Tolerance of those of Different Faiths and Beliefs
Malton Montessori School is situated in an area which is not greatly culturally diverse, however many families from different cultural backgrounds, faiths and beliefs seek us out recognising Montessori education as an international presence, representing global tolerance, peace and community. Consequently we place a great emphasis on promoting diversity within our school & nursery.

Our Montessori approach and educational materials reflect the needs of all our children whilst embracing the culture values and laws of the UK alongside those from a peace loving global community. Malton Montessori school & nursery will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

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”

Legal framework

- Counter-Terrorism and Security Act 2015

Further guidance

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

<table>
<thead>
<tr>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>2.1 Respecting each other</td>
<td>3.2 Supporting every child</td>
</tr>
<tr>
<td>1.3 Keeping safe</td>
<td>2.2 Parents as partners</td>
<td>3.4 The wider context</td>
</tr>
<tr>
<td></td>
<td>2.3 Supporting learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.4 Key person</td>
<td></td>
</tr>
</tbody>
</table>

This policy was adopted by **Malton Montessori School**

On **18/05/2017**

Date to be reviewed **May 2018 & annually thereafter every May**

Signed on behalf of the provider

**Name of signatory**

**Anja Rutter**

**Role of signatory**

(e.g. chair, director or owner)

**Headteacher / Director**
3. SETTLING IN

Every child is offered a settling in programme of at least two sessions, these are recommended but not compulsory. Parents and carers are very welcome to stay for all or part of these sessions. We welcome and encourage parental input, and see successful child integration as the result of a close partnership between parents and staff. Parents are very welcome to join us for these sessions as well as attending the frequent social occasions throughout each year, these provide parents with valuable insights in respect of the Montessori education, care and development of their child.

We take note of all parental information passed to us before commencement and during their child's time with us. We observe child interests and take these and observation made during settling in periods as **starting points**, this ensures we help children to build on previously acquired skills.

We recognise that the settling periods are as much for families as well as the individual child, during this time we give parents as much information as we can in respect of the day to day running of our Infant community and School, this includes the location of policies and procedures, these particularly relate to safeguarding. We require parents to sign our partnership contract. Parents are also inducted into the use of their child's web pages 'My Montessori Child' they will be directed towards the information pages which give details of their child's attendance, progress and key worker details.

We will on request arrange prior home visits.

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>2.2 Parents as partners</td>
<td>3.2 Supporting every child</td>
<td>4.4 Personal, social and emotional development</td>
</tr>
<tr>
<td>1.3 Keeping safe</td>
<td>2.4 Key person</td>
<td>3.3 The learning environment</td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy was adopted by **Malton Montessori School** on **18/05/2017**

Date to be reviewed: **May 2018** & annually thereafter every May

Signed on behalf of the provider

**Name of signatory**

**Anja Rutter**

**Role of signatory**

(e.g. chair, director or owner) **Headteacher / Director**

Policies V.09, 03.06.2018 Page 16
7. TRANSITIONS

The definition of ‘transition’ in an early years setting maybe the move from home to setting, parent to carer, changes between Infant community and Children's House environments or the next steps to Primary School:

Key Principles

The rights of the child
Positive relationships
Respect
Reflective /responsive education and care

Transitions that are well supported aid the child’s ability to cope positively with change. Providing opportunities for children to develop a sense of self worth and confidence is key to developing resilience in respect of their management of the process of change.

Malton Montessori School supports child transitions ensuring that all are positive, effective and well managed, we achieve this by:

Taster sessions where parent and child see the Nursery and School in action and a phased exposure to our community life.

Sharing information whereby both parents and staff exchange information in respect of child preferences, development, routines, policies and procedures,

Devise daily routines that are both supportive and welcoming, provide opportunities for children to use freedom of movement and speech respectfully.

Carry out detailed observations that inform reflective individual plans allowing each child seamless transitions.

The criteria for moving children from Infant Community to our School is by stage of development and not chronological age, we observe each child individually and assess their readiness using recognized norms, these include: physical intellectual, language, emotional and social areas of development. These are discussed with the parents and carers and a joint decision is made in the interest of each individual child.
This policy was adopted by Malton Montessori School

On 18/05/2017
Date to be reviewed May 2018
& annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory (e.g. chair, director or owner) Headteacher / Director
8. KEY WORKER POLICY

All children will be allocated a key worker, a qualified individual that takes a particular interest in the child & family. Key workers are initially allocated but this named individual may change if an appropriate bond is established with another member of staff. The key worker will from time to time record and analyse child observations and collate development to ensure progression. It must be noted the staff of Malton Montessori work as a collective and as such all staff may observe any child, this information will then be made available to the child's key worker who will collate accordingly. Parents will be made aware of the child's key worker via their child's My Montessori Child web pages, key workers will endeavour where possible to be available for parental discussions on request.

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>2.2 Parents as partners</td>
<td>3.2 Supporting every child</td>
<td>4.4 Personal, social and emotional development</td>
</tr>
<tr>
<td>2.4 Key person</td>
<td>3.4 The wider environment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy was adopted by Malton Montessori School on 18/05/2017. Date to be reviewed May 2018 & annually thereafter every May. Signed on behalf of the provider, Anja Rutter, Head Teacher/ Director.

Policies V.09, 03.06.2018
9. STAFF DEPLOYMENT & RATIOS POLICY

Staff deployment is dependent on age and stage of children, the MALTON MONTESSORI SCHOOL adheres or exceeds national minimum staffing levels where at all possible. The minimum ratios are as follows;

- babies aged 0-2yrs  1:3
- children aged 2-3   1:4
- children aged 3-8   1:8

we try to have the following ratio's

- babies aged 0-2 yrs  1:2
- children 2-3 yrs       1:4
- children aged 3-6  1:6
- children aged 6-12  2:12

Where there are children with special or additional needs we try to increase on these ratio's, If the welfare of existing children may be impacted by children with special needs, we reserve the right to exercise capping in respect of future special needs admissions.

Short term staff sickness or absence is addressed by using existing managers. Long term staffing gaps are filled with temporary (non agency staff) All staff used on a voluntary and or temporary basis are fully vetted and have DBS clearance. Parents are informed of any long term gaps in staffing and the measures that will be taken to resume desired staff ratio's.

Our Infant Community is staffed by qualified Early Years Practitioners, students are supernumerary and are not relied upon to make up the required ratios. Lunch times and breaks are covered by our Early Years staff.

All MALTON MONTESSORI SCHOOL teaching staff are qualified Montessori graduates, trained to level 4. or above, where we use trainee Montessori teachers we ensure that all have enhanced DBS clearance, hold Paediatric 1st Aid (PFA) and safeguarding level 2, certificates, in addition each have undergone induction periods. Trainee Montessori teachers are required to complete required elements of Montessori training before they may make child observations. All child observations are reviewed by trained staff. Lunch times and breaks are covered by department teaching staff and may be assisted by Montessori Students.

Our Forest school is run by a qualified Montessori Teacher who holds Level 3. Forest school practitioner certificates. Separate Forest school policies are available in the Office. Our Forest school is fully accredited by the FSA.

Our art and science ateliers are run by graduate teachers who each have enhanced DBS checks, hold PFA and safeguarding certificates.
EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>2.4 Key person</td>
<td>3.4 The wider context</td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td></td>
<td>Supporting every child</td>
<td></td>
</tr>
</tbody>
</table>

This policy was adopted by Malton Montessori School on 18/05/2017. Date to be reviewed May 2018 & annually thereafter every May.

Signed on behalf of the provider

<table>
<thead>
<tr>
<th>Name of signatory</th>
<th>Role of signatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anja Rutter</td>
<td>Head Teacher/ Director</td>
</tr>
</tbody>
</table>

Policies V.09, 03.06.2018  Page 21
10. SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEND)

We accept that special needs may arise from a gift or deficit and that these needs may be physical, intellectual, emotional, social or linguistic in nature. We shall continue to endeavour: to give all children in our care; equal opportunity and access to the Montessori education that we provide.

We shall, as far as we are able; use a graduated approach of observation, assessment, plan, do and review and thus support the child’s needs whilst giving due regard to the Special Educational Needs Code of Practice.

It is within the role of each Montessori Teacher/Practitioner to continuously monitor every child’s progress and via a mechanism of recorded assessment, identify where possible any anomaly that may reveal a special educational need.

**Analysis**

The following path will be taken if a Montessori Teacher/Practitioner, as a result of observation identification and assessment, has concerns for a child’s educational development.

1. Raise the concerns at the next educational meeting (held on a regular basis and as needed basis). Discuss these concerns with other teaching and non teaching members of staff.

2. Liaise with parents and seek their permission and support to refer the child to the MALTON MONTESSORI SCHOOL SENCo (Mrs Mel Coning) If it is felt that referral to outside agencies will clarify or confirm the area of concern, a referral can be achieved with the authorisation of the parent or by the parent using the Common Assessment Framework/ Early Help Assessment and Education, Health and Care Assessment (EHC)

3. We ensure all staff are aware of our 'Supporting Children with Special Needs Policy' and the procedures for identifying, assessing and making provision for children with SEN. We provide in-house training for parents, teachers, practitioners and volunteers.

**The Curriculum and the Special Needs Child**

Having sought the counsel and expertise of outside agencies an ‘Individualised development Plan’ will be drawn up and followed that will reflect the child’s needs. The child will remain within the same peer group and follow, broadly the same curriculum (in so far as it is possible).

**Evaluation**

Adapting the curriculum to the child’s changing needs will require constant evaluation and probable revision of the IEP this can only be achieved by continuous monitoring and assessment.

**EYFS key themes and commitments**
**Special & additional needs**

Should the MALTON MONTESSORI SCHOOL have a child with Special needs we shall undertake to offer Nursery provision provided it is within our purview of expertise and resources. If there are insufficient funds to cover needed SEN support, steps will be made to secure this from the local Authority with the full support of parents. If parents are unwilling to demonstrate support they must provide support or accompany their own child. We will:

1. Show equal consideration toward children with special/educational/additional needs.
2. Make every reasonable effort to ensure that equipment fixtures and fittings are ergonomically correct.
3. Establish strong partnerships with parents and carers, giving opportunity for discussion and mutual consultation.
4. Consult, if appropriate and authorised, outside agencies and follow through with any recommendations deemed necessary to progress the child’s educational development.
5. Continue to employ professionals with SEN qualifications and experience and provide continuing professional development opportunities with regard to special and additional needs.
6. Ensure that all staff are cognisant with any action plan pertaining to the child; training being given to relevant staff if it is within the nursery’s purview.
7. Liaise with next steps schools, ensuring all available information is transferred; i.e. care plans, speech therapy & nursery development records that may form part of a baseline assessment, or application for support.
8. Establish where possible a parent/carer consultation agreement/authorisation allowing Montessori teachers/practitioners to communicate with next step providers and supporting outside agencies. The aim of authorisation is to facilitate joined up discussion in respect of child’s development, the objective must always be to provide the best positive outcome for the child.
9. In the event of no parental authorisation/support being forthcoming, every effort will be made to achieve the best outcomes for the child. Should the lack of parental support become a factor with regards to safeguarding said child and others, staff will report their concerns to the relevant agencies (NYSCB) in line with Government requirements.
10. Observe a strict code of confidentiality at all times thus safeguarding the child.
Children with EHCP's

There are currently no children within the MALTON MONTESSORI SCHOOL School that have been initiated in to the Common Assessment Framework or who have an EHCP.

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Child development</td>
<td>3.2 Respecting each other</td>
<td>3.2 Supporting every child</td>
<td>4.1 Play and exploration</td>
</tr>
<tr>
<td>1.2 Inclusive practice</td>
<td>2.2 Parents as partners</td>
<td>3.3 The learning environment</td>
<td>4.2 Active learning</td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td>2.3 Supporting learning</td>
<td>3.4 The wider context</td>
<td>4.3 Creativity and critical thinking</td>
</tr>
<tr>
<td>2.4 Key person</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy was adopted by Malton Montessori School

On 18/05/2017
Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory: Anja Rutter
Role of signatory: Head Teacher/ Director
11. SEND LOCAL OFFER
Early Years Settings
Malton Montessori School & Nursery

This offer details the aspects of our provision which are based on our Montessori approach. The purpose of which is to improve choice for families by providing information in respect of services available for children with Special educational needs and or disabilities (SEND).

How our setting knows if children need extra help and what our parents/carers should do if they think or suspect their child may have SEND.

Malton Montessori school treats every child as an individual, this allows us to establish a close relationship with them, celebrating their progress and achievements as well as identifying any gaps in their learning. The teachers regularly monitor progress to see if any additional support may be required. If concerns are raised they will be shared with our School/nursery SENCo, additional observations are taken and are used for the foundation for any further discussion with parents or carers and with consent these may be shared with the Area SENCo.

Parents may raise their concerns at any point, through discussion with the key worker, or with the Head teacher or SENCo. This can be face to face, telephone call or a request made on 'My Montessori Child'.

How our School & Nursery supports children with SEND

Your child's teacher will work in partnership with you to provide the best possible opportunities and environment for your child. Supported by the school's SENCo through continual observation we can plan for your child's individual needs including assessing whether additional support from other professionals is needed. With your permission we will contact them for advice and guidance putting strategies in place as appropriate.

Every effort will be made to support families throughout their child's SEND journey, however meeting the needs of a child with SEND can only be achieved if parents are in agreement and are prepared to give the support and any authorisation required to achieve the best possible outcomes for the child. This may entail involving outside agencies, future early years settings and schools. Malton Montessori School may not be held culpable when parental support and authorisation is not given.

How our School & Nursery creates learning and development opportunities for individual children with SEND

In a Montessori environment there are always a variety of material and activities to stimulate the interest of all children. These are graded and differentiated in complexity to allow us to scaffold learning and monitor progress. Through observation of your child we will support
Malton Montessori Nursery School & Infant Community

play that involves their interests, creating activities that both meet their needs and challenge them if appropriate. Individual planning for all children is a continuous process.

How our School & Nursery works in partnership with parents and carers.

Malton Montessori school and nursery tailor a service to meet the needs of the child and their family. We have electronic documentation to evidence planning and agreed next steps. We hold informal termly meetings with parents to: monitor progress, discuss issues, plan behaviour strategies that can be used at home as well as at school/nursery. We use documentation that allows us to agree targets and strategies for achieving these goals. Target are SMART where ever possible to identify progress. We attend TAC (team around the child) meetings and develop IEPs alongside outside professionals and parents/carers, taking the child's needs and views into account as often as possible. We have regularly updated parent information notice boards in both our school and Infant community. We make available 'My Montessori Child' profiles twice a year for parents to download. New child observations are made weekly on each child's web pages. The information on each child's development pages encourage parents to have an active role in their child's learning journey, and offers Parents opportunities to make observations on their children outside of the school which are then added to page content. We offer many opportunties for parent to attend parent and child learning sessions (Little Woodland Explorers and Nurture enrichment classes) these include sessions for mothers and their babies and toddlers who not yet registered in our school and Infant community, in this way we establish links and information sharing early on. Parents are always welcome to approach staff within the rooms to discuss their child's development.

How our School & Nursery supports the well-being of children with SEND

We offer settling in sessions which familiarise your child with their school/ nursery environment and their teachers, we will also enable support for your child to be discussed before they start. Care routines will be discussed including nappy changing and personal care. We are able to administer G.P. prescribed or advised medicines with parental consent. If additional training is required to administer medicines we will undertake this as necessary. Promoting positive behaviour is important to us. We will always discuss any behavioural concerns we may have with you in order to maintain a consistent approach between home and the setting. The harmony within our community is of paramount importance and we will consider the well being of all children and staff in respect of behavioural issues.

Children in our setting are taught, as part of the Montessori philosophy, to nurture and respect each other. We believe this is an important factor in a child’s sense of security and well-being. Children are directed by example towards the use of positive language and away from negative labelling. Under the Montessori ethos, and with the encouragement and guidance of staff, children are helped to recognise and explore for themselves the meaning of good behaviour. This approach is fostered by the good relationships between each child and all the staff, not just the member of staff designated as their key person, and this in itself is maintained as a result of the overall calibre of the staff team.
The safety of all our children is our priority. All of our entrance and exit doors are monitored and admittance is only permitted by member of staff. Children are only allowed to leave the premises with a named authorised adult, we will not release a child to anyone other than a parent without your consent. We undertake risk assessments of the buildings each day before the children arrive, we also carry out activity risk assessments for all of our materials and activities which are reviewed appropriately. Activity risk assessments are always undertaken for outing and short walks around the community and local countryside and any events that we hold such as Easter egg hunt and paint day.

**Staff training and experience in supporting young children with SEND.**

All staff hold current Paediatric First Aid certificates and have undertaken appropriate Level 2.Safeguarding training.

The SENCo has completed SEND training available and attends updates and workshops to ensure that they are aware of new developments in care and protocol. We review personal staff training needs each year at appraisals, however, should a need be identified by the admission of a new child or member of staff we will aim to address this.

**Specialist services and expertise accessed by our school and nursery**

Malton Montessori access support from our Area SENCo as and when required they are able to signpost us to other educational services. We are able to take advice from our Local Children's Centre situated in Norton. Specialist advice is sought in respect of Speech and Language, Palliative Care, Physio and Occupational therapy. We work with these and any other appropriate outside agencies with parental consent.

**How our school & nursery includes children with SEND in community based activities and outings.**

All children are included on trips out into the Local community and countryside, parents are asked for their consent to take part and any needs are identified and risk assessments are completed to ensure that appropriate measures are taken. We always take a mobile phone, First Aid kit and pushchair on these outings.

**Our accessible environment**

Whilst we aim to meet the needs of most children, parents would need to visit and discuss their individual child to ensure that we will be able to accommodate them. We would aim to adapt and accommodate wherever possible, if parents do not speak English as their first language we would look to support their understanding through the use of translation services. If additional resources were required to support a child we will seek additional funding where possible.

**How our school and nursery prepares and supports children with SEND when joining the setting and when transferring to another setting or school.**
As part of our induction we would establish the needs of the child with their parents and any existing participating agency. A graduated introduction can be provided as necessary to support the emotional well-being of the child to ensure the best outcome. Our transition arrangements for the child on entering school depend on their individual requirements. With the Area SENCo we would ask for support and involve the school to ensure that they are familiar with all aspects of the child’s needs from electronic reports a from spending time in the setting with the child.

**How do we decide on appropriate support for children with SEND**

The manager and SENCo will work closely with parents and other professionals to determine their child's needs. Regular staff meetings involving all practitioners in any support required, in addition the teacher will be able to identify any additional support through the observation procedure required by the E.Y.F.S.

Individual education plans will be developed progressing to an education, health and care plan.

**Who to contact for any further information.**

1st point of contact is the Headteacher (Anja Rutter) or SENCo (Mel Coning)

Below you will find a link to the North Yorkshire County Council local offer for further information. [www.northyorks.gov.uk/article/23542/SEND----local-offer](http://www.northyorks.gov.uk/article/23542/SEND----local-offer)

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Child development</td>
<td>3.3 Respecting each other</td>
<td>3.2 Supporting every child</td>
<td>4.1 Play and exploration</td>
</tr>
<tr>
<td>1.2 Inclusive practice</td>
<td>2.2 Parents as partners</td>
<td>3.3 The learning environment</td>
<td>4.2 Active learning</td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td>2.3 Supporting learning</td>
<td>3.4 The wider context</td>
<td>4.3 Creativity and critical thinking</td>
</tr>
<tr>
<td>3.2 Supporting every child</td>
<td>2.4 Key person</td>
<td></td>
<td>4.4 Personal, social and emotional development</td>
</tr>
</tbody>
</table>

This policy was adopted by Malton Montessori School On 18/05/2017

Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director

Policies V.09, 03.06.2018 Page 28
12. **MONTESSORI SCHOOL ROUTINE**

**Routine Sheet**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.30 – 8.15</td>
<td>Children arrive, Registration, community time/free play.</td>
</tr>
<tr>
<td>8.15 - 8.45</td>
<td>Morning work cycle begins with self serve breakfast and children</td>
</tr>
<tr>
<td></td>
<td>selecting self chosen activities</td>
</tr>
<tr>
<td>8.45- 11.30</td>
<td>Children in school meet together around an ellipse; news is shared,</td>
</tr>
<tr>
<td></td>
<td>plans discussed and stories and small&amp; whole group presentations</td>
</tr>
<tr>
<td></td>
<td>given. Infant Community children meet in small groups. All</td>
</tr>
<tr>
<td></td>
<td>children selecting self chosen activities both in /outdoors, staff give</td>
</tr>
<tr>
<td></td>
<td>1:1 and small group presentations</td>
</tr>
<tr>
<td>11.30</td>
<td>Morning collection</td>
</tr>
<tr>
<td>11.30 - 12.00</td>
<td>Outdoor environment</td>
</tr>
<tr>
<td>12.00 – 13.00</td>
<td>Lunch</td>
</tr>
<tr>
<td>13.00</td>
<td>Morning/Lunch children go home. Afternoon only children arrive.</td>
</tr>
<tr>
<td>13.00 – 13.30</td>
<td>Morning session collection/ singing / outdoor environment</td>
</tr>
<tr>
<td>13.30- 15.15</td>
<td>Afternoon work cycle children choose from self chosen activities,</td>
</tr>
<tr>
<td></td>
<td>in/out doors.</td>
</tr>
<tr>
<td>15.15- 15.30</td>
<td>Children in school meet together around an ellipse; news is shared,</td>
</tr>
<tr>
<td></td>
<td>plans discussed and stories and small presentations given. Infant</td>
</tr>
<tr>
<td></td>
<td>Community children meet in small groups.</td>
</tr>
<tr>
<td>16.00</td>
<td>Afternoon collection</td>
</tr>
<tr>
<td>16.15</td>
<td>Afternoon Tea</td>
</tr>
<tr>
<td>17.00 -18.00</td>
<td>After school care and activities; Art, craft, singing, outdoor, role</td>
</tr>
<tr>
<td></td>
<td>play and quiet activities.</td>
</tr>
<tr>
<td>18.00</td>
<td>Evening collection</td>
</tr>
</tbody>
</table>

We do adhere to this regime closely as we think the children feel more secure if they know what’s going to happen next and have autonomy within their day, this extends to chosen activities and independence skills. We see meal times as valuable opportunities for community learning and living, children quickly becoming confident and competent with table manners, co-operation, turn taking and caring and respecting their living environment.

Infant community children have a relaxed timetable according to their developmental needs.
Malton Montessori Nursery School & Infant Community

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
</table>

This timetable policy was adopted by Malton Montessori School

On 18/05/2017
Date to be reviewed May 2018
& annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
13. EATING ETIQUETTE POLICY & EXAMPLE MENU

We foster and expect good table/restaurant manners and encourage a healthy respect for food whilst always being considerate towards other diners.

- At mealtimes we encouraged children to serve themselves, we find in this way, that children eat well from a variety of food groups.
- Children sit in small mixed age groups to eat, babies are sat in low chairs and are an integral part of our mealtime communities.
- Staff eat with children
- We always positively encourage trying different foods.
- We are in step with the majority parents in so far as we do not offer deserts for children who make no attempt at eating the food that they themselves have put on a plate.
- We are sensitive to likes and dislikes and also ask parents to notify us of any food that causes either allergy or sensitivity.
- Nuts are not part of the children’s diet due to the many adverse reactions that can be detrimental to the health of some children and staff.
- Children may bring in a cake to celebrate a birthday, the lead teacher/ practitioner will decide whether the cake is to be consumed at tea time or sent home, in certain circumstances cake will be cut, bagged and sent home for parents to make a judgement. Parents are asked to avoid sending in a cake that has a profusion of icing and confectionery as many children do not eat sweets.
- It is not our policy to give out sweets.
- We use genuine scaled down cutlery, crockery and glassware. If plates and glasses are broken we demonstrate the careful disposal and the precautions needed to prevent injury and keep safe, this procedure completes our risk assessment.
- We invite parents to eat with us throughout the year via celebrations and school/nursery social events
EXAMPLE MENU

This menu would be adapted where necessary to take into account special dietary needs.

Monday
Cheese stuffed jacket potatoes, salad, Yoghurt and honey

Tea: Finger tea: apple cheese, carrot, peppers, bread and butter
Muesli biscuits and fruit

Tuesday
Curry and Rice
Stewed fruit and Crème Fraiche

Tea: Egg mayonnaise, Marmite & cucumber sandwiches
Fruit and orange and biscuits

Wednesday
Roast chicken, potatoes and vegetables and gravy. Apple strudel and
Greek yoghurt

Tea: Egg, cheese & ham scramble on toast, fresh fruit and rice cakes.

Thursday
Fish pie and vegetables (peas)
Fresh fruit salad

Tea: Tuna fish sandwiches/honey sandwiches, flapjack and fruit

Friday
Quiche and new potatoes and salad, Yoghurt and bananas.

Tea: Stuffed Pitta breads and fresh fruit & oat biscuits

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>2.1 Respecting each other</td>
<td>3.2 Supporting every child</td>
<td>4.4 Personal, social and emotional development</td>
</tr>
<tr>
<td>1.3 Keeping safe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy was adopted by Malton Montessori School

On 18/05/2017

Date to be reviewed May 2018
& annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director

Policies V.09, 03.06.2018
14. HEALTHY EATING POLICY

We endeavour to feed MALTON MONTESSORI SCHOOL children a healthy and balanced diet, we try to use a wide range of fresh fruit and vegetables as well as a range of grains and pulses, we source meat locally and are gradually trying to grow more food without the use of pesticides.

All lunch time savoury courses are prepared in the kitchens of Malton Secondary School, Puddings are fruit based and prepared on site. In the event of State school holidays and staff training days, Malton Montessori school & nursery staff prepare meals and snacks.

We do not knowingly use foods containing trans fats (hydrogenated fats & oils), artificial colourings and unnecessary additives. We encourage children to eat healthily by educating them in respect of their body’s needs, we frequently cook and eat with the children, promoting by positive example good food habits. We serve fresh fruit and vegetables daily, only serving cakes and biscuits on an occasional basis, when this does occur; baking is home-made and low fat.

We avoid overtly sugary breakfast cereals and drinks at all times as we have noted that this has an adverse affect on child general well-being and developmental progress. We give advice in respect of healthy eating to all parents and actively encourage parents to discuss their child’s dietary requirements with staff.

We insist that sweets, chocolate or sugary drinks are not given immediately before admission to the school or nursery unit (mindful that children can experience adverse reactions to food products for up to five hours after ingestion). We reserve the right to refuse admission to any child believed to have eaten or drunk food that may adversely affect child behaviour or the tranquillity of our community.

We teach children the origins of food, good food ethics, we give each child the autonomy to choose the food that they would like to eat from a healthy menu, we encourage through teaching and example the adoption of a healthy diet.

We are moving towards a Mediterranean diet rich in fruit, vegetables and fish. We will cater for medical recommended diets and religious observances where at all possible. We may not however be able to support all other types of lifestyle diets.

Children are offered a choice of beverages including: milk, fresh diluted fruit juice and water at each meal, water is freely available throughout the day. We abide by any allergy advice.

We ask parents to avoid mealtimes when they arrive to collect children as this often distracts the children from eating.

Occasionally we keep a food diary in conjunction with parents and outside professionals in an effort to establish and promote good eating habits and balanced diets.

In the interest of healthy eating and harmony of the community we do not at present support packed lunches as it would not be possible to police the lunch content.
EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>2.1 Respecting each other</td>
<td>3.2 Supporting every child</td>
<td>4.4 Personal, social and emotional development</td>
</tr>
<tr>
<td>1.3 Keeping safe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Healthy eating policy
This policy was adopted by *Malton Montessori School*

On 18/05/2017
Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory: *Anja Rutter*
Role of signatory: Head Teacher/ Director
15. ADMISSIONS POLICY

MALTON MONTESSORI SCHOOL & NURSERY is registered for: 30 children between the ages of birth and eight years on the Early Years

We have no intention of discriminating against any child on the grounds of gender, race, religion, colour or creed or ability. However, we reserve the right to exercise positively in respect of the following categories and allocate places accordingly:

Admissions in relation to existing families

re-located Montessori Families

The date the child was placed on the waiting list

Working families

As a setting that both advocates and practices the Montessori philosophy it is vital that parents work in partnership with us to fulfil these values, parents are expected to support our philosophy understanding that Montessori is a *lifestyle* choice they have opted for their family and not just a place for their child to go whilst they are at work. Our community embraces the Montessori method of education closely whilst paying regard to the overarching principles of the (Early Years Foundation Stage (EYFS) All parents are invited to information events to fully acquaint themselves with the Montessori Philosophy and how this is mapped to EYFS values

If it becomes clear that a child/family needs a different type of early years experience we reserve the right to recommend a more appropriate setting should it become evident that either child or family is not in step with our philosophy. As always parents have the right to make their own decisions with regards to their child's continuing care & education.

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>2.1 Respecting each other</td>
<td>3.3 The learning environment</td>
<td>3.4 The wider environment</td>
</tr>
</tbody>
</table>

This policy was adopted by Malton Montessori School

Policies V.09, 03.06.2018
Malton Montessori Nursery School & Infant Community

On 18/05/2017
Date to be reviewed May 2018
& annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
16. CONFIDENTIALITY

This section explains the policy on confidentiality.

MALTON MONTESSORI SCHOOL implements a code of confidentiality that is based upon a moral and ethical consideration that personal information is confidential between the shared participants and not accessible to third parties without the consent of the person/people concerned. We hereby agree that any personal information vested with us will be respected confidentially. We abide by all GDPR (General Data Protection Regulations) and its six guiding principles, these can be found in our children's records and site security policies.

However, under statutory obligations for Safeguarding, MALTON MONTESSORI SCHOOL has a legal obligation to share confidential information necessary for safeguarding/child protection procedures:

Any significant concerns with regard to Safeguarding/Child Protection will always be shared with the Designated Safeguarding Lead (DSL) (Anja Rutter) who will open a dialogue with parents in respect of concerns and seek consent for referral to the North Yorkshire Child Safeguarding Board (NYSCB). If however the DSL believes that a child could be in imminent danger, referral to the North Yorkshire Child Safeguarding Board will go ahead regardless of consent. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

Confidentiality in respect of disclosures made by parents, may not be kept if it is perceived as a serious safeguarding risk. We are not permitted to keep secrets.

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>3.4 respecting each other 2.2</td>
<td>3.4 The wider context</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.5 Parents as Partners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy was adopted by Malton Montessori School on 18/05/2017. Date to be reviewed May 2018 & annually thereafter every May.

Signed on behalf of the provider

Name of signatory: Anja Rutter
Role of signatory: Head Teacher/ Director

Policies V.09, 03.06.2018 Page 37
17. CHILDREN’S RECORDS POLICY STATEMENT

We have cloud based record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the Data Protection Act (1998) and the Human Rights Act (1998) and the General Data Protections Regulations GDPR (May 2018). This policy encompass the six guiding principles of the GDPR and should be read alongside our Confidentiality and Client Access to Records Policy and our Information Sharing Policy.

Procedures If a child attends another setting: We establish a regular two-way flow of appropriate information with parents and other providers. Where appropriate, we will incorporate comments from other providers, as well as parents and/or carers into the child’s records.

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

Developmental records: These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports. These are kept online using the 'My Montessori Child' cloud based record keeping system and can be accessed, and contributed to, by our staff and the child’s parents.

Personal records: These may include the following (as applicable): Personal details – including the child’s registration form and any consent forms. Contractual matters – including a copy of the signed parent contract, the child’s days and times of attendance, a record of the child’s fees, any fee reminders or records of disputes about fees. We currently use Parenta for financial issues.

Child’s development, health and well-being – including a summary only of the child’s EYFS profile report, a record of discussions about every day matters about the child’s development health and well-being with the parent. Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an SEN action plan) and records of any meetings held.

Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child.

Correspondence and Reports – including a copy of the child’s 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies. These confidential records are stored in the main office which is kept locked and children and parents are not able to access without the Head.

We read any correspondence in relation to a child, note any actions and file it immediately. We ensure that access to children’s files is restricted to those authorised to see them and make entries in them, this being our head, deputies or designated person for child protection, the child’s key person, or other staff as authorised by our head.

We may be required to hand children’s personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as
authorisation is seen. We ensure that children’s personal files are not handed over to anyone else to look at. Parents have access, in accordance with our Confidentiality and Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.

Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child’s needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person. We retain children’s records for three years after they have left the setting; except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years or 24 years respectively. These are kept in a secure place.

**Archiving children's files**

When a child leaves our setting, we remove all paper documents from the child’s personal file and place them in a robust envelope, with the child’s name and date of birth on the front and the date they left. We seal this and place it in an archive box, stored in a safe place for three years. After three years it is destroyed.

Where there were child protection investigations, we mark the envelope with a star and archive it for 25 years. We store financial information according to our finance procedures.

**Other records** We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person. Students on recognised qualifications and training, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.


Further guidance

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

**A child’s personal record will contain the following information:**

Name___________________________________________________________(M/F)

Name used by family_______________________________________________

Date of Birth _____________________________ (Age)__________________

Home Address____________________________________________________

_________________________________________________________________

_________________________________________________________________

Tel No _________________________________________

Policies V.09, 03.06.2018
Siblings/Ages: ________________________________________________

_____________________________________________________

1. Parent/Carer

_________________________________________________________________________

Work Address ____________________________________________________________

_________________________________________________________________________

Tel No. ___________________________________

Mobile No.________________________________

2. Parent/Carer

_________________________________________________________________________

Work Address ____________________________________________________________

_________________________________________________________________________

Tel No. ___________________________________

Mobile No.________________________________

Emergency contact if different from above

Name ____________________ Relationship ______________________

Address ______________________________________________________________

_________________________________________________________________________

Tel No. ___________________________________

Mobile No.________________________________

Health Visitor Name _________________________________________________

Address ____________________________________________________________

Tel No. __________________________________________________________________

Mobile No.________________________________

GP Name _____________________________________________________________

Address ______________________________________________________________
Malton Montessori Nursery School & Infant Community

Tel No. __________________________________________________________

Social Workers Name ________________________________________________
Address ___________________________________________________________
Tel No. ___________________________________________________________

Is there Child protection issues  Yes/ No
Appended to secure file  Yes /No

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6 Parents as Partners</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy was adopted by Malton Montessori School
On 18/05/2017
Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
18. HEALTH DECLARATION

Child’s 1st Name: ____________________________________________
Surname: ____________________________________________
D.O.B: ____________________________________________

Immunisations

*Please tick the appropriate box.*

- **Triple Vaccine (Diphtheria/Whooping Cough/Tetanus)**
  - 1 o
  - 2 o
  - 3 o

- **Polio**
  - 1 o
  - 2 o
  - 3 o

- **Haemophilus Influenzae (Hib)**
  - 1 o
  - 2 o
  - 3 o

- **M.M.R. (Measles, Mumps, Rubella)**
  - 0

- **Pre-School Booster (Diphtheria/Tetanus/Polio)**
  - 0

- **Influenza vaccination**
  - 0

Childhood Ailments

*Please tick the appropriate box.*

- **German Measles**
  - 0
- **Measles**
  - 0
- **Mumps**
  - 0

- **Chicken Pox**
  - 0
- **Whooping Cough**
  - 0
- **Scarlet Fever**
  - 0

- **Impetigo**
  - 0
- **Meningitis**
  - 0
- **Respiratory Syncytial Virus**
  - 0

- **Asthma**
  - 0
- **Eczema**
  - 0
- **Molluscum**
  - 0
Croup

Please state and give details of any not previously mentioned

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7 Parents as Partners</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This format/protocol was adopted by Malton Montessori School

On 18/05/2017

Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director
Allergies / Food Intolerances

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Other Relevant Details

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>3.8 respecting each other</td>
<td>3.4 The wider context</td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td>2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.9 Parents as Partners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This format/protocol was adopted by Malton Montessori School on 18/05/2017. Date to be reviewed May 2018 & annually thereafter every May.

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director

19. CHILDREN WITH ALLERGIES AND SENSITIVITIES

Policies V.09, 03.06.2018 Page 44
When a child starts at the school or nursery, we ask parents whether they suffer from any known allergy or sensitivity. Ensuring that parent understand the difference. This is recorded on the registration form.

**Definition:** of a sensitivity is an irritating condition that cause discomfort and or pain but would not normally cause death

*It has to be recognised that some sensitivities can evolve into full blown allergies, consequently some food sensitives should be fully investigated*

**Definition of allergy is a life threatening /debilitating condition of which a risk assessment will be required and the following information recorded to inform an effective EHC Plan:**

- the allergen (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 eg rash, anaphylactic shock, breathing difficulties, ascertain the level of allergy i.e. level 1, 2, 3, 4, 5, or 6.
- what to do in case of an allergic reaction, any medication used and how to administer it, eg Epi-pen
- control measures, such as how the child can be prevented from contact with the allergen
- review
- EHC plan if appropriate

A form is kept on the child’s personal file and all staff are made aware which children have known allergies. A list of children’s allergies/special needs is displayed on the inside of a child locked 1st aid cabinet and in the kitchens. All staff know where the list is displayed. A consent form allowing staff to administer the necessary medication must be completed by the parents/guardian and kept in the child’s file. All staff have training to use epipens as part of their Paediatric 1st aid training (PFA)

**EPIPENS/INJECTABLE ADRENALIN DEVICES**

Parent will need to supply two in date epipens that are boxed dispensed by a pharmacy and clearly state the child's name on the dispensary's label.

**ASTHMA & INHALERS**

Some children require an inhaler when they come in contact with an allergen, Parents will need to supply a current full inhaler contained within the original dispensing box the child's name and dosage upon the dispensing label.

**EYFS key themes and commitments**
## ALLERGIES & SENSITIVITIES POLICY

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>3.10 Parents as partners</td>
<td>3.2 Supporting every child</td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td>2.4 Key person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This protocol/policy was adopted by Malton Montessori School on 18/05/2017. The date to be reviewed is May 2018 & annually thereafter every May.

Signed on behalf of the provider:

**Name of signatory**  
Anja Rutter

**Role of signatory**  
Head Teacher/Director
20. 1ST AID & EMERGENCY HEALTH CARE POLICIES

It has been shown that early 1st Aid intervention improves the outcomes of children and adults who require immediate life saving assistance. Malton Montessori school requires all staff to hold a combined paediatric and adult 1st Aid certificate, this training is regularly updated every three years in accordance with central and local Government requirements. It is our policy that Staff will administer 1st Aid to any child or adult in an attempt to preserve life.

An ambulance will be summoned immediately. Staff will follow procedures shown to them during 1st Aid training, this includes the application of defibrillator pads in the event of suspected cardiac arrest. Our defibrillator is fully automatic and will deliver an electric pulse if it detects no cardiac output. Staff will then follow all life maintenance procedures until an Ambulance arrives.

It may be necessary to seek medical advice in the case of emergency with respect to sudden illness or accident. This could range from telephone discussion with G.P or Health professional, to visit to health centre or hospital, depending on the severity of the situation.

Should treatment be necessary, and a parent/carer is unavailable the responsibility for consent will be taken by the doctors not staff.

Should a doctor not be available within a reasonable time, and the gravity of the situation appears to require urgent medical attention, MALTON MONTESSORI SCHOOL will arrange transfer to hospital via an ambulance, if an ambulance is not available and the 1st Aid team feel the child can be moved safely, the injury not too serious but would be better cared for in a hospital setting, the child will be taken to Malton Hospital by insured car.

Malton Montessori school has an automated defibrillator is situated in the school office.

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>2.2 Parents as partners</td>
<td>3.2 Supporting every child</td>
<td>3.4 The wider context</td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td>2.4 Key person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy was adopted by Malton Montessori School on 18/05/2017. Date to be reviewed May 2018 & annually thereafter every May.

Policies V.09, 03.06.2018
<table>
<thead>
<tr>
<th>Signed on behalf of the provider</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of signatory</strong></td>
</tr>
<tr>
<td><strong>Role of signatory</strong></td>
</tr>
</tbody>
</table>
21. ARRIVALS AND DEPARTURES POLICY

It is the policy of MALTON MONTESSORI SCHOOL to give a warm welcome to each child on their arrival.

Parents are asked to make their goodbyes swift and thorough, always stating when they will be returning. Parents are actively discouraged from just disappearing when the child is settled, as often grief sets in on discovery of their absence and child confidence is lost.

Under no circumstances will a child be allowed to depart from either School or Infant community unless it be with a previously identified authorised adult, preferably in the case of extraordinary circumstance the authorised collecting adult must be known to the child.

Parents are asked to avoid mealtimes when collecting their child to ensure a calm sociable experience for all.

No child will be handed over to any adult suspected to be under the influence of either drugs or alcohol, MALTON MONTESSORI SCHOOL reserves the right to retain a child under these circumstances. Every effort will be made to locate an alternative parent or carer, should this not be possible Social services will be called upon to assist.

MALTON MONTESSORI SCHOOL may not authorise a minor to collect a child from either school or infant community.

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>2.2 Parents as partners</td>
<td>3.4 The wider context</td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This format/protocol was adopted by Malton Montessori School on 16/05/2016. Date to be reviewed May 2017 & annually thereafter every May.

Signed on behalf of the provider

Name of signatory: Anja Rutter
Role of signatory: Head Teacher/ Director

Policies V.09, 03.06.2018
22. LATE PICK UP POLICY

It is the policy of MALTON MONTESSORI SCHOOL that all children should be collected by their parents and carers at the designated time, however it is accepted that in exceptional cases parents and carers may be late collecting their children due to reasons beyond their control.

Should any child be remaining after their designated pick up time;

- the child will be reassured at all times.
- Every effort will be made to contact the parents after thirty minutes has elapsed and thereafter at fifteen minute intervals until contact has been made. If necessary the emergency contact number will be used, these being located in each child's admission pack.
- If no contact is achieved the duty social worker will be contacted. The number is 01653 600066 or OFSTED the number is 0843 504 0627
- staff will adhere to any advice given by social services, NYSCB or OFSTED, if emergency overnight stay is required the child will be accommodated within the Infant Community building, the staffing required ratio required will remain the same as for daytime care, who will remain awake at all times.

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>2.2 Parents as partners</td>
<td>3.4 The wider context</td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This format/protocol was adopted by Malton Montessori School

On 18/05/2017
Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director

Policies V.09, 03.06.2018
23. CHILDREN IN TRANSIT POLICY

All children transported in MALTON MONTESSORI SCHOOL vehicles will do so only under the following circumstances:

- All children and adults to be transported will have their names recorded on the register.
- All children to be transported will be accompanied by an adult escort additional to the driver.
- All children will be secured by the correct type of restraint that fully takes account of the latest laws in respect of weight to height ratio in children, no child will travel without a restraint.
- All vehicles will be insured to carry children the insurance for vehicle and driver will be displayed within the school building.
- All drivers will hold the appropriate licence.
- All children and staff will be required to wear uniform unless otherwise stated.
- A first aid kit, road map, water, mobile phone, register, contact numbers and OFSTED help line number will be located in each vehicle.
- All School & Nursery personnel present will hold paediatric 1st aid, safeguarding certificates (level2,) and have enhanced DBS checks.
- Permission must be sought for each child to be transported in company vehicles.

EYFS key themes and commitments

A Unique Child
Positive Relationships
Enabling Environments
Learning and Development

1.3 Keeping safe
2.2 Parents as partners

This format/protocol was adopted by Malton Montessori School On 18/05/2017
Date to be reviewed May 2018
& annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director

Policies V.09, 03.06.2018 Page 51
24. EXCURSION POLICY

MALTON MONTESSORI SCHOOL arranges frequent excursions as part of its educational programme

- parents must authorise each trip out
- a risk assessment must be carried out prior to the event to ensure staff are acquainted with potential hazards, location of facilities and emergency services.
- A register must be taken at frequent appropriate intervals
- the ratio of staff will be maintained at all times. MALTON MONTESSORI SCHOOL may arrange for additional parent helpers if required depending on the venue and make up of children.
- all school children will wear uniform to aid identification unless otherwise stated
- a 1st aid kit, mobile phone, water, register, contact number including OFSTED help line numbers will be present at all times

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>2.2 Parents as partners</td>
<td>3.3 The learning environment</td>
<td>4.2 Active learning</td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by Malton Montessori School on **18/05/2017**

Date to be reviewed

**May 2018**

& annually thereafter every May

Signed on behalf of the provider

**Name of signatory**  Anja Rutter

**Role of signatory**  Head Teacher/ Director
25. LOST CHILD POLICY & PROCEDURES

We aim to keep children as safe as possible but acknowledge that children are by nature curious and determined wanderers. Our child philosophy is one of freedom within limits.

The child in the setting

A very young child may find the transition to our school from our Infant Community or home daunting and the free flow nature of our philosophy does not tie children to any individual room or space, we tell them to find a book area and sit down with a good book and look out for a member of staff. Our book areas are interspersed throughout our school. Teaching children to locate a safe space helps later when we 'go out'. Staff talk to children about what to if they get lost, we tell stories and initiate role play modelling.

- We focus on the three Ws:
  - What to do,
  - Where to go,
  - Who to speak to.

The child 'Going Out'

'Going out' is an integral part of our Montessori philosophy, we believe this allows children to make sense of the world. We also realise that beyond the walls of our setting is a fascinating and large place. We acknowledge that children need to have some foundation safety awareness so again we reiterate the three W's. We establish the safe point to return to if we get separated or lost. We talk about looking for the safe place and what we see nearby. We discuss who we speak to, veering away from 'We don't speak to strangers', and emphasise on finding the right kind of person to speak to; a policeman, a shop keeper or an adult within a family group. We explain that they need to talk about their school their families and where they live. We tell them to try and keep calm, otherwise the adult will not be able to help them quickly.

We tell children about how to keep safe as part of their PHSE sessions, being careful with their bodies and not allowing strangers to touch them inappropriately, we teach them to be pro-active and say NO. we teach them strategies that will dissuade abductors and alert others of their need for help.

Staff Precautions

- Take all relevant phone numbers in a pack on each 'Going Out' excursion.
- With parents consent take photographs of each child in group.
- Ensure sufficient charged mobile.

What procedures staff follow to locate missing children
If a child is discovered to be missing, the following procedures will be followed, whilst ensuring the remaining children present are safe at all times:

- An immediate comprehensive search of the area will be carried out including cupboards, toilets, play areas and vehicles.
- The time of discovery of absence will be noted, if after search the child(ren) are subsequently found, a note will be placed in the daily diary and incident book, the child's records amended, parents and carers will be informed at all times.

If after an exhaustive search the child(ren) are not found inform

- OFSTED, social services NYSCB, the local police, act any advice given, give full assistance to these professional bodies.
- Alert parents as soon as it is practicable to do so.
- If child goes missing whilst out on a visit:
  - Children are counted, and the missing child(ren) ascertained,
  - One adult with a mobile phone detaches from the group and returns to the safe point checking toilets and keeping an eye on any likely venue a child may detour to i.e. toy shop, car showroom, ice cream parlour book shop
  - If child is lost in an enclosed indoor space request that exits be sealed and CTTV examined
  - Alert others/ workers, ask them to join in the search, giving a full description of the child(ren) Alert local police and ask for assistance with searching for the child(ren).

If after thoroughly searching the locale the child(ren) is still missing staff inform parents, OFSTED and the NYSCB seeking and following advice and directions. The remaining children must be supervised at all times until such a time that the search is either called off because the child has been found or the Police take over the search.

- Console and care for all other children in the group
- A full written report in incident log, parents need to sign this document and this is then shared with professional bodies such as the NYSCB, OFSTED, the police. A copy securely filed. Staff must continue to offer full assistance with all the above.
- Statements from all staff will be taken
- Policies and procedures may require amending as a result of a missing child

**EYFS key themes and commitments**

Policies V.09, 03.06.2018

Page 54
Lost child policy or procedure

This policy was adopted by Malton Montessori School

On 18/05/2017

Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director
26. SIGNIFICANT DISASTER POLICY (inclusive of pandemic)

This policy is designed to cover the eventuality of both natural and man made disasters (including acts of terrorism), it is intended as an interim policy that forms a bridge between the late pick up policy and some enhanced health and safety policies.

Given the nature of the policy it is necessary to base its contents on risk assessment. As Malton in itself is not a strategically sensitive area, we can only look at other factors in respect of geographic location. We must consider that this area is susceptible to inclement weather extremes i.e. flooding, wind and snow, it is also an intensive agricultural area and carries the risk of agricultural infection and chemical/bio hazards.

Malton is linked by the A64 the main feed road to Scarborough and the east coast, should a significant disaster occur it is envisaged that this road and the small peripheries could well be blocked and impassable. Arrangements will be made if necessary for children to have extended stay, this will be in accordance with the late pick up policy. If a further extension of stay is required due to some unpredicted national disaster, MALTON MONTESSORI SCHOOL will in co-operation with OFSTED, NYSCB and the local authorities remain open and offer 24 hour care to enable parents or authorised next of kin to collect their children safely. In all eventualities OFSTED will be contacted and their counsel sought.

Unpredicted mass failure of communication systems.

If this situation occurs out of hours MALTON MONTESSORI SCHOOL will remain closed. Should this occur during operational hours, parents can be assured that their children will be taken care of. MALTON MONTESSORI SCHOOL will remain open for as long as it is feasible and or OFSTED feel warranted.

Contaminated or arrested water supply

In the event of the water supply being contaminated during operational hours, MALTON MONTESSORI SCHOOL will utilise its bottled water supply for food preparation, drinking and intimate cleansing. Rain harvested water will be used for sanitation purposes. If contamination or arrest of water supply occurs outside of business operation, MALTON MONTESSORI SCHOOL will remain closed.

Air-born corrosive/biological contamination

Should this occur during times of closure MALTON MONTESSORI SCHOOL will remain closed and remain so until public health departments state otherwise. Should this occur during operational hours, all doors and windows will remain shut, staff will remain in their units until instructed otherwise by public health officials, parents will be consulted accordingly and appropriate action will be taken.

Pandemic

Planning for a potential pandemic is a difficult issue as it relies on a level of knowledge that may only be available at the time of event. However after consulting the parent advice group and referencing current guidance or schools and childcare our planning strategy and areas for concern are thus far...
• additional food and water supplies are estimated to last for five days only
• supply of food may be reduced if transport services impacted
• staff may not be relied upon, their priority being their own families
• overnight stay may be required but it is unlikely that it could be staffed
• significant government assistance would be required
• quarantine arrangements would be difficult to maintain
• children high risk due to low historical immunity
• insufficient training and resources to care for high risk category individuals

It has been agreed by all members of the parent advice group that MALTON MONTESSORI SCHOOL will close as soon as possible if the above concerns are not met in total.

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>2.2 Parents as partners</td>
<td>3.2 Supporting every child</td>
<td></td>
</tr>
<tr>
<td>1.3 Keeping safe</td>
<td>2.4 Key person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Health and wellbeing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by Malton Montessori School

On 16/05/2016
Date to be reviewed May 2017
& annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
27. SITE SECURITY POLICY

Access

MALTON MONTESSORI SCHOOL take child security seriously, our School and Nursery is situated in a secure edge of town location between two roads and accessed by cars from one direction and pedestrians from the other. Children and their families arrive on foot, from Middlecave road, they gain access via an electronic intercom and security gate that is activated from inside the Infant Community building. All child arrivals and departures are recorded on registers.

Staff cars access and egress via Castle Howard Road, there are large gates that protect playing children from cars, staff are instructed to park in the staff car park and to be aware of children at all times. Out side staff are required to be aware of cars entering and exiting the grounds and to ensure that children are secure in the gardens. Staff must take particular care with regard to reversing cars. All exiting staff need to make their intentions to exit the grounds known to care giving staff. Staff enter building via biometric and digital door locks. The arrival and departure times of adults – staff, and volunteers – are recorded, staff and volunteers sign themselves in and out on the daily register.

All staff hold DBS clearance and have completed setting disclosures. References are carried out prior to employment.

Visitors access and egress via Castle Howard Road, they park in the visitor car parking spaces and access the school or nursery via digital coded or biometric door entry systems. No open access is available to visitors, visitors must declare their intentions on arrival before admittance. All visitors are required to record their presence in and out in the visitors book situated in the school entrance. We reserve the right to refuse entry to any callers who may represent risk or cannot produce satisfactory identification. Local Police assistance will be employed if deemed necessary.

OUTDOOR ENVIRONMENTS

Whilst we do promote child freedom of movement and activity outside, the perimeters of outdoor environments are locked/enclosed and always supervised. We close additional gates to create safe play areas for bikes and wheeled toys. Children are supervised by at least two seconded outdoor staff at all times. External doors to the settings grounds are secured. We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

INDOOR ENVIRONMENTS

All external doors to the building are kept locked, to avoid children exiting the buildings unnoticed. There is a live CTTV feed from the external entry intercom, staff can see all parents and visitors that enter the grounds on foot. The children are counted before and after moving between areas in the school & nursery to prevent a child being left unsupervised in an area.

Child belongings

Policies V.09, 03.06.2018
Malton Montessori Nursery School & Infant Community

Children are discouraged from bringing in treasured or valuable possessions, if items are brought onto the premises they must be clearly identifiable as belonging to that child. Each child is supplied with a personal draw for possessions. MALTON MONTESSORI SCHOOL cannot be held responsible for lost items, all pushchairs, uniform, clothing and footwear must be clearly labelled.

Staff security

We take the same care of our staff in respect of security, any form of abuse will always be reported to the police no matter how trivial.

Staff belongings

Staff are encouraged to bring only what is necessary to their working environment, Every member of staff are allocated a locked facility for their essential possessions. No responsibility can be taken for lost items. On site car parking facilities are offered but these are used at the drivers own risk.

Visitor Security

Once admitted all visitors must sign a visitors book on entry and departure stating times in and out.

Data Security

We collect and store information that safeguards, protects and aids the holistic development of the child, we do so in accordance with the six guiding principles of the GDPR (General Data Protection Regulations)

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by Malton Montessori School

On 18/05/2017
Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
28. PROMOTING POSITIVE BEHAVIOUR AND SANCTIONS POLICY

Malton Montessori School recognises the need for children to have secure boundaries and behaviours (ground rules) for their own safety and the safety of the community in which they spend time away from their own families.

Within our School & Nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their environment and on those around them. Restrictions on the child’s natural desire to explore and develop their own ideas and concepts are kept to a minimum.

All staff are considered as role models and consequently promote positive behaviour when dealing with all children and adults alike.

We employ non-blame language when seeking to modifying inappropriate child behaviour, we have found this allows the child to self examine and see a path forward without them feeling remorse through fear, threat or verbal rebuke.

We:

- promote self discipline, grace and courtesy
- distract children who behave negatively to illicit a response
- give guidelines in respect of expected behaviour, show children what good behaviour looks like via positive role modelling and enactment of safe scenarios
- model acceptable behaviour
- Promote fairness, kindness and generosity of spirit

Where damage to property has occurred a child will be encouraged to repair and make good where at all possible.

We observe, plan and record all aspects of child development using a cloud application called 'My Montessori Child' this application facilitates the communication between Parent/Carers, and teachers and practitioners. Parents can clearly see their child's development in all EYFS and Montessori Areas. Boundaries and targets are set by Key-workers in unison with parents and evaluation is carried out frequently to ascertain whether goals have been met. Teachers and practitioners may meet with parents to discuss further their child's development.

Children are always given the time, space and support to modify positively unwanted behaviour. Repeated patterns of inappropriate behaviour will be initially addressed via discussion, if this route has no effect then reasonable sanctions will be applied and then finally parents or carers will be asked to participate in a conference with the aim of modifying the inappropriate behaviour and if necessary involve outside agencies by mutual consent. The school and Nursery will at all times attempt to work with families towards the embedding and maintenance of positive behaviour.

We wholeheartedly support the Children Act guidelines on behaviour and sanctions, namely that sanctions applied in the case of unacceptable behaviour must take account of the age and
stage of development of the child, be given at the time, be relevant to the action or actions and be fair. The senior Nursery staff shall ensure that the parents/carers are fully informed of actions taken to modify the child’s unacceptable behaviour.

Corporal punishment (slapping, smacking, shaking or excessively loud remonstration) never will be acceptable practices in our School or Infant Community and will not be used although it may be necessary to take physical action in an emergency to prevent personal injury or serious damage to property.

MALTON MONTESSORI SCHOOL will not tolerate any form of abuse towards staff, children, parents or visitors. Any incidences of physical, verbal, sexual or mental abuse will be dealt with and concluded swiftly, Police assistance will be summoned and the fullest extent of the law will be pursued to ensure that justice and safety prevails.

**EYFS key themes and commitments**

**Promoting positive behaviour & sanctions Policy**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>2.1 Respecting each other</td>
<td>3.2 Supporting every child</td>
<td>4.4 Personal, social and emotional development</td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by **Malton Montessori School** on **18/05/2017**

Date to be reviewed **May 2018** & annually thereafter every May

**Signed on behalf of the provider**

**Name of signatory** Anja Rutter

**Role of signatory** Head Teacher/ Director
29. ANTI-BULLYING POLICY

Definition

- bullying is persistent behaviour, repeated over time which intimidates individuals or groups through verbal, emotional or physical aggression.
- bullying is the wilful, conscious desire to intentionally hurt, threaten or frighten someone else.

Aim

MALTON MONTESSORI SCHOOL is committed to encouraging a high standard of behaviour thus, maintaining healthy Infant & School communities. We believe that most children have the capabilities to resolve their own disagreements; the outcomes better if children are empowered to communicate effectively, resolving their disagreements independently.

How

We show children by modelling and role play the strategies used for conflict resolution,

With young children it is neccessary that communication is established quickly and the perpetrator told that their behaviour is unwarranted and unfair i.e. 'I don't like that......you hurt me', in this way the bullied child voices opinion and feelings, his/her stature is undiminished, the children are then taught to go to the 'peace table' and talk out their problems, a peace process can then be worked upon. If the issue is resolved then the teacher just observes and records unobtrusively.

Group Escalated Processes

If the situation continues children are encouraged to ask for help. The teacher can then instigate an ellipse discussion for young children where group opinions may be encouraged. For older children discussion shift towards a class debate, debating form part of PHSE (Montessori peace curriculum). Children write their greivance on paper and place this in a jar, the issue is then discussed by the whole class and resolution is reached by consensus, the teacher is only present to ensure that the process reamins grounded and fair.

Staff Intervention

A child who is observed to be persistent with unwanted physical or verbal responses despite escalated whole class discussion or debate, will be carefully monitored and all incidents will be documented, information will include the time, place, injury and if possible nature/history of the incident.

The child will be counselled thoroughly, care will be employed to fully explain the possible outcomes and the need to modify behaviour. We achieve this by using a simple method that requires a child to self reflect, i.e. 'Did it work? By calmly asking this question the child is required to think, rather than to take a defensive stance, this effectively cuts out the unwanted/unproductive emotion, the question is non judgemental and caught off guard the child
normally responds truthfully, "No", the child is then drawn into making a suggestion as to how the situation can be made better. "I won't hit" and this is then applauded. The staff member and child draw up a plan for social improvement, this is all done without a raised voice, in this way the child is given a path forward to make amends, without a fear of verbal rebuke. If a child has repeated behaviour issues then the child is given a task that is an independent practical task, by giving a child a prolonged task the child is distracted from a cycle of behaviour that may be harming or destructive and employed in doing something useful, effectively giving the child productive time out.

Careful observation and evaluation of each incident must be carried out to ensure that the child is not reacting as a result of a language/communication problem or some other relevant special need. If the above is not felt to be a root cause any persistant abusive behaviour must be considered as a safeguarding issue and will then move to the staff escalated process.

**Safeguarding**

**Staff Escalated Processes**

The child will be counselled thoroughly by staff at no times will staff resort to shouting, care will be employed to fully explain the possible outcomes and the need to modify behaviour. Parents will be informed and asked to assist in the continuity of approach in the home if initial warnings fail to secure a change in behaviour.

If the child persists with aggression either verbal or physical then external help will be sought after parental permission has been given. If after all avenues have been explored and the child remains persistent, a decision will be needed to safeguard the school community and it may be decided by all concerned that the child would be better suited in another setting.

The victim(s) will be supported at all times and advised in respect of strategies to avoid being a victim in the future. The child will be reassured that it is acceptable to tell a teacher or adult of their experiences, each child will be listened to and appropriate action will taken. All parents of children who are victims to a bullying episode will be informed and given a complete report of the incident and an outline to how the child will be safeguarded in the future. Parents will not be told the identity of the offending child, although it is accepted that a child may disclose identities.

**EYFS key themes and commitments**

**Bullying Policy**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>2.1 Respecting each other</td>
<td>3.2 Supporting every child</td>
<td>4.4 Personal, social and emotional development</td>
</tr>
<tr>
<td>2.2 Parents as partners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Keeping safe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by *Malton Montessori School*

**On** 18/05/2017

**Date to be reviewed** May 2018

& annually thereafter every May

Policies V.09, 03.06.2018  Page 63
30. SUSTAINABILITY

Malton Montessori School embraces all opportunities to operate in the most sustainable way possible.

Education

We acknowledge that a sense of sustainability should be rooted in the early experiences of every child. We recognise for sustainability to be instinctive, children need to have hands-on experiences that are both achievable and understandable. We begin by giving the children the freedom to carry out simple every day tasks, these tangible exercises benefit the individual and the community as a whole, we call this Practical Life. These skills are broadly divided into three areas; care of self, care of others and care of the environment. By honing these activities, children understand the value of citizenship, realise their role as custodians of their environment as well as taking pride in tasks well done.

Increasing funding restraints necessitate sustainable practices, these are woven into the fabric of our community. All children are taught to help out, by contributing to the preparation of meals, cleaning and washing up after themselves, tending plants in our gardens and harvesting the produce. These skills form the basis of each child's practical Life experiences, from which all other areas of learning stem. The concentration employed paves the way towards a favourable and lasting work ethic.

Finance

As a limited company that provides education and care services for children, it is a company responsibility to make a profit to ensure sustainability. Company finances are reliant on two funding streams; Fees and Government funding. Where there is a shortfall in Government Funding, Remaining funding streams will be required to be adjusted accordingly and, alternative funding streams will be explored and initiated.

Reduce, reuse recycle.

Reducing our carbon footprint by taking care of our environment and resisting the urge to purchase the latest must classroom trend is perhaps easier for the Montessorian who has at the heart of the philosophy a range of educational materials that are largely made from sustainable resources, are hard wearing and time immune. Devised by Maria Montessori herself, these materials call more precisely to the child, in ways that the current fad cannot compete. Children learn to respect these materials using them with care and replacing them back on the shelves in readiness for the next user. Consequently the life time of these materials are much extended when compared to standard educational resources.

Recycling is a natural progression of the care of the environment aspect of Practical Life: this is upheld by all members of our community in every area; from the kitchens with its...
recycling bins for food packaging, kitchen vegetable waste composted for the garden to the work of the classroom where even paper snippings are sorted into colours and retained for collage. The pursuit and evidence for sustainable living permeates our daily existence, enabling children to make informed decisions that positively impacts our world.

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>2.1 Respecting each other</td>
<td>3.3 The learning environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.2 Supporting every child</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.4 Personal, social and emotional development</td>
<td></td>
</tr>
</tbody>
</table>

**SUSTAINABILITY POLICY**

This policy/format/protocol was adopted by Malton Montessori School on 18/05/2017. Date to be reviewed May 2018 & annually thereafter every May.

Signed on behalf of the provider

Name of signatory: Anja Rutter

Role of signatory: Head Teacher/ Director
CLOSE HANDLING POLICY

Children from time to time become overwhelmed with anxiety of emotion and uses excessive physical responses that may endanger children and staff. In this case it may be in the interest of the child and community if a method of close handling be employed to minimise injury or damage.

A member of staff will embrace the child firmly whilst sitting on the floor, the child's head will face outward and limbs will be secured by the carer's arms. The carer will talk calmly to the child in soothing tones, explaining that they need to remain in this position to keep the child safe, has calmed down and all untoward physical responses have ceased. Once the child has calmed the carer will explain what will happen next. i.e. 'I am going to stop holding you safe, we shall just stay here a minute or two to make sure, and then we will go and……. (using distraction as a method of distancing the child from the incident and indicating a fresh start). The carer will document the episode and give a copy to the parents of the child, explaining the history, duration and consequence of incident.

Rough Handling

No child will be subjected to rough handling. Children will always be gently manoeuvred, dialogue will be used extensively and where possible ‘child self-analysis’ will be instigated enabling the child to make the appropriate path forward from a physical highly charged situation. Parents & carers who attempt to rough handle children will be 1st warned, 2nd restrained and if necessary Police assistance may be called. Safeguarding procedures will be activated at the discretion of the Designate d Safeguarding lead.

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>2.1 Respecting each other</td>
<td>3.2 Supporting every child</td>
<td>4.4 Personal, social and emotional development</td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CLOSE HANDLING POLICY
This policy/format/protocol was adopted by Malton Montessori School

On 18/05/2017
Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director

Policies V.09, 03.06.2018 Page 66
32: SAFEGUARDING CHILDREN POLICY

Statement of intent
At Malton Montessori School we foster children to be **strong, resilient and listened to** by creating environments that encourage children to have a strong sense of self worth. We acknowledge and celebrate the cultural identity of each child by reflecting positive aspects of their heritage within our school and nursery. We show respect for each child's ethnicity, traditions, religious beliefs and culture and welcome the diversity that each child and their family brings to our community. We share all positive aspects of our British society and it's values whilst encouraging children to be citizens of the world.

- We foster children’s right to be **strong, resilient and listened to** by encouraging children to develop a sense of autonomy and independence.
- We promote children’s right to be **strong, resilient and listened to** by enabling children to have good judgement, self-confidence and the vocabulary to protect themselves from undesirable approaches, that may endanger their well being.
- We help children to establish and maintain close relationships within their families, with peers, and other appropriate adults.
- We work with all members of our community promoting their understanding of, and commitment to, the principles of safeguarding children and the families and staff who care for them.

**What it means for every child to have ‘strength, resilience and a voice that is listened to’ and how we promote this**

**The strong child is:**
- secure in close relationships where they are cared for, valued and loved by a person or persons who are able to offer consistent, positive and unconditional regard and with whom they may be relied upon.
- safe and valued as individuals, in their families and in relationships beyond the family, such as Montessori school or infant care facility
- self assured and forms a positive sense of themselves, inclusive of all aspects of their cultural identity
- included equally and is at ease with all aspects of school/infant community life
- confident in his abilities and takes pride in his achievements
- progressing to their best ability in respect of learning and development
- comfortable in a their peer group in which they learn to negotiate, develop social skills and identity whilst respecting the rights of others in a diverse world
- able to participate and represent themselves in respect of key decision that may affect their lives
Malton Montessori Nursery School & Infant Community

The resilient child has:

• belief and value in their dignity and self worth.
• the ability to be assertive, effectively stating their needs and desires
• a positive confident attitude towards difficulties and problems
• a positive outlook on life and a strong sense of justice towards others
• is able to face and respond flexibly toward change & challenge
• an emerging sense of responsibility to self, peers and others
• a growing ability to represent themselves and others in key decision making processes

The listened to child requires:

• adults who can recognise and value his need for self expression as a means of communicating ideas, thoughts and feelings
• adults who are aware of her verbal / non verbal language in order to interpret and understand what is being communicated
• adults who are able to respond appropriately and when required, act upon their understanding of the child's expressions and communications
• adults who respect the rights of children and are able to facilitate child participation and representation in imaginative and child centred ways
Safeguarding children and child protection
(Including managing allegations of abuse against a member of staff)

Statement of intent
Malton Montessori School will work with children, parents and the community to ensure the rights and safety of children and thus allowing them the very best start in life.

Aim
Malton Montessori School promotes a ‘culture of safety’ where children are protected from abuse and harm.

Staff and volunteers
Our designated Safeguarding Lead is: Mrs Anja Rutter

We ensure all staff are familiar with our safeguarding policies and procedures and how these conform to Government requirements. Each member of staff hold Level 2. Safeguarding certificates and consequently have the knowledge of safeguarding issues, policies & procedures and how these can be disseminated to parents and carers.

We provide appropriate staffing resources to meet the needs of children.

Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974 (Disqualification).

Candidates are informed of the need to carry out ‘enhanced disclosure’ checks DBS before posts can be confirmed.

Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

We abide by Ofsted requirements in respect of references, DBS checks and disclosures resulting in dis-qualification for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.

Volunteers do not work unsupervised.

We record information about staff qualifications, and the identity checks and vetting processes that have been completed in our single central record these include;

- the DBS reference number;
- the date the above was obtained;
- and details of who obtained it
- personal details i.e. D.O.B. residing address, and date when employment started
- professional qualifications and certificates and dates when these were obtained
• Rights to work in the UK and the evidence that supports this decision.

We inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us), staff are required to declare this by signing a form.

Staff are made aware of their responsibility to communicate with the Nursery & School, and the management's requirement to inform Ofsted with regards to family members who may fall into aspects of the Rehabilitation of Offenders Act 1974.

We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of child protection concern.

We have procedures for recording the details of visitors to the setting, a visitors log is kept in the entrance hall and all visitors are required to sign in and out.

We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children. This includes maintenance contractors.

We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Personal mobile phones are not to be used by members of staff during session time. Parents sign a consent form and have access to records holding visual images of their child.

Malton Montessori School is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in ‘What to do if you’re worried a child is being abused’ (HMG 2006)

**Responding to suspicions of abuse**

We acknowledge that abuse of children can take different forms – physical, emotional, and sexual, as well as neglect. When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated:

• through significant changes in their behaviour

• deterioration in their general well-being

• by their comments which may give cause for concern, or the things they say (direct or indirect disclosure)

• changes in their appearance,

• by their behaviour, or their play

• unexplained bruising, marks or signs of possible abuse or neglect
and any reason to suspect neglect or abuse outside the setting

We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent’s drug or alcohol abuse, mental or physical illness or parent’s learning disability. We are aware of other factors that affect children’s vulnerability such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children such as through internet abuse and Female Genital Mutilation that may affect or may have affected children and young people using our provision.

We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or maybe victims of child trafficking. While this may be less likely to affect young children in our care we may become aware of any of these factors affecting older children and young people who we may come into contact with.

Where we believe a child in our care or known to us may be affected by any of these factors we follow the procedure for reporting child protection concerns. Where such evidence is apparent, the child’s key person makes a dated record of the details of the concern and discusses what to do DSL or in her absence the deputy who is acting as the ‘Designated Safeguarding Lead. The information is stored on the child’s personal file and a decision is made as to whether the matter should be referred to the NYSCB.

We refer concerns to the North Yorkshire Prevention service Customer Service Centre: 08458 727374; or the Emergency Duty Team 0845 034 9417. of the local police force (Tel: 999) and co-operate fully in any subsequent investigation.

Out of hours referrals should be made to the North Yorkshire Emergency Duty Team: 0845 034 9417.

The NSPCC helpline on 0808 800 5000

We take care not to influence the outcome either through the way we speak to children or by asking questions of children. We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting as for any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young persons refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

Recording suspicions of abuse and disclosures

Where a child makes comments to a member of staff that gives cause for concern (disclosure), or a member of staff observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect, that member of staff will:

• listen to the child, offering reassurance and giving assurance that she or he will take action;
Malton Montessori Nursery School & Infant Community

- will not use leading questions when talking with the child;
- makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure;
- the exact words spoken by the child as far as possible;
- the name of the person to whom the concern was reported, with date and time; and the names of any other person present at the time.

These records are signed and dated and kept in the child’s personal file which is kept securely and confidentially in the main office. The member of staff acting as the ‘designated safeguarding Lead’ is informed of the issue at the earliest opportunity.

We follow the flow chart in the Government booklet ‘What to do if you are worried a child is being abused: Summary’ which shows the possible courses of action and is displayed in the staff offices.

Informing parents
Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events unless we feel this may put the child in greater danger.

We inform parents where we make a record of concerns in their child’s file and that we also make a note of any discussion we have with them regarding a concern. If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the North Yorkshire Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger. This will usually be the case where the parent is the likely abuser. In these cases the social workers will inform parents.

Liaison with other agencies
We work within the North Yorkshire Safeguarding Children Board guidelines. We have a copy of ‘What to do if you’re worried a child is being abused’ for parents and staff and all staff are familiar with what to do if they have concerns.

We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children’s social care to work well together.

We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. All allegations of possible abuse will be referred to the LADO.

Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

Policies V.09, 03.06.2018
Allegations against staff

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

We respond to any inappropriate behaviour displayed by members of staff or any other person working with the children, which includes:

- inappropriate sexual comments;
- excessive one-to-one attention beyond the requirements of their usual role and responsibilities,
- or inappropriate sharing of images.

We follow the guidance of the North Yorkshire Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the setting, or anyone working on the premises occupied by the setting, has abused a child.

We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.

We refer any such complaint immediately to The LADO (North Yorkshire safeguarding childrens board Eastern Area, Scarborough, Whitby and Ryedale) David Molesworth General Manager c/o Margaret Funge 01609 534147 or 01609 535187 to investigate.

We also report any such alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this and consequently co-operate entirely with any investigation carried out by children’s social care in conjunction with the police.

Where the management team and children’s social care agree it is appropriate in the circumstances the owner will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families throughout the process.

Disciplinary action

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Independent Safeguarding Authority (ISA) of relevant information so that individuals who pose a threat to children (and vulnerable groups), can be identified and barred from working with these groups.

Malton Montessori School is committed to promoting awareness of child abuse issues throughout its training. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training & Procedure
Malton Montessori Nursery School & Infant Community

We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.

We ensure that Designated safeguarding Leads receive training in accordance with that recommended by the Local Safeguarding Children Board, currently Level 3. Safeguarding children.

We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

We ensure that all staff understand their responsibility for pursuing a concern to the LADO if the Designated Safeguarding Lead does not attach the significance or seriousness to a safeguarding issue. There are copies of the procedures and referral numbers they can follow to refer issues directly to the LADO

Planning
The layout of toilets and changing areas in our Infant Community allows for constant supervision. Classrooms are linked with free flow doors between each. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

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

We create within the setting a culture of value and respect for the individual, having positive regard for children’s heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background. We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality
All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the North Yorkshire Safeguarding Children Board.

Support to families
We believe in building trusting and supportive relationships with families, staff and volunteers in the group. We make clear to parents our role and responsibilities in relation to child protection and Safeguarding such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children’s social care team.

We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse. We follow the Child Protection Plan as set by the child’s social care worker in relation to the settings designated role and tasks in supporting that child and their family, subsequent to any investigation.
Confidential records kept on a child are shared with the child’s parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the North Yorkshire Safeguarding Children Board.

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998) Non Statutory Guidance

Secondary legislation

Further Guidance

- Working Together to Safeguard Children (revised HMG 2015)
- What to do if you are Worried a Child is Being Abused (practitioners) (HMG 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- information Sharing: Guidance for Practitioners and Managers (HMG 2008)
- Independent Safeguarding Authority: Now the The Disclosure and Barring Service (DBS)

References to other relevant MMS safeguarding policies

- Equal opportunities and Inclusion
- Promoting positive behaviour
- Complaints policy
- Child Collection
- Lost Child
- Admissions
- Safer recruitment
- Key person
- Partnership with Parents
- Confidentiality
- Staff Disciplinary procedures
- Whistle blowing

http://www.safeguardingchildren.co.uk/multi-agency-procedures
EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>2.1 Respecting each other</td>
<td>3.4 The wider context</td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td>2.2 Parents as partners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHILD SAFEGUARDING POLICY

This policy/format/protocol was adopted by Malton Montessori School on 18/05/2017.

Date to be reviewed: May 2018 & annually thereafter every May.

Signed on behalf of the provider

Name of signatory: Anja Rutter

Role of signatory: Head Teacher/ Director

32. LOOKED AFTER CHILDREN

Statement of intent
Malton Montessori School is 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.
Definition of ‘Looked after Children’ (LAC):
Children and young people 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 LAC 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 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 setting, 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 take care not to refer to a child using acronyms such as LAC.
• We do not normally offer placements for children under two years who are in care; we offer instead other services to enable a child to play and engage with other children while their carer stays with them forming a safe and secure bond. Our Nurture groups that centre on parent/carer & child i.e. Little woodland Explorers and Nurture Treasure Baskets and Heuristic Play groups.
• We offer places to two-year-old children who are in care. In these 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 setting will last a minimum of three months.
• We offer places for funded three and four-year old's 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 setting will last a minimum of six weeks.
• We will always offer ‘stay and play’ provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after. Where a child who normally attends our setting 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 person for looked after children is the designated child-ordinator (Anja Rutter).
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 and ensures 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 setting 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 – 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 setting, when, where and what form the contact will take will be discussed and agreed; what written reporting is required; wherever possible, and where the plan is for the child’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 settings activities that include parents, such as outings, fun-days etc. alongside the foster carer.

When 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.
Any Concerns about the child will be noted in the child’s critical insights tab of ‘My Montessori Child’ and discussed with the foster carer.

If the concerns are about the foster carer’s treatment of the child, or if abuse is suspected, these are recorded in the child’s file and reported to the child’s social care worker according to the North Yorkshire Safeguarding Child Board’s procedures.

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. The key person will attend any Team around the child (TAC) meetings as necessary.

**Further guidance**
- Guidance on the Education of Children and Young People in Public Care (DfEE 2000)
- Supporting Looked After Learners – A Practical Guide for School Governors (DfES 2006)

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>2.1 Respecting each other</td>
<td>3.4 The wider context</td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td>2.2 Parents as partners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LOOKED AFTER CHILD POLICY**

This policy/format/protocol was adopted by Malton Montessori School on 18/05/2017. Date to be reviewed May 2018 & annually thereafter every May.

Signed on behalf of the provider

**Name of signatory** Anja Rutter

**Role of signatory** Head Teacher/ Director

**33. FEMALE GENITAL MUTILATION (FGM)**

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

In line with our rigorous safeguarding procedures in respect of protecting children, all members of staff are responsible to adhere and follow these policies.
Malton Montessori Nursery School & Infant Community

We endeavor to adhere to the following procedures:

- The safety and welfare of the child is paramount
- All agencies involved act in the interest of the rights of the child as stated in the UN convention 1989 and the Children’s act 1989.
- All teachers and practitioners are made aware of the possibility of a girl being at risk of FGM as a result of religious beliefs, nationality and other unusual events that could led to FGM e.g. a child being taken out of the setting for a six weeks or more by parents or relatives.
- If a member of staff had concerns over a child, they would report it to the safeguarding officer in the setting who would then decide whether a referral was needed to the North Yorkshire Prevention service via North Yorkshire Safeguarding Children Board Customer Service Centre: 08458 727374; or the Emergency Duty Team 0845 034 9417. of the local police force (Tel: 999)

Types of FGM

Female genital mutilation is classified into 4 major types.

- Type 1: Often referred to as clitoridectomy, this is the partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals), and in very rare cases, only the prepuce (the fold of skin surrounding the clitoris). Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).

- Type 2: Often referred to as excision, this is the partial or total removal of the clitoris and the labia minora (the inner folds of the vulva), with or without excision of the labia majora (the outer folds of skin of the vulva).

- Type 3: Often referred to as infibulation, this is the narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the labia minora, or labia majora, sometimes through stitching, with or without removal of the clitoris (clitoridectomy).

- Type 4: This includes all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area.

Deinfibulation refers to the practice of cutting open the sealed vaginal opening in a woman who has been infibulated, which is often necessary for improving health and well-being as well as to allow intercourse or to facilitate childbirth.

No health benefits, only harm

FGM has no health benefits, and it harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and interferes with the natural functions of girls' and women's bodies. Often, risks increase with increasing severity of the procedure. These unauthorised illegal procedures often cause irrevocable psychological damage that stays with the girl for the rest of her life, undermining fertility, general health and self worth.

Cultural and social factors for performing FGM
The reasons why female genital mutilations are performed vary from one region to another as well as over time, and include a mix of sociocultural factors within families and communities. The most commonly cited reasons are:

- Where FGM is a social convention (social norm), the social pressure to conform to what others do and have been doing, as well as the need to be accepted socially and the fear of being rejected by the community, are strong motivations to perpetuate the practice. In some communities, FGM is almost universally performed and unquestioned.

- FGM is often considered a necessary part of raising a girl, and a way to prepare her for adulthood and marriage.

- FGM is often motivated by beliefs about what is considered acceptable sexual behaviour. It aims to ensure premarital virginity and marital fidelity. FGM is in many communities believed to reduce a woman's libido and therefore believed to help her resist extramarital sexual acts. When a vaginal opening is covered or narrowed (type 3), the fear of the pain of opening it, and the fear that this will be found out, is expected to further discourage extramarital sexual intercourse among women with this type of FGM.

- In contexts where women are financially dependent on their husbands, marriageability is a strong motivating factor in carrying out FGM.

- FGM is associated with cultural ideals of femininity and modesty, which include the notion that girls are clean and beautiful after removal of body parts that are considered unclean or unfeminine or male.

- Though no religious scripts prescribe the practice, practitioners often believe the practice has religious support.

- Religious leaders take varying positions with regard to FGM: some promote it, some consider it irrelevant to religion, and others contribute to its elimination.

- Local structures of power and authority, such as community leaders, religious leaders, circumcisers, and even some medical personnel can contribute to upholding the practice.

- In most societies, where FGM is practised it is considered a cultural tradition, which is often used as an argument for its continuation.

- In some societies, recent adoption of the practice is linked to copying the traditions of neighbouring groups. Sometimes it has started as part of a wider religious or traditional revival movement.

Any incidents will be treated in the strictest confidence. Safeguarding the children in our care is a priority at all times and we will not tolerate any form of child abuse.

Further Guidance

Department of health Female Genital Mutilation Risk and Safeguarding Guidance for professionals  May 2016
Gov-UK Multi-agency statutory guidance on female genital mutilation  April 2016

Changes that must be notified to Ofsted

Malton Montessori will notify Ofsted of:

Policies V.09, 03.06.2018  Page 81
Malton Montessori Nursery School & Infant Community

- any change in the address of our premises; to the premises which may affect the space available to children and the quality of childcare available to them; in the name or address of Malton Montessori, or our other contact information; to the person who is managing the early years provision;

- any proposal to change the hours during which childcare is provided; or to provide overnight care; any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children;

- any change in our name or our registered number;

- any change to our 'nominated individual'; and any change to the directors of Malton Montessori

We will furthermore contact Ofsted should:

- any child suffer a serious accident, injury or death whilst in our care;

- when a child in our care needs to go to hospital after being in our care;

- should there be any allegations made concerning harm and abuse against any of our staff;

- the disqualification of any staff making them unsuitable for child care;

- food poisoning affecting two or more of the children in our care

All staff are responsible for safeguarding and noting other staff behaviour. Should any member of staff have concerns for the welfare of any child they will immediately take up the matter with the Designated Safeguarding Lead (Mrs Anja Rutter) in the first instance. The child will then be observed for further signs, or if apparent that the matter deserves immediate investigation then the North Yorkshire Safeguarding Children's Board will be contacted, the health visitor and/or duty doctor covering the area in which the child lives will be informed. It may be necessary to contact a social services officer along with the childcare inspection unit given that the child's welfare is paramount. Parents will be kept informed of any action taken where appropriate. Should any member of staff have concerns for the welfare of any child they will immediately take it up with the senior staff and ultimately the School Director in the first instance. The child will then be observed for further signs or if it is apparent that the matter deserves immediate investigation then the health visitor and/or duty doctor covering the area in which the child lives will be informed. It may be necessary to contact a social services officer along with the Child Care Inspection Unit bearing in mind that the welfare of the child is paramount.

Parents/Guardians will be kept informed of any action taken where appropriate at all times. Any such observations or incidents are noted in the child’s records.
All referrals must be as a result of a management team decision, and due regard will be given to the 'North Yorkshire Child Protection Procedure and Guidance' whose guidance will also be sought for any escalation procedures required.

Please also refer to the Whistle blowing policy.

Ryedale local Authority Council Offices: 01653 600666

Safeguarding Board

If you have concerns about a child you wish to refer, or discuss, please use the following contacts:

(open Monday to Friday 08.30-6.00pm; Saturday) 9.00 am- 12.00pm

- All areas 0845 034 9410
- Email Social.care@northyorks.go.uk

Local Safeguarding Board 0845 034 9410 Out of Hours 0845 034 9417

LADO Craven and Harrogate Rosemary Cannell 01609 534974 mobile 07715540723

LADO Central Vale and Coast Claire Hamilton 01609 535646 mobile 07814533363

LADO Eastern Area (Scarborough, Whitby and Ryedale) David Molesworth General Manager c/o Margaret Funge 01609 534147

Police: NORTH YORKSHIRE POLICE HEADQUARTERS, FULFORD ROAD YORK; FAMILY PROTECTION UNIT 01904 669354

NSPCC:

- 24hr National Child Protection Help Line; 0800 800 5000

Family Lives: For family problems 0808 800 2222

- Childline: Free and confidential helpline for children and young adults in the UK
- Kidscape: Bullying advice and parents helpline 08451 205 204
- OFSTED: complaint, Investigation and Enforcement Team (CIE)

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>2.1 Respecting each other</td>
<td>3.4 The wider context</td>
<td></td>
</tr>
</tbody>
</table>
FGM POLICY

This policy/format/protocol was adopted by Malton Montessori School

On

Date to be reviewed

Signed on behalf of the provider

Name of signatory

Role of signatory

Anja Rutter

Head Teacher/ Director

On 18/05/2017

May 2018 & annually thereafter every May
34. CHILD SAFE GUARDING PROCEDURE (PHYSICAL INJURY)

This section explains staff procedure concerning Child Protection.

1. Any child found to be suffering from any injury which appears to warrant immediate medical attention must receive that attention without delay.

2. Any suspicion that a child may be suffering from abuse or neglect should be reported to the Designated Safeguarding Lead Anja Rutter or her acting deputies who will investigate concerns and if appropriate, a referral made to Children's Social Care via the North Yorkshire Safeguarding Children Board and the Police, setting monitoring procedures in place.

3. Careful consideration must be given to every injury and explanation. A check needs to be made on whether the injuries and explanations are compatible under the headings of:
   - Severity of injury
   - Spread of injury
   - Timing and history
   - Age and mobility

4. Each separate injury however trivial it may appear, should be accounted for and suspicions should be aroused if inadequate, discrepant or excessively plausible explanations are offered for different injuries. Explanations given to different people should be compared and any discrepancies highlighted.

5. It can sometimes be difficult to recognise whether an injury is accidental or non-accidental but it is vital that all concerned with infants and young children should be alert to the first signs of abuse.

6. This guide should be regarded as a list of examples only and should not be considered comprehensive.

7. Where child abuse is apparent or suspected. (This section is concerned with children who are found to be in immediate danger and require urgent help. This includes situations where there is a reasonable suspicion that children have been abused by their parents, caregivers or other children whose safety must be ensured by immediate action/intervention).

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>2.1 Respecting each other</td>
<td>3.4 The wider context</td>
<td>4.4 Personal, social and emotional development</td>
</tr>
<tr>
<td></td>
<td>2.2 Parents as partners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHILD SAFEGUARDING PROCEDURE (PHYSICAL INJURIES) POLICY
This policy/format/protocol was adopted by  Malton Montessori School

On 18/05/2017
Date to be reviewed May 2018
& annually thereafter every May

Signed on behalf of the provider

Name of signatory  Anja Rutter
Role of signatory  Head Teacher/ Director
35. REPORTING AN INCIDENT / ACCIDENT

MALTON MONTESSORI SCHOOL follows the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are NOT regarded as incidents and there are separate procedures for this.

Procedures

Our accident book:
- is kept safely and accessibly
- is accessible to all staff, who know how to complete it
- is reviewed at least half termly to identify any potential or actual hazards.

Staff attending to a child who has succumbed to an accident, must share the information with all members of the departmental team, to ensure that all adults are aware and sensitive to potential hazards, this is particularly pertinent in respect of head injury. If a child is to be handed over to parent by a member of another department the onus of responsibility to share information rests with the person who attended the accident/incident. Accident / medication books require to be filled in at all times. Parents must be informed of any incident or accident. Senior staff will contact parent to share information if for any reason they cannot collect their child themselves.

In the case of injury that could be considered in any way as life threatening a senior member of staff must be informed.

When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

Death/Serious injury or a dangerous near miss must be reported immediately. An over 3 day injury (not serious, but resulting in at least 3 days absence or inability to carry out normal duties) must be reported within 10 days.

Dealing with incidents

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

- any accident to a member of staff requiring treatment by a general practitioner or hospital; and any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.

- Any dangerous occurrence is recorded in our incident book. See below.
If a child has been seriously hurt OFSTED will be contacted immediately alongside the North Yorkshire Safeguarding Childrens Board.

All incidents are reported by telephone (0845 300 9923) to the Incident Contact Centre of the Health & Safety Executive. The ICC will complete all the necessary forms and pass them on to the relevant enforcing authority. A copy is sent to us for our files – this satisfies the RIDDOR requirement to keep a record of all reportable incidents.

REPORTING AN INCIDENT/ACCIDENT POLICY
This policy/format/protocol was adopted by Malton Montessori School
On 18/05/2017
Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
36. MOBILE PHONE POLICY

Malton Montessori School ensures child safety and well being at all times and therefore requires that staff Personal Mobiles are kept strictly away from the day to day running of the school and Nursery. Mobiles not left in staff cars are to be kept in a locked cupboard in the office at all times, the key to be kept by the designated key holder.

IMPLEMENTATION/PROCEDURES

- On arrival at the setting, staff place mobile phones in the appropriate office and do not take them into their rooms/s
- Staff may check their mobile phones during their break times away from the children. Frequent checking of mobile phones places an unprofessional burden on to other members of staff.
- Staff must relay the settings land-line number as their emergency contact number to family members or others acting in loco parentis, this avoids staff needing to answer mobile phones in the work place
- Staff must not take mobile phones into changing rooms, toilets, stock cupboards or any other private place. Any such need must be cleared by a manager and reasons recorded in day book.
- Staff should take a nursery mobile with them when on trips and outings. Images may be taken via the Settings I Pads, unused images to be cleared on return to the setting.
- Parents may not use a mobile when on the settings premises, a sign should be clearly displayed. Parents may use the settings landline in an emergency.
- Contractors mobile phones: must be used away from child areas and preferably outside the setting
- Any suspicious activity from visitors/parents/carers/ must be reported to the Senior staff member.
- Staff may not store parents numbers on (own) mobile devices ( please see professional conduct policies)
- Staff may not store work experience student numbers on mobile phones, (many work experience students are considered as minors if they are under the age of eighteen).

Cameras & I Pads

Images are used for child records, profiles and learning journeys, most of which are recorded using Apple I pad minis. I Pads must be stored over night in a locked facility. I pads should be signed in and out in a recording book. All images taken and stored in the I pads memory must be cleared each evening unless authorisation has been obtained from the manager.

With the arrival of the I pads digital cameras are largely redundant, however if these devices have been used to take images each camera must be stored in a locked facility and signed out and signed in on return to locked facility. No I pad may be removed from the premises unless authorisation is given by the Manager.
MOBILE PHONE POLICY
This policy/format/protocol was adopted by Malton Montessori School

On 18/05/2017
Date to be reviewed May 2018
& annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director

37. I-PAD POLICY
Introduction
Malton Montessori Nursery School & Infant Community

Malton Montessori School uses a raft of cloud based technologies to ensure the best possible outcomes for children and their families. Information is processed on I pads and stored on secure cloud based servers that are backed up in different locations around the country.

**Systems**: 'My Montessori Child' and 'Parenta'.

**Malton Montessori E-safe co-ordinator: James Rutter**

**My Montessori Child**

Malton Montessori School have been using My Montessori Child since September 2014, we use the system to take regular observations, photographs of children and their work. In this way everyone benefits. Children appreciate the system as it enables them to take work home the same day. Parents enjoy sharing their child's day using the photographs as a means of prompting two way conversation. Parents may also track the progress of their child, sharing this with teachers in other settings when necessary. Staff use the observations and photograph to inform planning and construct learning profiles. The system also has a number of useful administrative functions that aid the day to day running of the school and nursery.

**Attributes & Benefits**

The system combines the Montessori Philosophy with the Early years Foundation Stage ensuring that all areas of learning are presented. Parents have access to their child's record's by using their own personal pin number to enter My Montessori Child's secure parents portal. Photographs are uploaded into the 'My Montessori Child system by teachers/guides using internet connected Apple ipads. Data and photographs are stored remotely on My Montessori Child's online servers, these servers are protected by industry-standard internet security procedures including encrypted transmission, passwords, access-device registration and physical protections. The system administrator of My Montessori Child who has access to the children's data and photographs on a need-to-know basis has been subject to an enhanced Disclosure and Barring Service (DBS) check (Disclosure number********). My Montessori Child is registered in accordance with the Data Protection Act with the Information Commissioner's Office (Registration Z3311745).

**PARENTA**

Is a cloud based administrative system that frees staff from onerous daily paperwork and consequently allows us to spend more time with the children, PARENTA handles invoicing, day to day administration and communication with parents, staff payroll, health details, dietary reminders. Using a 256 bit Encrypted connection, a secure data base using encrypted algorithms, this system is accessible by authorised individuals via personal two factor authentication, it also operates a secure auto lock out facility. Security is ostensibly the same as 'My Montessori Child and we can feature the Commissioner's Office registration on request.

**Storage of photographs on Ipads**

If an ipad is removed from the setting, it is checked by Management for any cached data or stored photographs and these are cleared from the device's memory so there is no risk of unauthorised access to data and photographs in the event of the loss or theft. Practitioners
Malton Montessori Nursery School & Infant Community

must inform management in advance when they plan to remove an Ipad from the setting, it is checked by a Head teacher for any new content including stored photographs, web browsing content or other material not relevant to the setting, all of which is deleted before the Ipad may be used again in the setting.

Children's Ipads
The setting has a small number of ipads for children's use in accordance with with E.Y.F.S requirement in respect of technological learning and experience. These ipads have very limited functions that are readily available to children i.e. Wacom 'Bamboo Paper' Drawing and writing package and selected Montessori enrichment apps, these are used to 'augment' learning and experience and are not to be used as a teaching tool instead of face to face Montessori teaching interaction. Access to search engines and the world-wide web may only be achieved by security code, children requiring supervision at all times.

Staff may not use ipads to the detriment of the Montessori philosophy & consequent child learning. Use of the ipad will be supervised.

Physical Storage
The ipads are stored securely in locked cupboards and drawers when each afternoon session is concluded. No ipad may be used in the toilets or nappy changing areas. Teachers and guides must behave responsibly with ipads, respecting these as delicate electrical equipment and protecting them from damage by ensuring that each ipad is encased within a Gumdrop cover. Staff must ensure that ipads pose no physical risk to children in the setting.

Staff are not allowed to take ipads home unless first check and authorised by senior staff.

Wireless networks health and safety & e-safety
Some concerns have been expressed in recent years about the use of wireless networks in schools.

E-safety
Most if not all, of North Yorkshire's Schools have wireless installations as part of their ICT infrastructure, these are protected by firewalls. Malton Montessori has a comprehensive firewall, that protects data from hackers.

E-safety awareness
relevant Teachers and Guides will continue to sign up for NYSCB (North Yorkshire's Safeguarding Children Board's E-safety awareness or relevent HighSpeed training courses

Malton Montessori School will encourage Parents to avail themselves of e-safety via the NYSCB e-learning for parents http://www.safeguardingchildren.co.uk/parents-carers/e-safety-for-parents

NYSCB Safeguarding procedures will be followed where an E-Safety issue occurs which gives rise to any concerns related to Child Protection.

Health and safety

Policies V.09, 03.06.2018
Public Health England (PHE) has published a statement to the effect "On the basis of published studies and those carried out in-house, PHE sees no reason why Wi-Fi should not continue to be used in schools and in other places'.

The PHE further states 'On the basis of current information, exposures from Wi-Fi equipment satisfy international guidelines. There is no consistent evidence of health effects from RF exposures below guideline levels and no reason why schools and others should not use Wi-Fi equipment'.

**Confidentiality**

From Winter 2016 our school and Nursery will use both internet based systems: 'My Montessori Child to monitor and inform child progress and another 'Parenta' for day-to-day administration, book keeping and invoicing. Malton Montessori will continue to follow our implemented policy for confidentiality through the use of My Montessori Child and Parenta.

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>2.1 Respecting each other</td>
<td>3.4 The wider context</td>
<td>4.4 Personal, social and emotional development</td>
</tr>
</tbody>
</table>

**I PAD POLICY**

This policy/format/protocol was adopted by **Malton Montessori School**

On 18/05/2017

Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

**Name of signatory** Anja Rutter

**Role of signatory** Head Teacher/ Director

**38. SOCIAL MEDIA**

The company recognises that Social media plays an important part in the lives of many people, however staff are strongly advised to think carefully when using social networking.

Policies V.09, 03.06.2018
Malton Montessori Nursery School & Infant Community

- Staff may not divulge any details pertaining to the running of the company or any aspects concerning specific care or education of a child or children that may be misconstrued by the general public or bring any form of disrepute to the company.

- Staff must exercise careful differentiation between their professional and home lives.

- Staff should not social network with work experience students given that many are under the age of eighteen and considered a minor.

- Whilst staff should be approachable and respectful to parents they must have at the forefront of their minds the knowledge that parents are 'clients and not friends', no member of staff should liaise with any parent using own telecommunication or I.T. devices unless authorisation is given by the Manager or Deputies.

- No personal/family details should be retained for private use by any member of staff either taken or given. Staff who have children that are invited to other children's parties should discard details immediately after the party. Conversely staff should be cautious taking calls from parents who may have retained their number or contact details as a result of a children's party invite.

- Staff must exercise total discretion if either parents or work experience students are met by chance at any social occasion outside the School & Nursery.

- Staff must be careful of any media exposure that would bring the school or any member of its community into disrepute.

In the event of any of the above the staff member should notify the Manager as soon as possible.

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>2.1 Respecting each other</td>
<td>3.4 The wider context</td>
<td>4.4 Personal, social and emotional development</td>
</tr>
</tbody>
</table>

SOCIAL MEDIA POLICY
This policy/format/protocol was adopted by Malton Montessori School

On 18/05/2017
Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
39. WHISTLE BLOWING POLICY
Policy statement

Malton Montessori School is committed to the highest possible standards of openness, probity and accountability. In line with this commitment, we encourage employees and others with genuine concerns about any person linked with Malton Montessori School and/or others (e.g. parents, carers etc.) to come forward and voice those concerns.

This policy document makes it clear that employees, parents, carers and others can do so without fear or reprisals. The Whistleblowing Policy is intended to encourage and enable employees and others to raise such concerns within the School & Nursery rather than overlooking the problem.

The procedure allows employees, parents, carers and outside agencies to raise concerns about the Management/Staff of the School and or Nursery.

This policy aims to:

- Provide avenues for you to raise genuine concerns and receive feedback on any action taken;
- Allow you to take the matter further if you are dissatisfied with the outcome or response;
- Reassure you that steps will be taken to protect you from reprisals or victimisation for whistleblowing in good faith.

There are existing procedures in place to enable you to lodge a grievance relating to staff’s own employment, Parent/Carer concerns or complaints, and issues raised by outside agencies.

This Whistleblowing policy is intended to cover genuine concerns that fall outside the scope of other procedures.

That concern may be about something that:

- Is against Malton Montessori Schools policies and procedures;
- Falls below established standards of practice;
- Amounts to improper conduct;
- Is a Health and Safety risk, including risks to the public as well as children, other colleagues, parents, carers and others;
- Contradicts Malton Montessori Schools Professional Code of Conduct.
- Contributes to a safeguarding risk involving children in the care of the School or Nursery.
The procedure will be communicated to all employees as well as parents, carers, students and others.

**Harassment or Victimisation**

Malton Montessori School recognises that the decision to report a concern can be a difficult one to make, not least because of the fear of reprisal. The setting will not tolerate harassment or victimisation and will take action to protect you when you raise a concern in good faith. However, should you feel that you have suffered harassment, either directly or indirectly as a result of raising a concern, you should refer to the either the Harassment or Complaints Policy.

This does not mean that if you are already the subject of disciplinary or redundancy procedures, that those procedures will be halted as a result of your whistleblowing. This applies to parents and carers of the school & nursery who then decide to seek alternative childcare.

**Confidentiality**

Malton Montessori School will do its best to protect your identity when you raise a concern. However, it must be appreciated that, in the interests of natural justice, any investigation process may reveal the source of the information and a statement by you may be required as part of the evidence.

**Anonymous Allegations**

You are strongly encouraged to put your name to any allegation. Concerns expressed anonymously are much less powerful. Anonymous allegations will be considered and any action taken at the discretion of Malton Montessori school and in conjunction with the relevant agencies where appropriate.

In exercising this discretion, the following factors will be taken into account when considering how to deal with any allegations:

- The seriousness of the issues raised;
- The credibility of the allegation;
- The likelihood of confirming the allegation from attributable sources.

**Malicious or vexatious allegations - Staff**

If you make an allegation in good faith, but it is not confirmed by the investigation, no action will be taken against you. If, however, you make a malicious or vexatious allegation, disciplinary action may be taken against you in accordance with the Malton Montessori Schools staff handbook procedures.

**How to raise a concern (for employees)**

As a first step, you should normally raise concerns with your Manager/Deputy manager. This depends, however, on the seriousness and sensitivity of the issues involved and who you
think may be involved in the malpractice. For example, if you believe that your team is involved, you should approach the school director.

With specific regard to Safeguarding issues, that may involve a member of staff, you should initially consult with the management of Malton Montessori School. If you suspect they or the owner may be related to the issue you should contact The Lado attached to NYSCB. You are advised to set out background and history of your concerns, giving names, dates and places, where possible, and the reason why you are particularly concerned about the situation.

The earlier you express your concern, the easier it is for Malton Montessori School, Social Services or the relevant Childcare Officer attached to the setting to take action. Although you are not expected to prove the truth of an allegation, you will need to demonstrate to the person contacted that there are sufficient grounds for initial enquiries to be made.

**How the school will respond**

The action taken by Malton Montessori School will depend on the nature of the concern. The matters raised may:

- Be investigated internally;
- Be referred to the Police;

Allegations referred directly to the NYSCB or Social Services will be dealt with in accordance with their policies and procedures. Any person who is the subject of an allegation should, at the appropriate times be given details of the allegation in order to respond.

In order to protect individuals, initial enquiries will be made to decide whether an investigation is appropriate and, if so, what form it should take. Concerns or allegations that fall within the scope of specific procedures (e.g. Safeguarding or discrimination issues) will normally be referred for consideration under those procedures.

**What happens now:**

Some concerns may be resolved by agreed action without the need for an investigation. The following process will be followed in the event of complaints:

- Malton Montessori School will ensure that a letter is sent to confirm the receipt of the complaint.
- The complaint will then be fully investigated and within 5 days of when the complaint was first received. Malton Montessori School endeavours to investigate all complaints in a non-discriminatory manner.
- A letter will be sent detailing how Malton Montessori school has dealt with the complaint.

**How the matter can be taken further**

If the complaint has not been dealt with in a manner which is satisfactory to the employee, parent, carer or others involved, then they can contact OFSTED directly (see below).
For “safeguarding” issues the concern should be raised with NYSCB

**Helpful Numbers:**

School Management:

Manager/Owner Anja Rutter

Deputy Manager: Mel Conning

**Local Authority**

**North Yorkshire Safeguarding Children Board NYSCB**

Telephone:

**Ofsted**

Telephone: 0300 123 1231

Ofsted,
Piccadilly Gate,
Store Street, Manchester, M1 2WD.

**Legal framework**

- Childcare Act 2006
- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- Criminal Justice and Court Services Act (2000)
- Race Relations (Amendment) Act (2000)
- Race Relations (Amendment) Act (1976) Regulations
- Data Protection Act (1998) Non Statutory Guidance

**Further Guidance**
Malton Montessori Nursery School & Infant Community

- Working Together to Safeguard Children (revised HMG 2013)
- What to do if you’re Worried a Child is Being Abused (HMG 2006)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4, 3.5, 3.6, 3.7, 3.8</td>
<td>3.9 Suitable People</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Protection</td>
<td>3.72 Information for parents and carers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Welfare of the children being cared for</td>
<td>2.1 Arrangements for safeguarding children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.1 Providing information to parents</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WHISTLE BLOWING POLICY
This policy/format/protocol was adopted by Malton Montessori School

On 18/05/2017
Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
40. PARENT IN PARTNERSHIP POLICY

We accept the part of the parent as a primary educator, and see ourselves as facilitators who will support the child and family towards increased development and understanding. We fully acknowledge the parent's need to be involved with their child's learning. We also aim to support parents in their own continuing understanding of Montessori education and associated philosophies.

Some parents are less well represented in our school & nursery: these include fathers, parents who live apart from their children, but who still play a part in their lives, as well as working parents. In carrying out the following procedures, we will ensure that all parents are included. It is our intention to make our school & 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 setting through open, fair and clearly communicated procedures.

**Method**

In order to fulfil these aims:

- We ensure that the existence of our school and nursery is widely advertised in places accessible to all sections of the community.
- We ensure that our school & nursery is welcoming and make it clear that fathers, mothers, other relations and carers are welcome.
- We practice individual care, identical concern to all children, parents and carers and operate in ways that encourage positive regard for understanding differences and abilities- whether this be: gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- We share and widely promote our Valuing Diversity and promoting Equality Policy
- We ensure that all written information uses simple plain English and will supply translations on request.
- We consult with parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its procedures, policies and philosophy through access to written information via our settings web site and 'My Montessori Child' web pages and through regular informal communication. We check to ensure parents fully understand any information that is given to them.
- We encourage and support parents to play an active part in the care and education of their children. For example parents may like to observe or become involved in a class or a single activity with their child such; as shared reading, cooking or cultural experience.
Staff are aware of the need to maintain confidentiality

We inform all parents on a regular and ad-hoc basis about their children's progress, we provide secure individual web pages in respect of each child's progress to ensure that each family is aware of their child's progress and ways in which they can offer support.

We involve parents in the shared record keeping about their children - either formally or informally and ensure parents have access to their children's electronic developmental records.

We provide opportunities for parents to develop new skills via our parenting classes. We offer side by side learning opportunities for families with very young children via our Nurture groups. Our Montessori learning & information evenings give parents the skills and confidence to carry learning through to the home. The social events we host seek to connect parents allowing them to share experiences and friendships.

### EYFS Key Themes and Commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>2.1 Respecting each other</td>
<td>3.2 Supporting every child</td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td>3.11 Parents as partners</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.12 Supporting learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.4 Key person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Parent in Partnership Policy

This policy/format/protocol was adopted by Malton Montessori School on 18/05/2017 and annually thereafter every May.

Signed on behalf of the provider

Name of signatory: Anja Rutter

Role of signatory: Head Teacher / Director
41. FINANCE POLICIES

Parents and carers are invoiced monthly in advance. Invoices are placed in family mailboxes for collection in the last week of each month. Payments need to be received within five working days of the invoice date. A charge will be applied to invoices that are not settled in full. Parents may pay their monthly fees by BACS, Salary sacrifice or child care vouchers, the following headings outlines the procedures for all mentioned.

Direct Debit/ BACS payments may be paid directly into our bank account, please ensure that you have instructed your bank to stipulate your child's name beside each payment. Payments need to be received within five working days of the invoice date.

Salary Sacrifice Child Care Vouchers i.e. Care4, Busy Bees, Leapfrog, Kids from Wilmslow etc... Parents wanting to use this form of payment must either place payment vouchers in the payment boxes or in the case of e-vouchers payment must be accompanied by a notification e-mail from the parents with the anticipated date of transfer, the amount and their child's name, failure to do so will mean payments may be delayed a charge applied on overdue accounts. Payments need to be received within five working days of the invoice date.

One month's notice must be given to withdraw a child or the payment of one month’s fees in Lieu of notice

Primary school children can pay a years fees in advance for a 5% discount. They can divide the total amount of fees fro a year into twelve equal payments

I the undersigned take full responsibility for the fees for -----------------------------child's name

I have read the above and accept the conditions of payment and notice

Signed________________________________________________________________________

Witnessed_____________________________________________________________________

Date              /           /    200
CANCELLATION OF RESERVATION

Prospective parents who for whatever reason find the need to cancel their child’s place prior to commencement will have their deposit returned less a £50 administrative cancellation fee.

FINANCE POLICIES

This policy/format/protocol was adopted by Malton Montessori School on 18/05/2017.

Date to be reviewed

May 2018

& annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director
42. PHILOSOPHY, TEACHING AND LEARNING POLICY

MALTON MONTESSORI SCHOOL is a Montessori School & Infant community and as such we practice the Montessori approach to both care and education, as closely as possible to Maria Montessori's original intentions. The basis of the approach is to encourage each child towards their fullest potential. By offering carefully prepared environments in which a child may live their life adventurously gaining physical, intellectual, language, emotional, social, and spiritual development, we aim to foster in each child personal interests and passions, inner discipline, a strong sense of community an ability to let their life speak.

Using the Montessori areas of development i.e.

**Practical life**

Simple activities that bridge the gap between home and school/nursery, these act as foundation to all remaining areas of learning. Children develop their social and independence skills, fostering respect for peers, self and the environment, by working towards these goals they become part of the class community.

**Sensorial Learning**

An area of learning that refines the senses and introduces basic intellectual concepts in a very practical and methodical way, allowing the child to be simultaneously knowledgeable and creative. Children gain understanding of dimension: mass, weight, shape, length. As well experience of colour, texture, temperature, smell and taste.

**Mathematical Development**

This area of learning develops each child's mathematical ability, basic understanding is fostered by using tangible materials that always range from the concrete to the abstract and thus; the easy to the complex. The child progresses gradually building on each success to further their understanding. Children gain understanding of number recognition, associated quantity, basic number operations including the use of decimals. Practical fractions that leads on to time telling activities.

**Language, Literacy & Communication**

We foster basic communication skills from a very early age, using a variety of delivery methods, we recognise that language is gained by experience and offer many opportunities to develop each child's spoken language skills including books, auditory tapes, drama, singing and rhyme sessions as well as visits to local theatre productions. Montessori children often learn how to write before they read using a large moveable alphabet initially and then progressing to the use of writing implement. Using the Montessori Materials we introduce children to phonics gradually building up phonic awareness, then compressing sounds into words and finally words into sentences until the child begins to read, if appropriate.

**Cultural Development**

This area introduces the child via a plethora of materials to the wider world. Montessori schools uniquely teach the child from the big picture of the universe and it's origins and then
Malton Montessori Nursery School & Infant Community

works forward, so it would be completely normal for a child to be as familiar with the planets as their own immediate locale. A strong appreciation of the fragility of the world in which they live is fostered as well each individual's responsibilities as a citizen of the earth. Children learn the basic elements of our planet, geographical placement of continents as well as the cultures found within. Extending from the strong ecological method comes an understanding of plant and animal life, as well as an understanding of time, and many aspects of scientific study including Biology, Physics and Chemistry which are presented in a fun, safe & informative format.

Creative Development

Traditionally this is incorporated within all previously mentioned areas of learning, particularly the Cultural areas of learning, however, MALTON MONTESSORI SCHOOL also uses the Reggio Emilia approach to art and creativity and has a specific atelier that accommodates this. Children are encourage to use recycled materials to further their creative development.

Physical Development

Montessori teachers believe in the child's right to autonomy of movement, they readily recognise that for a child to learn they must have liberty of movement, therefore children are not confined to working at tables but are encourage to work on floor mats and sate their desire to move when ever they choose within the provision of being safe to ones self and others. We prepare both indoor and outdoor environments, giving children the scope to work in all areas. Outside the children have many play opportunities. We recognise that for play to be play it has to be freely chosen with as few adult interventions as possible. It is significant that most Adults will refer to outside play when asked to recall their most memorable play experiences, the absence of rules allows us recollect with fondness our times of unhindered freedom and imagination, we pay regard to the Chief Medical Officer's guidance in respect of physical activity and aim to provide at least three hours of physical activity per full day. . www.gov.uk/government/publications/uk-physical-activity-guidelines

Running throughout all areas of learning is an unwavering right of a child to have freedom in all that they do, we believe that this is core to each child's spiritual development. However freedom should not be considered as activity without licence, MALTON MONTESSORI SCHOOL advocates freedom within limits and it is our aim that each child should experience this freedom whilst gradually building their own sense of inner discipline that allows them to become a valued and responsible member of both our and the wider global communities.

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
</table>

Policies V.09, 03.06.2018 Page 105
## TEACHING AND LEARNING POLICY

This policy/format/protocol was adopted by Malton Montessori School on 18/05/2017.

**PHILOSOPHY,**

On 18/05/2017

May 2018

& annually thereafter every May

Signed on behalf of the provider

<table>
<thead>
<tr>
<th>Name of signatory</th>
<th>Anja Rutter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of signatory</td>
<td>Head Teacher/ Director</td>
</tr>
</tbody>
</table>

### 43. DEVELOPMENTAL LEARNING WITHIN THE INFANT COMMUNITY
Malton Montessori Nursery School & Infant Community

The Montessori philosophy for infant development is centred around the basis of Physical Activity, Practical Life, Sensorial learning and Communication and language development all of these are inextricably linked other activities such as creative, imaginative fitting within these boundaries.

MALTON MONTESSORI SCHOOL accepts that

Physical activity: Freedom of movement is a necessity for any growing child, to be able to move at will in a controlled manner is the beginning of autonomy and allowing the child to develop within all other areas. We adhere to the Chief Medical Officers guidance in respect of Physical activity for both walking and non walking children [www.gov.uk/government/publications/uk-physical-activity-guidelines](www.gov.uk/government/publications/uk-physical-activity-guidelines)

Practical Life i.e. to feed oneself is a big milestone as it allows the child to sate a basic need whilst allowing for likes and dislikes, helping them towards the benefits of social living, increased independence and a heightened sense of self worth and independence.

Sensorial Learning: We fully acknowledge that babies and young children develop far better cognitively if they are active learners, using their senses to learn discover and promote further curiosity. We offer many sensorial experiences that broaden child experience and learning.

Language we believe this to be vital so we may communicate with others. Without language be it verbal or non verbal, children cannot be sufficiently independent to survive or benefit from society to thrive. To this end we encourage children to communicate and enjoy the social creative and imaginative possibilities of living in a small community, whilst encouraging every child to be a talker. (ECAT)

We pay regard to the EYFS and ensure that we cover all the Prime Areas of EYFS:
- Communication and Language
- Physical Development
- Personal, Emotional & Social Development

As well as the Specific Areas of EYFS:
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development: Skilful communicator, comm-</td>
<td>Respecting Each Other: Understanding</td>
<td>Enabling Environments Observation, Assessment</td>
<td>Play and Exploration: Learning through experience, adult</td>
</tr>
</tbody>
</table>

Policies V.09, 03.06.2018  Page 107
44. Pupil Assessment Policy

Introduction
Our pupil assessment policy is centred around the Montessori Philosophy of educational freedom and self construction. Not learning is not an option, but having the autonomy to choose what to study is, we believe, a more productive way forward in respect of developmental learning. We see children as independent learners, their progress not measured against a similar cohort of children, but assessment based on individual learning journeys.

As teachers we prepare learning environments that are conducive to this self construction as well as providing materials and mechanism that allow children to self assess their own progress and facilitate forward planning.

**Assessment within the Nursery School**

Children in our Nursery school self assess their work, when they use materials that often include auto-corrective qualities, this allows children to assess their own progress and make adjustment at any given point. Staff adjust the materials on the shelves according to the child observations, analysis & reflection cycle they employ. We use a Cloud based Technology called 'My Montessori Child' to assess and map progress to the values of the Early Years Foundation Stage (EYFS) and the ‘characteristics of effective learning’.

**Assessment within the Primary Years**

In the primary years pupils plan, assess and reflect, alongside the continuous assessment and reflections of their teachers, eventually planning becomes a product of effective self assessment, the teacher having more of a facilitative, mentor role that oversees the child's self assessment process.

**Examinations and tests**

Our School does not follow the National Curriculum nor does it employ examinations and testing as a means of assessment, Children may opt to self-challenge themselves and in certain situations teachers may use this information to inform their own assessment. Teachers do map pupil progress against the values of the National Curriculum using a tried and tested Montessori mapping tool.

**Class Teacher relationships**

Montessori classes normally comprise of a three year class cycle, giving rise to 3-6, 6-9 and 9-12 class communities, this allows the teacher and child to build strong relationships. Teachers becomes well acquainted with individual children and their progress, their strengths and weaknesses. The three year class cycle is forgiving and takes into account that a child's progress follows a path of inclines and plateaus in line with the child's maturing ability to abstract and store information and the development of skill.

**Child Study**

Staff regularly join together as a team to discuss child progress, ensuring that learning is appropriate, effective and grounded and ensuring transitions between classes are smooth. Children follow curriculum flows, three year class cycles allow children to revisit areas within these flow that may need further development.
Observations

Observations are currently made Via 'My Montessori Child', as our pupils pass through the Foundation Stage we anticipate the use of either 'Flex' or The Transparent Classroom' observation tools. Teachers can invite other colleagues to co-observe a child or class community if there is a need. Staff carry out 'peer to peer' observations as a standard, the focus of these observations changing according to need.

Learning advancement/ intervention

Teachers observe the child's ability to work through the flows of work, they demonstrate the use of the Montessori materials that aid child learning and abstraction within these flows. If pupils can demonstrate competency and mastery, further presentations are given to open up new fields of study. If pupils struggle then a presentation may be repeated or another strategy or material may be introduced to ensure understanding. At other times, encouragement is offered until the skill is hard wired.

Planning and Feedback

Children plan alongside their teachers, initially this may take the form of a single day's activity and will gradually over time increase until a whole week is covered, the progress of which is mutually reflected upon on a Friday, at the end of this reflection the child and teacher make a new plan for the following week. This planning and assessment cycle is repeated throughout each term and offers the child stability, challenge and a healthy degree of autonomy. Each term the child alongside the teacher feeds back to parents. Parents may view the child's progress against the National Curriculum values, this progress is recorded into each child's file. Parents may also access educational activity by logging onto the Pupil's web pages.

Assessment and monitoring

We belong to a cluster of Montessori schools, a number of which have been established for many years, we are able to call upon the member schools and their expertise in respect of specific learning needs, planning and assessment issues. We are an accredited Montessori School for early years with the Montessori Schools Association and anticipate to pursue Primary accreditation on completion of registration with the D.F.E's IBET. We see accreditation as an important tool in respect of effective assessment, planning and teaching in our Montessori School.

Specialists and Therapists

We do refer children to outside agencies and specialists in respect of a range of diagnosis that are beyond our purview to give. We will work with professionals to ensure that children have the best possible support and outcomes.
45. TELEVISION & SCREENED ACTIVITIES

Recent Neurological, Educational and Social studies have strongly indicated that the use of television and other screened activities are detrimental to child development, we therefore do not use television in either our School and Infant Community for educational or social purposes. We ask all parents carers to support us with this stance.
We do use some forms of I.T. as a graphical tool i.e. visualising small objects via microscope, as a medium for design, to teach basic coding or as a writing tool. These type of activities are utilised to support individual child interest and not used as a whole class activity.

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
</table>

**TELEVISION & SCREENED ACTIVITIES**

This policy/format/protocol was adopted by *Malton Montessori School*

On 18/05/2017

Date to be reviewed

May 2018

& annually thereafter every May

Signed on behalf of the provider

**Name of signatory** Anja Rutter

**Role of signatory** Head Teacher/ Director
46. ENVIRONMENTAL POLICY

In addition to the environmental policies listed within the personnel section of this documentation, the following concerns the child's environment. Every effort will be made to ensure that children have autonomy of choice when selecting their play or learning materials to this end we will ensure a child centered environment:

- shelving will be at child height
- materials will be safely stored
- learning resources and play materials will be child appropriate, where possible naturally occurring materials will be used over synthetics.
- resources will be as far as possible be based in reality and not imitative representations
- room decorations will reflect a sense of calm and be child friendly
- risk assessment will be carried out for all materials and resources
- materials and their use will be modelled to the child as part of considered risk assessment
- lessons in practical life will include safety of self

MALTON MONTESSORI SCHOOL endeavours to recycle where at all possible, we are committed to the environment and recycle as a matter of course all; glass, metal cans, aluminium, cardboard, paper, plastic bags and bottles and electrical appliances & consumables i.e. toner cartridges. We purchase sensitively, paying attention to end of use disposal, our electrical goods are Graded A for energy saving. We teach our children to appreciate, respect and care for their environment and can only effectively do this by modelling these values by positive example. In our school, recycling and care of thr environment is not just an add-on, it forms an integral part of our curriculum; our Reggio Emilia approach to Art and creativity predominantly utilises recycled materials. Our prepared environments, reflect natural materials; wood features strongly and is only acquired from sustainable sources, we use plastics sparingly and only where necessary. We maintenance, repair and mend where feasible and safe.

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Child development</td>
<td>3.4 The wider context</td>
<td>4.1 Play &amp; Exploration</td>
<td></td>
</tr>
<tr>
<td>1.3 Keeping safe</td>
<td>3.3 The learning environment</td>
<td>4.2 Active Learning</td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td></td>
<td>4.3 Creativity &amp; Critical Thinking</td>
<td></td>
</tr>
</tbody>
</table>

ENVIRONMENTAL POLICY
This policy/format/protocol was adopted by Malton Montessori School

Policies V.09, 03.06.2018
On
Date to be reviewed
May 2018
& annually thereafter every May

Signed on behalf of the provider

Name of signatory
Anja Rutter

Role of signatory
Head Teacher/ Director
47. SCHOOL & NURSERY CLOSURE

It may be necessary to close the setting due to inclement weather conditions, i.e. snow, fog, or flooding etc…Should this be the case, every effort will be made to inform, parents in advance either verbally, by notice, website, phone or text message, however if weather conditions deteriorate during the course of the day parents will be contacted to collect their children. Any closure will be decided on health & safety grounds as well as adequate staffing levels. No refunds will be forthcoming for closures arising from an act of god.

A Unique Child

<table>
<thead>
<tr>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>2.2 Parents as partners</td>
<td>3.2 Supporting every child</td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SCHOOL & NURSERY CLOSURE

This policy/format/protocol was adopted by Malton Montessori School

On 18/05/2017
Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
48. MEDICATION POLICY

The Senior Staff must be informed of any medication brought into the School & Nursery as it must be registered in the medications book. All such items must be clearly labelled with the child’s name, the dosage and its frequency.

Medications must only be administered by a qualified member of staff and must be witnessed by another registered member of staff and signed-for in the medications book. The date and time of administration must be recorded along with the expiry date of the medication alongside the batch No. All parents are required to sign the “Parents in Partnership” agreement which gives consent for staff to administer medicines.

Medication i.e. child Paracetamol (Calpol) or Ibruprofen (Nurofen) may only be given as a single (age appropriate dose) to reduce fever or pain, parent will often be asked to collect their child as no child should experience long term pain away from their parents, Medications may not normally be given as a preventative. Children who are anticipated to experience pain should be kept at home. Courses of antibiotics must be initiated at home, MALTON MONTESSORI SCHOOL will not administer the 1st three days of antibiotics as children are often infectious during this time. Antibiotics administered after the initial period will only be given at the discretion of the management.

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Health and well-being</td>
<td>2.2 Parents as partners</td>
<td>3.2 Supporting every child</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.4 Key person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MEDICATION POLICY

This policy/format/protocol was adopted by Malton Montessori School

On 18/05/2017

Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director
49. HEALTH EHC PLAN POLICY

Some children have health requirements that require the structure of a EHC plan to ensure that they enjoy good health and equal opportunity. These plans are often drawn up by health professionals previously involved with child, but may evolve as a result of planning and agreement between MALTON MONTESSORI SCHOOL and the child’s parents. MALTON MONTESSORI SCHOOL will be happy to support a health plan providing staff; have the appropriate experience and training covered by our insurers and any such plan is in the interest of child. Should the Director be in any doubt in respect of a health plan, clarification will be sought from child’s G.P or other health and or educational professionals.

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Health and well-being</td>
<td>2.2 Parents as partners</td>
<td>3.2 Supporting every child</td>
<td></td>
</tr>
<tr>
<td>2.4 Key person</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by Malton Montessori School On 18/05/2017
Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
50. HEALTH CARE AUDIT

In the interest of both children, families and staff, MALTON MONTESSORI SCHOOL carries out health care audits that covers the healthcare of both children and staff.

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
</table>

This policy/format/protocol was adopted by Malton Montessori School on 18/05/2017. Date to be reviewed May 2018 & annually thereafter every May.

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director
51. SICK CHILD POLICY

It is our policy at MALTON MONTESSORI SCHOOL to encourage and promote good health and hygiene for all of the children in our care. Children with contagious conditions such as conjunctivitis or impetigo should be kept at home until symptoms have cleared. This is an in-house policy borne of experience in respect of containing infection and is not influenced by GP’s view. Staff continuously monitor all children for signs and symptoms of communicable disease.

Parents will be contacted to collect their child when, in the staff’s professional opinion the child is too unwell to remain in the Nursery, or there is a risk of infection to others. The child is comforted by their carer until the parent arrives. Sick children need their parents more than they need us.

Parents are issued with guidelines for periods of exclusion as recommended by the Department of Health and in consultation with the Local Authority. Particular reference is made to sickness and diarrhoea and the importance of containing the spread of infection.

Once a communicable disease e.g. chicken pox or German measles etc. is suspected or has been diagnosed, all other parents are informed by way of notices posted in the Nursery and on 'My Montessori Child'.

Whilst G.P’s offer best possible advice for the individual child, they are usually unaware of the operation of individual settings, and cannot be aware of all the children and adults who may have impaired immune systems and therefore more at risk from communicative disease. Consequently the final decision to whether a child may attend either our school or Infant community following a period of illness or infirmity rests with the Directors or their deputies.

The staff of MALTON MONTESSORI SCHOOL must be convinced that a child has returned to good health before re-admission after contracting a communicable disease. Staff are fully aware of safeguarding the entire community from infectious childhood diseases.

EYFS key themes and commitments  SICK CHILD POLICY

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>3.13 Parents as partners</td>
<td>3.2 Supporting every child</td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td>2.4 Key person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by Malton Montessori School
On 18/05/2017
Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director

Policies V.09, 03.06.2018 Page 119
52. SUN PROTECTION POLICY

Statement

Too much exposure to ultraviolet light (UV) radiation from the sun causes sunburn, skin damage and increases the risk of skin cancer. Sun exposure in the first 15 years of life contributes significantly to the lifetime risk of skin cancer. There is enormous potential for schools to help prevent skin cancer in future generations. Schools are central to protecting children’s skin this is because:

- Children are at school five out of seven days a week at times when UV rays are high.
- Most damage due to sun exposure occurs during the school years.
- Schools can play a significant role in changing behaviours through role modelling and education.
- Students and teachers are at risk of sunburn within 10-15 minutes of being exposed to strong sunlight.
- Students spend an average of 1.5 hours outside per school day, more if involved in sports and outdoor activities.
- Skin cancer is largely preventable through behaviour modification and sun protection during early years.

2. SUN PROTECTION STRATEGIES

Covering up and seeking shade are the most important sun protection measures.

SUNSCREEN

Sunscreen can provide protection to exposed skin. However sunscreen should not be used to increase the amount of time spent in the sun. Parents are encouraged to apply sunscreen to their child(ren) before school/nursery starts – SPF 50

- Parents are asked to supply a named bottle of SPF 50+ sunscreen for each child unless the children are in the same class.
- Children who do not have sunscreen will have hypo-allergenic SPF 50+ sunscreen applied by staff who will have Prior authorisation by the 'parent in partnership contract' if there is uncertainty parents will be contacted via phone or text message. Children whose parents are not contactable will remain inside or in the shade.
- Children will be encouraged to be as independent as possible in applying their own sunscreen, but will be supported and assisted as appropriate to their age and/or ability.
- Sunscreen has a shelf life and therefore bottles will be returned to the parents or disposed of during the Autumn term.
53. SHADE POLICY

The school benefits from numerous areas that are sheltered by trees, their leaf canopies providing shade particularly in areas where children congregate.

- In consultation with the education department, shade provision is considered in plans for future buildings and grounds.
- The availability of shade is considered when planning excursions and all outdoor activities.
- Children are encouraged to make use of available shaded areas when outside.

At Malton Montessori School we encourage children and staff to wear protective clothing during the summer term.

Uniform

Children are required to wear a polo shirt which is worn in conjunction with a summer pinafore or shorts. Both options cover the shoulders and has a collar to protect the back and neck.

Hats

Children are required to wear legionnaire, bucket or wide brimmed hats (6-10cm) that protect their face, neck and ears when they are outside.

Sunglasses

Children’s eyes are very sensitive to light. It is important therefore to protect their eyes by ensuring they wear wide-brimmed hats and sunglasses if possible. Parents are advised to make sure that sunglasses have UV protection. (Look for BS EN 1836:1997 on the label.)

DEVELOPMENT AND IMPLEMENTATION OF THE POLICY

Malton Montessori School encourage staff, students and parents to be involved in the development of our sun protection policy.

ROLE MODELLING

Staff are encouraged to act as role models by:

- Wearing protective hats, clothing and sunglasses when outside.
- Applying SPF 30+ broad spectrum, water resistant sunscreen.
- Seeking shade whenever possible.
- Families and visitors Families and visitors are encouraged to use a combination of these sun protection measures when attending and participating in outdoor activities.
Malton Montessori Nursery School & Infant Community

- The school & Infant Community have a number of large offset parasols that we use to provide shade for social events during the summer months

- Parents are encouraged to support the school by acting as role models and supporting the sun protection policy of the school. In particular they are asked to supply their child(ren) with: A named bottle of sunscreen (spf 50+) An appropriate hat. Sun glasses.

Malton Montessori School supports role modelling by encouraging:

- a positive approach to sun protection and allowing sun protection strategies to be fun, involve everyone and provide choices.

- covering sun protection as part of the curriculum so that children learn to keep safe by learning about the sun and its risks.

- providing protection for all children.

- maintain shade structures and resources in the garden.

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>3.14 Parents as partners</td>
<td>3.2 Supporting every child</td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td>2.4 Key person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SUN PROTECTION POLICY

This policy/format/protocol was adopted by Malton Montessori School

On 18/05/2017
Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
54. PERSONAL CARE & ASSISTANCE POLICY

All children throughout their early years will need assistance with personal care, MALTON MONTESSORI SCHOOL see this as a priority and work towards enabling child independence in this area, believing that a child gains in personal and overall confidence when they can say ‘I can do it myself’

To this end we shall always:

- respect the child, acknowledging that every child is different
- understand & acknowledge positively what a child can already do for himself
- be aware of differing language used and cultural differences
- only assist when it is clear the child needs help
- never hurry a child
- work together with parents, offering expertise where needed
- encourage growing independence
- ensure the physical and emotional health of the child

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>3.2 Supporting every child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by Malton Montessori School on 18/05/2017. Date to be reviewed May 2018 & annually thereafter every May.

Signed on behalf of the provider

Name of signatory: *Anja Rutter*

Role of signatory: Head Teacher/ Director

Policies V.09, 03.06.2018
55. ACCESS & SHARING OF INFORMATION POLICY
MALTON MONTESSORI SCHOOL believes that an open access policy is the best way of encourage participation. We recognise that parents and stake holders have a right to know that information they share will be regarded as confidential.

The Information Commissioners Office requires that we register for data protection and also follow the six guiding principles with respect to GDPR (General Data Protection Regulations)

There are certain circumstances when we share information with parents’ consent and there are also circumstances when we are obliged to share information without parental consent. This policy details both sets of circumstances and should be read in conjunction with our Safeguarding Children Policy.

Information sharing with consent
When a child moves on from MALTON MONTESSORI SCHOOL we share information about their progress and development with the next early years provider or school. We also share information with other settings where a child attends more than one setting. Parents are asked to give written consent to sharing child development summaries and to sharing information about any additional needs their child may have.
On occasion, we may agree with parents to discuss particular issues with the new setting or school, where this may affect the child’s transition. An example might be a difficult relationship with another child in the setting who will also be moving to the same school. Parents are responsible for ensuring that other information about their child which may affect their progress is communicated to the next setting/school. This includes health and allergy issues and family circumstances such as illness, bereavement, divorce and separation.

Information sharing without consent
We are obliged to share confidential information without consent from the person who provided it or to whom it relates if this will prevent harm to a child or if not sharing the information could be worse than the outcome of having shared it.
The Data Protection Act provides a framework to ensure that personal information about living persons is shared appropriately. In our Safeguarding Children Policy we detail those circumstances which would lead us to share information about a child with other services. The three critical criteria informing the decision are:

- evidence that the child is suffering, or is at risk of suffering, significant harm.
- reasonable cause to believe that a child may be suffering, or at risk of suffering, significant harm.
- To prevent significant harm arising to children.

A decision to share information without consent is never taken lightly, is a decision made jointly between staff and committee and always puts the safety and well-being of children first. Careful record keeping of any concerns helps to support any decision for sharing information without consent. Details of our record keeping procedures are also contained in the Safeguarding Children Policy.
Parents/carers are welcome to view the policies and procedures file which governs the way in which we works, at any time during opening hours, simply by asking the person in charge.

They are also welcome to see the records kept on their child, but as this would require withdrawing a member of staff from their usual duties, it would be hoped that arrangements could be made in advance to fit in with Teaching & Nursery staff availability.

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>2.1 Respecting each other</td>
<td>3.4 The wider context</td>
<td></td>
</tr>
<tr>
<td>1.3 Keeping safe</td>
<td>2.2 Parents as partners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by **Malton Montessori School**

On **18/05/2017**

Date to be reviewed **May 2018** & annually thereafter every May

Signed on behalf of the provider

**Name of signatory**

**Anja Rutter**

**Role of signatory**

Head Teacher/ Director
56. COMPLAINTS PROCEDURE

MALTON MONTESSORI SCHOOL believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly (we aim to address complaints within five working days*) by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

* five working days is our target, however due to the part time nature of Early Years children it may be necessary increase on this time scale.

Making a complaint

Stage 1

Any parent who has a concern about an aspect of the setting's provision should first of all talk over their concerns with the Manager.

Most complaints should be resolved amicably and informally at this stage.

Stage 2

If this does not have a satisfactory outcome, or if the problem recurs, the parent should put the concerns or complaint in writing to the Director Mrs. A Rutter

Written complaints from parents are filed in the child's personal file. However, if the complaint involves a detailed investigation, the Director may wish to store all information relating to the investigation in a separate file designated for this complaint.

When the investigation into the complaint is completed, the Director or a Senior member of staff meets with the parent to discuss the outcome.

Stage 3

If the matter cannot be resolved to their satisfaction then they have the right to raise the matter with OFSTED If the issue concerns any form of alleged child abuse the parents will be directed to the LADO & NYSCB, details of which can be found on notice boards in the school and the Infant Community.

OFSTED Helpline:
Tel: 0300 123 1231 _____________________________________________________

EYFS key themes and commitments

Policies V.09, 03.06.2018 Page 126
<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Inclusive practice</td>
<td>2.1 Respecting each other 2.2 Parents as partners</td>
<td>3.2 Supporting every child 3.4 The wider context</td>
<td></td>
</tr>
</tbody>
</table>

Complaints Policy
This policy/format/protocol was adopted by Malton Montessori School

On 18/05/2017
Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
57. HEALTH AND SAFETY POLICY

1. It is the policy of MALTON MONTESSORI SCHOOL:
   - to create a healthy and safe environment
   - to encourage ways of working to ensure the safety of children, employees and all other persons.

2. The Manager is responsible for the general implementation of this policy. Matters concerning health and safety should be brought to his/her attention in the first instance.

3. Teachers & practitioners are responsible for the well being of the children in their care.

4. All staff are responsible for working in a way to ensure the health and safety of themselves and all other persons they come into contact with.

5. Ensure that all members of staff take all reasonable action to control the spread of infectious diseases and that they wear protective gloves and clothes where appropriate.

6. Sickness/emergency:
   - Staff must notify the School & Nursery as soon as possible if they are sick or unable to work - staff who have been in contact with infectious illness e.g. measles, etc., should inform the Manager immediately.
   - Sick children must not attend the School & Nursery. Parents or others responsible for the child should be contacted and asked to collect the child.
   - If a child is taken suddenly ill and his/her condition is deemed to be acute an ambulance or hospital transfer should be arranged immediately.
   - Records must be kept of children taken ill in the School & Nursery and should contain the following information: name, date, time, symptoms, action taken.

7. Accidents:
   A First Aid boxes is available in the kitchen, office & Infant Community
   - Accidents/incidents should be reported to the Staff Member in charge immediately and recorded on the relevant forms.
   - The Manager or Senior Teacher should be informed when Staff First Aid certificates are due for renewal.

8. Fire:
   - The safe evacuation is of primary importance
   - Exists must be kept clear
Malton Montessori Nursery School & Infant Community

- Fire doors must be kept closed
- Fire appliances: staff must familiarise themselves with the location of these and instructions for use
- Fire Drill: staff must familiarise themselves with this - details are posted throughout the School & Nursery.

9. Electrical Appliances:
   - Faults must be reported to the Nursery Manager.
   - Unplug all appliances when they are not in use.
   - Ensure electrical leads do not trail in a dangerous way.

10. Broken equipment or toys must be removed and reported.

11. Defects to buildings must be reported.

12. General Tidiness:
   - The premises must be kept tidy to reduce the risk of accidents.
   - Hot drinks - care must be taken when consuming hot drinks - they must be out of reach of children at all times. On no account should a member of staff hold a child whilst holding a hot drink.

13. Staff cars should be parked in the designated area. It is essential that great care is exercised when moving cars.

14. All gates must be closed, especially when children are playing outside.

15. Hygiene:
   - High standards must be maintained at all times throughout the Nursery. Particular attention should be paid in areas such as milk kitchen, bathroom and baby unit.

   Staff must set regular daily tasks that are part of the routine and tidy away as they go along.

   - Hands must always be washed after toileting and before meals.

16. Use of Protective Gloves:
   - Gloves should be worn when cleaning spillage’s of bodily fluids, particularly blood.
   - If a carer has an open wound this must be covered when tending to a child who is similarly injured.
• Gloves are provided for staff to use when changing a baby. Staff must wear protective gloves if they have open wounds or if there is blood in the child’s faeces or urine.

• Gloves must also be worn if a child has an intestinal infection.

• The use of protective gloves must be additional to normal hygiene procedures, which must be strictly adhered to.

17. Storage of Cleaning Materials:
• All potentially dangerous materials must be kept out of reach.

18. No smoking is allowed in the School & Nursery building or grounds.

19. Supervision of Children:
• Children must be supervised at all times.

• Special care should be taken with apparatus e.g. climbing frames, etc.

20. Staff Sickness:
• Staff must notify the Nursery as early as possible on the first day of their sickness. Staff must inform the Nursery on at least the day before they return.

• Staff are required to fill in their sickness on their weekly time sheet and complete a self-certification form which details the reason for sickness. If staff are sick for more than 5 days a doctor’s certificate is required.

• The normal Statutory Sickness Pay procedures are followed.

21. Staff suggestions for the improvement of our Health and Safety Policy will be welcomed so that this document may be amended from time to time.

MALTON MONTESSORI SCHOOL ensures that staff are involved in the implementation of the Health and Safety Policy and are able to make positive contributions. The Policy is amended from time to time, as appropriate, after consultation with the staff.

Regular checks and maintenance work are carried out on:
• Fire extinguishers
• Accesses and exits
• Electrical appliances and equipment
• First Aid equipment
• Fixtures and fittings
• Educational resources and play equipment
## EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>1.4 Health and well-being</td>
<td>3.3 The learning environment</td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by Malton Montessori School

On 18/05/2017

Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director
58. GENERAL HYGIENE POLICY

The general cleaning is carried out daily, but in order to minimise the risk of spread of infection a high standard of general hygiene is essential throughout the Nursery at all times and all Nursery staff are expected to contribute to achieving this.

The following areas must be cleaned by staff at least once during the day with a suitable anti-bacterial solution:

- Toilets including handles, seats, etc.
- Sinks
- Door knobs
- Table tops, etc.
- Nappy changing areas must be cleaned after use
- Cot mattresses and children’s rest beds after each change of bedding.

This list is indicative of cleaning procedures and is not meant to be exhaustive. Detailed cleaning schedules are implemented in liaison with the staff for different areas in the Nursery.

3.1 COSHH POLICY

It is Nursery policy to keep all hazardous substances (i.e. cleaning materials, medicines, glue and paint) secure.

3.2 FIRE DRILL

ON DISCOVERING A FIRE

CALMLY raise the alarm by telling the other staff and set off the alarm at the nearest alarm point.

Telephone Emergency services: Dial 999 and ask for the Fire Service.

ON HEARING THE FIRE ALARM

Collect your register and quickly but calmly escort the children from the premises.

Do not stop to collect belongings.

Close all doors behind you and all windows where it is safe to do so.

Check all rooms, toilets, corners, etc.

Using the nearest exit lead the children out and assemble at the designated assembly point.
IN A SAFE PLACE CLEAR OF THE BUILDING

Check the children against the register.

Account for all adults.

**NO-ONE** is to return to the building except the senior staff members to check for any missing children and that the building is clear.

Then, IF SAFE, attempt to put out the fire.

Use FIRE EXTINGUISHERS which are situated:

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>3.3 The learning environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by **Malton Montessori School**

On 18/05/2017
Date to be reviewed May 2018
& annually thereafter every May

Signed on behalf of the provider

**Name of signatory**  
Anja Rutter

**Role of signatory**  
Head Teacher/ Director
59. FIRE/INCIDENT PROCEDURE

In the event of fire or other such incident, the safe evacuation of the premises is of primary importance.

Each staff member is responsible for the children in their immediate care.

Fire Safety
The basis of fire safety is risk assessment. These are carried out by Claire Smithson; the Health and Safety Officer. She is competent to carry out these duties and has received appropriate training.

Fire doors are clearly marked, never obstructed and easily opened from the inside

Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer

Emergency Evacuation Procedure
Our emergency evacuation procedures are approved by the Fire Safety Officer, are clearly displayed on the premises, are explained to all new members of staff, volunteers and parents and are practiced regularly. Records are kept of all fire drills and of the servicing of fire safety equipment.

Children are introduced to the sound of the fire alarm through regular fire drills

Children, staff and parents are introduced to the emergency exits through regular fire drills

In case of an emergency, the senior member of staff will evacuate all children calmly to the safest assembly point outside the building. The register (which includes details of visitors) will be taken. Staff will check all areas for children who may be in other areas or toilets and escort them to assembly point with the other children.

If there are children in the garden area, a second member of staff will escort these children to the assembly point.

The senior member of staff will take the register to ensure that all children are accounted for and check that all staff and visitors are also accounted for. Under no circumstances should anyone return to a burning or dangerous building to search for anyone unaccounted for. The emergency services should be informed immediately if they need to search for anyone.

The normal evacuation time during practice is 2 minutes.

In the event of a real fire, a senior member of staff should call the emergency services, while the register is being taken. The priority is to evacuate everyone safely and to keep children calm.

In the event of a real emergency, parents should be called as soon as possible to collect their children, using the contact list brought out with the register.
At all times, staff will follow the advice of the emergency services.

**Fire Drill Record**
The fire drill record book must contain:

- Date and time of the drill
- How long it took
- Whether there were any problems that delayed evacuation
- Any further action taken to improve the drill procedure

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td></td>
<td>3.3 The learning environment</td>
<td>3.4 The wider context</td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by **Malton Montessori School** on **18/05/2017**. Date to be reviewed **May 2018** & annually thereafter every May.

Signed on behalf of the provider

**Name of signatory**

**Anja Rutter**

**Role of signatory**

Head Teacher/ Director
60. RISK ASSESSMENT POLICY & PROCEDURE

We acknowledge that health and safety is paramount to the health and well-being of all those who live and work in our community. We make both the school and nursery a safe and healthy place for children, parents, staff and volunteers, by continuously assessing and minimising any hazards and risks, enabling children and staff to thrive in a healthy, safe environment.

Risk assessment at Malton Montessori School is awareness in respect of aspects of our community life and consequent activity that may cause harm. This is instrumental in deciding what needs to be done to minimise injury. Our current laws do not require that all risk should be eliminated. This is particularly important when balancing the need for children to be independent and also take appropriate risks during the course of their physical and practical play. Children need the opportunity to make decisions in respect of what is safe and what is not, so they know what they should do when faced with a danger/risk. However, this must be countered by reasonable precautions taken to reduce the likelihood of injury or harm.

Health and safety risk assessments inform policies, procedures and activity. Our entire community of staff, children and parents are involved in reviewing risk assessments and procedures to ascertain whether control measures are effective. They do this by giving informed views and opinions which may help with the creation of new policies and procedures and or revision of existing ones.

Our policy is based on five tenants:

- Identification of a risk: Where is it and what is it?
- Who is at risk: staff, children, parents, visitors etc?
- Assessment as to whether the level of a risk is high, medium, low. This takes into account both the likelihood of something happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What needs to be done, in order to reduce risk?
- Monitoring and review: How effectiveness can be measured, i.e., is it working, is it thorough. If not, what will it need to be amended, could there be a better solution?

Procedures

The Head Teacher and deputies undertake training, ensuring that all relevant information is then cascaded in the form of inset training at staff meetings to remaining staff and volunteers.

- Our staff and volunteers have adequate training in health and safety matters.
- Our risk assessment process covers our whole community and includes: determining where it is helpful to carry out risk assessments in relation to specific issues.
Malton Montessori Nursery School & Infant Community

These inform staff of practice, and demonstrate how we manage risks should parents and/or carers and outside agencies enquire.

- Risk assessment relates to both indoor and outside activity and premises, and details the level of risk and who may be affected. This allows for focus and prioritisation of areas that may require attention, the development of action plans and time scales alongside the person who's role it is to oversee assessment and act upon any pertinent findings together with funding required.

- Risk assessment is a living, written process that is regularly reviewed

- There exists within our custodial duties a routine of checking a number of health and safety issues, which are checked daily before sessions begin, as well as those routinely checked on a weekly termly or anual basis.

- The Head teacher ensures that checks, such as electricity and gas safety checks, and any necessary work to the setting premises are carried out annually and records are kept.

- The Head teacher ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety for all areas of the premises.

- The Head Teacher ensures that staff members carry out risk assessments for their working practice, these include: - changing children; volunteers, preparation and serving of food/drink for children; - children with allergies; - cooking activities with children; - supervising outdoor play climbing equipment; - putting babies or young children to sleep

Assessment covers:

- the use and storage of equipment for disabled children

- the use and storage of substances which may be hazardous to health, such as cleaning chemicals COSH;

- visitors to the setting who may bring equipment or animals as part of children’s learning experiences;

- any incidents involving threats against staff,

this not an exclusive listing

- The Head Teacher ensures that staff members carry out risk assessments for off-site activities if required, including: children’s outings forest school

- Precautions are taken to reduce the risks of exposure to Legionella (Legionnaires disease). The Lead teacher ensures familiarisation with the HSE guidance and risk assesses accordingly.
Legal framework:

Management of Health and Safety at Work Regulations (1999)

Further guidance

Five Steps to Risk Assessment (HSE 2011)

Legionnaires’ Disease – A Brief Guide for Dutyholders (HSE 2012)

www.hse.gov.uk/pubns/indg458.pdf

Risk Assessment policy

This policy/format/protocol was adopted by Malton Montessori School

On 18/05/2017

Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director
61. FIRST AID AND ACCIDENTS

Properly stocked First Aid kits must be available at all times.

All members of staff will undertake the following courses: Food Hygiene, Safe-Guarding and a Paediatric 1st Aid Course (PFA). This training will be repeated/refreshed every three years or as appropriate.

ACCIDENTS

All accidents, however minor or trivial, must be recorded, in the Accident Book.

The parents must always be informed of any accident or injury to their children and asked to read and sign the incident report in the Accident Book.

The Accident Record Book must be maintained and kept readily available at all times for the recording of accidents and for inspection by authorised persons.

The Accident Book must be taken on any group outings and any accident recorded as soon as possible.

On registering their child at the School or Nursery, parents will be requested to sign the “Parents in Partnership” agreement consenting to emergency treatment if necessary.

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>3.17 Parents as partners</td>
<td>3.2 Supporting every child</td>
<td>3.4 The wider context</td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td>3.18 Key person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by Malton Montessori School on 18/05/2017. Date to be reviewed May 2018 & annually thereafter every May.

Signed on behalf of the provider

Name of signatory: Anja Rutter

Role of signatory: Head Teacher/ Director
62. FIRST AID AND MEDICAL CHECK LIST

Carried out by ______________________ on _______________ 201__

Date certificate expires ______________________ 201__

First Aid Kits & Defibrillator:

1. Location Staff Office______Infant Community Kitchen_______Minivan____________

   was complete/not complete
   with the correct items and quantity YES/NO

Accident Book Location ___________________________________________

Medicine Cabinet Location __________________________________________

   Secure ......................YES/NO

   Record of Medication ..............YES/NO

Do the appropriate staff hold food Hygiene Certificates? YES/NO

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td></td>
<td>3.2 Supporting every child</td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by    Malton Montessori School

On 18/05/2017
Date to be reviewed May 2018 
& annually thereafter every May

Signed on behalf of the provider

**Name of signatory** Anja Rutter

**Role of signatory** Head Teacher/ Director

Policies V.09, 03.06.2018   Page 140
63. USE OF PROTECTIVE GLOVES & APRONS

As a precautionary measure, gloves & aprons should be worn when cleaning spillage’s of bodily fluids, particularly blood.

If a carer has an open wound this should be covered when tending to a child who is similarly injured.

Gloves & aprons are provided for staff to use when changing a baby and the use of these is optional. However, it is advisable for staff to wear protective gloves if they have open wounds or if there is blood in the child’s faeces or urine.

Gloves & aprons should also be worn if a child has an intestinal infection.

The use of protective gloves & aprons must be additional to normal hygiene procedures, which must still be strictly adhered to.

A body fluids disposal unit is available in both School & Nursery.

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>3.2 Supporting every child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by Malton Montessori School on 18/05/2017.

Date to be reviewed: May 2018 & annually thereafter every May.

Signed on behalf of the provider

Name of signatory: Anja Rutter
Role of signatory: Head Teacher/ Director
64. ELECTRICAL SAFETY & PAT TESTING

Electrical appliance testing must be tested EVERY YEAR and a suitable test certificate provided in accordance with the current IEE wiring regulations and kept available for inspection.

Sufficient socket outlets must be provided in each room to accommodate all of the appliances likely to be used at any one time. All socket outlets and power circuits must be protected by a residual current device.

Trailing wires must be avoided and under no circumstances must cables be placed under carpets where fraying and damage may go undetected.

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>3.3 The learning environment</td>
<td>3.4 The wider context</td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by Malton Montessori School On 18/05/2017
Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
65. FOOD SAFETY PROCEDURES

Any Food contractor and all members of staff must have undertaken appropriate training in Food Hygiene.

It is their responsibility to pass on to other staff members the fundamentals of good food hygiene. The following Food Hygiene Policies and Procedures are implemented pro-actively.

Catering

This applies to all staff who are involved in the storage, preparation, cooking and handling of food:

- wash hands thoroughly with soap, warm water and nail brush before starting work.
- wash hands after visiting the toilet and after break periods.
- wash hands after coughing, sneezing or blowing your nose.
- never sneeze over or near food: use a disposable handkerchief.
- use the wash hand basin provided for catering staff.
- never wash hands in sinks used for food preparation.
- keep outdoor clothes and personal effects out of the food preparation area.
- ensure that clothes and overalls are clean. Do not wear your kitchen overall for any other duties.
- keep fingernails short, clean and free from nail varnish.
- keep hair clean and tidy. You should have your hair covered at all times in the kitchen.
- never comb hair or apply make up in the kitchen or service area.
- never smoke in the kitchen or service area.
- cover cuts and sores with a coloured waterproof dressing.
- report to the Nursery Manager at once if suffering from any stomach upset, boils, styes or septic cuts, who may seek advice from Environmental Health Professionals.

Kitchen Hygiene

- do not handle food more than is absolutely necessary.
- do not dip fingers into the food.
• keep working surfaces clean and always wash down after finishing one job and starting another with anti-bacterial solution.

• use clean equipment and utensils for every operation.

• never sit or lean on workbenches or tables.

• only open fridge and freezer doors for as long as necessary.

• keep food covered.

• store raw and cooked foods separately in the fridge.

• serve food either hot - above 63 degrees C - or cold - below 10 degrees C. Never leave food for long periods at room temperature.

• meat must reach a temperature when cooked of 75 degrees C or above for at least 2 minutes.

• place all refuse and scraps in the proper receptacles. Keep lids on.

• fridge temperature must be maintained at 5 degrees C or below.

• daily fridge and freezer temperatures must be recorded.

• all deliveries of frozen and perishable foods must be recorded along with appropriate temperatures.

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td></td>
<td>3.3 The learning environment</td>
<td></td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by Malton Montessori School

On 18/05/2017

Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director
66. SAFER RECRUITMENT & PERSONNEL POLICIES

MALTON MONTESSORI SCHOOL uses safer recruitment practices when employing new personnel, to this end;

- we will only employ if we are satisfied that the candidate is of good character and integrity
- the successful candidate must be able to demonstrate they have the appropriate skills and experience required to fulfil the job description, this will entail having a taster visit, followed by a trial period
- candidate must be in good physical and mental health to ensure child safety, proof from medical professionals may be sought
- The candidate will be asked for at least two written references supporting their application. One of these references will be their last employer and one from the most recent work with children (if available)
- candidates must supply full work history with an explanation for any gaps
- relevant qualification certificates will be checked
- Interview will be sufficiently rigorous to ascertain candidates values, attitudes, and beliefs, ensuring that these are compatible with a career in child care and education
- Identity checks
- candidate will be asked to sign a declaration to the effect that they do not possess any cautions, conviction or court orders that may preclude them from working in a childcare environment'
- a candidate will only be offered employment if they have a successful enhanced DBS and are not disqualified from childcare in any way
- All staff will be given a job description, any permanent contract offered will subject to a successful trial period usually six months

policies in respect of personnel are contained within the staff handbook and encompass the following:

1. The best interests of the children and their families, their welfare, care and development.
2. The requirements of the Children Act 1989.
3. The requirements of the local authority (the Social Services Department).
4. The requirements of OFSTED
5. Consideration of the advancement of each member of staff both by internal and external training to help them to achieve their maximum potential CPD
6. Equal pay for work of equal value.

7. Compliance with the current laws of the land.

8. The provision of a job description for each member of staff.

9. The provision of a statement of Terms and Conditions for each member of staff.

10. When recruiting members of staff the applicant should be made aware of the policies and procedures, especially those relating to discrimination.

11. Prior to commencement of employment the successful applicant shall be provided with an offer letter (conditional on receipt of satisfactory references and successful enhanced DBS clearance) with the job description and induction procedure.

12. Harassment of any member of staff which can be classed as discriminatory in the eyes of the Management will not be acceptable. This includes unwanted verbal or physical advances but the key factor is assessing harassment is whether it is unwanted.


### EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This policy/format/protocol was adopted by</th>
<th>Malton Montessori School</th>
</tr>
</thead>
<tbody>
<tr>
<td>On</td>
<td>18/05/2017</td>
</tr>
<tr>
<td>Date to be reviewed</td>
<td>May 2018</td>
</tr>
<tr>
<td>&amp; annually thereafter every May</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signed on behalf of the provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of signatory</td>
</tr>
<tr>
<td>Role of signatory</td>
</tr>
</tbody>
</table>

Policies V.09, 03.06.2018    Page 146
67. PROFESSIONAL CODE OF CONDUCT

The Company recognises its responsibility to safeguard the children in its care at all times and the key role of the staff in implementing this responsibility.

The conduct of staff must be exemplary and above reproach encompasses all the following

STAFF BEHAVIOUR

- Staff at all times must act in a professional, polite and appropriate manner in regards to actions, behaviour, attitude, speech and lifestyle befitting their position of trust and responsibility in the care and development of the children in their charge and their position within a team.

- Staff must be familiar with and adhere to the Company's policies.

- Staff must present themselves in a clean, smart and appropriately dressed manner at all times when at the School or Nursery. Staff will be provided with some required uniform- this will need to be looked after and kept clean at all times.

- Staff must attend for work in a condition that is conducive to carrying out their duties in a fully competent, safe and stable manner free from the influence of drugs, alcohol, physical/emotional/ mental health needs or a preoccupation with personal life.

- Staff must maintain a professional relationship at all times with parents and guardians, the children in the care of the School or Nursery and their colleagues.

- Each member of staff must recognise that Parents and Guardians need feedback regarding their children and that this must be given in an open, honest and friendly manner but that the relationship with parents and guardians must not become overly familiar such that it clouds the impartiality of their judgement and action.

- Members of staff must be accurate in their feedback to parents understanding the extent of their remit. Areas of discussion that concerns special needs or company policy must be referred to a senior members of the staff collective.

- The member of staff should avoid romantic or sexual relationships with parents or guardians outside of the School and Nursery to avoid any conflict of interest or undue favouring of a child. Where such a relationship arises the member of staff should immediately inform the Manager to discuss the action to be taken.

- Staff must exercise total discretion if parents are met by chance at any social occasion outside the School & Nursery.

- Where a member of staff finds that they have a prior close relationship to a child in the Nursery through such means as a family relationship or close friendship then the Manager must be made aware of this immediately and may require the member of staff to change rooms to avoid any conflict of interest or risk of undue favouring of the child.
Each member of staff has a responsibility to report to the Manager any concerns they have regarding activities in the School or Nursery which they feel may be jeopardising the care of a child or the reputation of the Company. This may on occasions necessitate acting as a ‘whistle blower’ in regard to the behaviour or actions of other members of staff. Such reports will be treated in the strictest confidence and discussed between the member of staff and the manager in an open and constructive manner.

The above does not conflict with the member of staff's responsibility to maintain confidentiality of the personal information regarding the children within the school or nursery and their parents and guardians or, above that necessary for the care of children, to other members of staff.

Any member of staff who becomes aware of any action they have taken or circumstances they find themselves in which could affect their ability to carry out their duties or bring the company into adverse repute must report such matter to Manager or Deputy Managers immediately.

Any member of staff found in breach of this policy may be subject to disciplinary action by the company.

This policy/format/protocol was adopted by Malton Montessori School

On 18/05/2017
Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
68. REQUIRED TRAINING

Our aim is to maintain an effective knowledgeable teaching and caring collective who's prime directive is the education, well being and safety of all who are part of our community; children, families, staff and visitors.

Newly recruited staff will be required to undertake required training i.e. Safeguarding Level 2. Paediatric 1st Aid, Food hygiene level 2. As well as a comprehensive Induction Training which will include a thorough understanding of company policies and procedures in respect of all aspects of safeguarding, confidentiality, day to day running of the setting, professional practice, as well as INSET Montessori Training as a basic requirement of continuing professional development. School Manager/ Senior Teachers and Safeguarding Leads are responsible for ensuring that this training is carried out and the outcomes of a standard that would warrant continued employment.

Induction Procedure

We have a written induction plan for all new staff, which includes the following:

- Introduction to all staff, volunteers and school Governors.
- Familiarisation with the building, health and safety and fire procedures.
- Familiarisation with policies and procedures.
- Familiarisation with Safeguarding Children issues.
- Introduction to parents, especially parents of children they will be key worker for.
- Familiarisation with confidential information, as applicable, in relation to any children they will be key worker for and for any other children where there is a need to know.
- Details of the tasks and daily routines to be completed.

The induction period normally lasts three months for trained Montessori staff, six months to 1 year for non-Montessori trained staff and Montessori trainee teachers and practitioners. Infant community Senior staff and Teachers are responsible for the induction of new staff and volunteers. The Designated Safeguarding Lead or acting deputies are responsible for all safeguarding training in respect of policy and procedures for trainees.

During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines. Successful completion of the induction booklet and handbook is part of the probationary period.

INDUCTION

For new members of staff at MALTON MONTESSORI SCHOOL.

Name ________________________________ D.O.B. ________________________
Address ______________________________________________________________
____________________________________________________________________
____________________________________________________________________
Tel No ______________________________________________________________

Policies V.09, 03.06.2018 Page 149
National Insurance No._________________________________________________

Next of Kin __________________________________________________________

Contact Tel No. in case of emergency only _______________________________

G.P’s NAME _________________________________________________________

Address _____________________________________________________________

_____________________________________________________________________

Tel No _________________________

Health Considerations e.g. allergies to food or medication:

_____________________________________________________________________

Religious Considerations: e.g. food, medication and or emergency health care procedures, holidays

_____________________________________________________________________

I .............................................................................................. confirm that I have been shown and had explained to me the following:

Company policies and procedures, in particular:
Safeguarding & Child Protection
The Health and Safety
Fire and Evacuation
Food Hygiene
Promoting positive behaviour
Access to children’s records
Accident procedures
Mobile Phones
Confidentiality
Medications

Job description, Holidays, Sickness, Benefits, Hours, Presentation, Professional Conduct.

The layout of the building, in particular:
One minute safeguarding guides
Car parking arrangements
Staff facilities
Toilet facilities
Position and operation of fire fighting equipment
Situation of and routes to Fire Assembly Point
Position of First Aid equipment & defibrillator,

Staff Handbook and Induction handbook

MMS Policy file
EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>2.4 Key person</td>
<td>3.2 Supporting every child</td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by Malton Montessori School

On 18/05/2017
Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
69. STAFF DEVELOPMENT AND TRAINING POLICY

MALTON MONTESSORI SCHOOL values its staff highly. We accept that in the interest of MALTON MONTESSORI SCHOOL, the children and the individual, each staff member be given the opportunity to develop their personal skills to their maximum and to broaden their knowledge and skills in caring for children.

To facilitate this we:

- hold staff meetings
- give the opportunity and financial support to staff members who wish to further their qualifications and update their education/childcare knowledge with outside courses
- encourage staff to pass on their knowledge to those less experienced
- give staff the opportunity for self appraisal through staff reviews and peer to peer observations
- conduct peer to peer reviews as part of continuing professional development
- provide First Aid training, safeguarding & food Hygiene for Nursery Staff not possessing a current qualification and update this training when necessary
- organise in-service training sessions
- offer staff the opportunity to attend relevant seminars or conferences

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>2.4 Key person</td>
<td>3.2 Supporting every child</td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by **Malton Montessori School**

On **18/05/2017**

Date to be reviewed **May 2018**

& annually thereafter every May

Signed on behalf of the provider

Name of signatory **Anja Rutter**

Role of signatory **Head Teacher/ Director**

Policies V.09, 03.06.2018   Page 152
70. STAFF SUPPORT AND SUPERVISION

This section outlines MALTON MONTESSORI SCHOOL policy on staff support and supervision.

MALTON MONTESSORI SCHOOL has a commitment to all its staff through the provision of regular supervision by senior team members.

The aim of supervision is to allow workers the opportunity to discuss their individual needs for personal development training within the School & Infant Community.

Supervision also offers an ideal opportunity to address strengths and weaknesses. In addition to this, it allows staff to evaluate competence and skill in specific areas. A supervision log is kept to outline responsibilities held and anticipated being held in the future.

Supervision can be negotiated at times of mutual convenience. MALTON MONTESSORI SCHOOL recommends that supervision takes place on a monthly basis as a minimum.

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>2.4 Key person</td>
<td>3.2 Supporting every child</td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by Malton Montessori School

On 18/05/2017

Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director
71. STUDENTS

This section outlines MALTON MONTESSORI SCHOOL policy on students, placement, their support and supervision.

MALTON MONTESSORI SCHOOL has a commitment to students and their training, we recognise that only by good mentoring will their be a supply of suitably trained and aware candidates, we achieve this via the provision of regular supervision by senior team members.

We realise that students require differentiated duties (the insurance cover for many external students not covering some duties such as changing nappies and unsupervised duties) we consequently do not have the same requirements of these students.

All students have an induction process, where expectations and limitations are made clear and safeguarding is discussed and policies are examined and digested.

Students are under the auspice of a placement mentor, this staff member carries out their induction process including initial visit.

Students are supervised at all times.

Students are responsible to the placement mentor and senior staff team members.

Students will not be involved in the administering or recording of medicines.

Students will not be put in position of responsibility, their role being one of observer/learner.

External students often come with a mapped out study of observation and practical requirements, the mentor will see that students have a range of opportunities compatible with observation and practical requirements. Mentor supervision offers ideal opportunity to address strengths and weaknesses. In addition to this, it allows the students to self evaluate commitment, skills and competencies in specific areas. A supervision log is kept by the students and overseen by the mentor.

MALTON MONTESSORI SCHOOL cannot ensure that a student leaves us with a set range of observations, experiences and competencies.

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>3.2 Supporting every child</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This policy/format/protocol was adopted by Malton Montessori School on 18/05/2017.

Date to be reviewed: May 2018 & annually thereafter every May.

Signed on behalf of the provider:

Name of signatory: Anja Rutter
Role of signatory: Head Teacher/ Director
72. PEER TO PEER REVIEW & APPRAISAL POLICY

The MALTON MONTESSORI SCHOOL sees the reflective analysis of peer to peer reviews and appraisals processes as useful tools needed to raise performance, standards and self esteem. All staff as part of their continuing professional development carry out peer to peer reviews and regular appraisals, these are opportunities to discuss performance, aspirations and share ideas.

Appraisals are interactive and give opportunities for two-way reflection, this often supports a pathway forward that is of benefit to the entire community. These processes are not to be seen as a platform for overt criticism but more of a productive discussion to further understanding and enable excellence.

Appraisal format utilises a dual scoring system, peer to peer reviews, reflective summaries, personal goals, and action plans.

**EYFS key themes and commitments**

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>2.4 Key person</td>
<td>3.2 Supporting every child</td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by **Malton Montessori School**

On **18/05/2017**

Date to be reviewed **May 2018** & annually thereafter every May

Signed on behalf of the provider

**Name of signatory** Anja Rutter

**Role of signatory** Head Teacher/ Director
73. GRIEVANCE AND DISCIPLINARY POLICY & PROCEDURES

All staff are governed by the terms and condition of their employment as stated within their contract and addended staff handbook.

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by Malton Montessori School on 18/05/2017. Date to be reviewed May 2018 & annually thereafter every May.

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
74. DATA PROTECTION

MALTON MONTESSORI SCHOOL is registered under the Data Protection Act 1984 and the General Data Protection Regulations GDPR (2018) we adhere to the six guiding Principles, this is overseen by the Commissioner Office.

Six Guiding Principles:

1. process data lawfully, fairly and transparently
2. only collect for explicit and legitimate purposes
3. data must be relevant and necessary for processing
4. keep data up to date and accurately
5. keep identifiable data only if necessary for processing
6. keep data secure.

EYFS key themes and commitments

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Keeping safe</td>
<td>3.20 Parents as partners 4. 2.1 Respecting each other</td>
<td>3.2 Supporting every child</td>
<td></td>
</tr>
</tbody>
</table>

This policy/format/protocol was adopted by Malton Montessori School on 18/05/2017.

Date to be reviewed May 2018 & annually thereafter every May.

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director
75. Finance Policies

MALTON MONTESSORI SCHOOL follows a set of finance policies that safeguard the economic sustainability of the company ensuring that the best opportunities are felt by the whole School community.

Parents are required to pay their fees promptly at the stipulated times, persistent late payments will incur additional charges.

Sessions are not always transferable for capacity reasons, although every effort will be made to accommodate parents needs.

Parents are required to pay in full for all days of attendance including days of absence either scheduled or as a result of sickness. Malton Montessori school reserves the right to fill vacant spaces resulting from absence or sickness.

Parents must give one month written notice in respect of permanent session changes (subject to availability), Notice to quit requires one months notice in writing or one months fees in lieu of notice. Children attending Primary1. 2, or 3. must give one terms notice or pay one terms fees in lieu of notice,

Parents in receipt of Government funding with respect to nursery education are required to ensure that their child attends regularly for funded sessions, or risk losing their child's funding at the next local authority audit point. Our admissions data and daily registers are frequently audited by the Local Education authorities finance department (L.E.A.). Please note that any subsequent decision to cease LEA funding being completely out of our control.

This policy/format/protocol was adopted by Malton Montessori School

On 18/05/2017
Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
76. NO-SMOKING/VAPING POLICY

We operate in full compliance with health and safety regulations and the safeguarding and welfare Requirements of the Early Years Foundation Stage in making our School & Nursery a no-smoking or vaping environment both indoors and outdoors.

Procedures

- All staff, parents and volunteers are made aware of our no-smoking policy.
- No smoking signs are displayed obviously.
- The no smoking policy is stated in written information for both parents and staff.
- We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.
- Staff who smoke do not do so in working hours, unless on scheduled break times off the premises.
- E-cigarettes (vaping) are not permitted to be used on the premises.
- Staff who smoke or use e-cigarettes during their scheduled break times do so well away from the premises.
- Staff who smoke during their scheduled breaks must make every effort to reduce the effects of the odour and passive smoking for children and colleagues.
- Staff are made aware that failure to adhere to this policy constitutes a break in their employment contract and could result in disciplinary procedures.
- It is a criminal offence for employees to smoke in smoke-free areas, with a fixed penalty of £50 or a prosecution and fine up to £200.

No-Smoking/Vaping

This policy/format/protocol was adopted by Malton Montessori School on 18/05/2017. Date to be reviewed May 2018 & annually thereafter every May.

Signed on behalf of the provider

Name of signatory: Anja Rutter
Role of signatory: Head Teacher/ Director

Policies V.09, 03.06.2018 Page 160
77. Malton Montessori School & Nursery Healthy Eating Packed Lunches and Snack Policy

In accordance with Government recommendations with regard to the Pack lunch options in respect of both the Universal and the thirty hours funding.

We wish to promote the right environment for our pupils to understand the importance of making healthy food choices. Packed lunches and snacks represent at least a third of a child’s daily intake of foods and nutrients, which presents a great opportunity to promote healthy food choices for children.

Aims

To make sure that children who bring a lunch from home to eat in Nursery have food that is just as healthy and nutritious as the hot food already served in school that is regulated by national standards.

To give clear guidance to parents, carers, children and staff on providing a healthy packed lunch and snack. We believe that a healthy packed lunch can contribute to the health of children and needs to be consistent with the nutritional standards provided by Early Years Nutritional Guidelines. The policy applies to all packed lunches and snack consumed within School & Nursery.

Development of policy

This packed lunch policy has been developed by a working party of parents and staff, and in consultation with staff, pupils and managers. The policy was drawn up using a range of national documents. The Nursery will continue to work with parents to ensure packed lunches and snack at Malton Montessori School & Nursery abide by this policy.

Content of Packed Lunches

- Fruit and vegetables; at least one portion of fruit, vegetables or salad a day. Ensure grapes and berries are cut in half (length ways).
- Carbohydrates; starchy food such as bread, pasta, rice, couscous, noodles, potatoes (not fried)
- Dairy; food such as milk, cheese, yoghurt, fromage frais, or soya products
- Drinks; water, pure diluted fruit juice (no added sugar or aspartame), three parts water to one part fresh fruit juice), milk, & yogurt drinks.
- An un-iced cake or small packet of biscuits – not to contain chocolate
- Sandwich fillings to be savoury only - no jam, honey or chocolate spread
- All packed lunches should be age appropriate, so that the child can eat independently and should not need preparing by the teacher.

The following should not be included in packed lunches or snack
Malton Montessori Nursery School & Infant Community

- Fried food
- processed fruit products e.g. Fruit Winders
- processed cheese products e.g. cheese strings, ‘dunkers’
- Processed meat snack products like pepperami
- crisps
- Chocolate, including chocolate spread and chocolate chips
- Nuts or trace nut products
- Fizzy/sugary drinks/squash in cartons, bottles or cans (including diet or energy drinks which contain high levels of caffeine and other additives which are not suitable for children, no drinks that contain aspartame.
- Confectionery such as chocolate bars, chocolate covered biscuits and sweets
- Cooked food, such as pasta, rice, meat etc. cannot be reheated on the premises, so please ensure your child’s lunch can be consumed either at room temperature or from the fridge.

Healthy Eating policy reviewed : 18th May 2017

Special Diets and allergies

We ask parents/carers to be aware of nut and other allergies. For this reason pupils are not permitted to swap food items. As some children in Nursery may have nut allergies we ask parents to refrain from including nuts or peanut butter in their lunch boxes/bags.

Packed Lunch Containers

We ask that parents/carers provide a packed lunch container where food items can be stored securely and appropriately until the lunch time period. As fridge space is limited we advise the packed lunches are in insulated bags, preferably with freezer blocks to keep food cool especially in the summer months. We have an In-school zero plastic packaging policy, so require parents to remove all external plastic packaging from commercially purchased food and drink items placing these in recyclable containers.

Staff

To support a whole Nursery approach, staff are encouraged to comply with this policy when bringing in packed lunches and eating with the children.

Facilities for Packed Lunches

We will:-

- Provide appropriate facilities to store packed lunches.
Make sure all Children have access to drinking water at all times (EYFS)

Children under the age of 12 months will be given breast or formula milk (provided by the parent/carer)

Children aged 1-2 years of age will be given whole cow’s milk (provided by the parent/carer)

Semi Skimmed cow’s milk is available at snack time for all 2-5 year olds (provided by Malton Montessori School & Nursery).

**Snack**

Fruit and vegetable based Snacks will be offered between meals to ensure children receive appropriate levels of energy and nutrition, for example at mid-morning and mid-afternoon.

**Monitoring**

To promote healthy eating we will regularly monitor the content of packed lunches and snacks. We will talk to parents/carers where necessary and offer guidance on bringing healthy packed lunches and snack. If lunches are not deemed to meet nutritional standards, parents whose children who arrive consistently with lunch box contents that do not adhere to our policies will be asked to feed their children at home.

**Birthdays and other celebrations**

We welcome cakes being brought in to celebrate Birthdays or any other celebrations. We ask that cakes should not be covered with confectioners icing or butter cram. If these are brought into nursery to share amongst the children we will give them out at the end of the session/day, and leave it to the discretion of the parent/carer.

**Working with parents and carers**

We hope that all parents and carers will support this packed lunch and snack policy. We will offer advice and guidance to parents and carers on packed lunches and snack if required. We can offer a range of ways to support parents/carers e.g. information sheets, meetings, workshops, emails etc. Children on special diets following verified medical advice will be given due consultation.

**Lunch Box Policy**

- This policy/format/protocol was adopted by Malton Montessori School

Policies V.09, 03.06.2018
On 18/05/2017
Date to be reviewed May 2018
& annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director
78. MENOPAUSE POLICY

Malton Montessori School is committed ensuring that all individuals are treated fairly and with dignity and respect in their working environment.

As an employer Malton Montessori school has a duty to manage age related issues effectively. In this regard, appropriate support will be provided to women who are experiencing the menopause. It is important that Malton Montessori School understands the difficulties and anxieties of staff currently going through this change and that support starts by raising awareness, providing training and development for all staff working within the collective.

Aim

Is to create an environment where women feel confident enough to raise issues about their symptoms and ask for adjustments at work.

Definition

*Menopause:* The menopause is when a woman stops having periods and is no longer able to get pregnant.

*Peri-menopause:* Is the period that leads to the menopause when many women may experience symptoms.

The menopause is a natural part of ageing that usually occurs between 45 and 55 years of age, as a woman's oestrogen levels decline. In the UK, the average age for a woman to reach the menopause is 51. Around 1 in 100 women experience the menopause before 40 years of age. This is known as premature menopause or premature ovarian insufficiency.

Scope

*Key principles*

- Appropriate information/support will be provided to all staff with regards to the menopause
- Work conditions will be reviewed to take account of the difficulties that some women experience during the menopause
- Reasonable adjustments will be considered where necessary
- Increase awareness ensuring that women and men feel supported and comfortable in discussing the menopause in the workplace
- Highlight awareness, training and development for staff and volunteers
- Risk assessments are carried out for every duty/role expected of a police officer or police staff member during the menopause.
Symptoms

Most women will experience menopausal symptoms. Some of these can be quite severe and have a significant impact on their everyday activities including work life. Common symptoms include:

- hot flushes
- Palpitations
- headaches
- night sweats
- difficulty sleeping
- Skin irritation
- vaginal dryness
- low mood or anxiety
- Depression
- reduced sex drive (libido)
- problems with memory and concentration

Menopausal symptoms can begin months or even years before a woman’s periods stop and last around four years after the last period, although some women experience them for much longer and can need medication to alleviate the symptoms.

How does the menopause impact on women at work?

The effects on a woman’s physical and emotional health can significantly impact on how she does her work and her relationships with colleagues. Malton Montessori School recognises it’s responsibility to take into account difficulties women may experience during the menopause and to provide support and advice in this regard.

LEGISLATIVE COMPLIANCE

This policy complies with police regulations and current employment legislation:- Section 2 of the Health and Safety Work Act 1974 requires employers to ensure ‘the health and safety and welfare at work’ of all employees.

The Workplace (Health, Safety and Welfare) Regulations 1992 place an overriding duty on employers to make workplaces suitable for the individuals who work in them.
The Management of Health and Safety at Work Regulations 1999 require the employer to undertake a suitable and sufficient assessment of risks and take action to prevent exposure to risks.

The public sector equality duty places a legal obligation on all public bodies to promote gender equality and eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not.

### Menopause Policy

This policy/format/protocol was adopted by Malton Montessori School on 18/05/2017. Date to be reviewed May 2018 & annually thereafter every May.

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director
79. BEREAVEMENT POLICY

Supporting Bereaved children and their families

Bereavement is an inevitable part of living and growing. The feeling of loss is not confined to a death in the immediate family and can extend to a friend, Nursery staff or neighbour.

Should such an event occur for a child attending Malton Montessori School and Nursery then their grief must be acknowledged and their distress comforted. As practitioners we can act in a planned and agreed manner, so that we all know what is expected and we can offer the child consistency.

Importance of observation

The bereaved child’s key worker is best placed to state what ‘normal’ behaviour is for the child whilst at School or Nursery. Close observation, along with accurately kept records will be an important way of keeping track of how the child is coping.

It is important therefore to be aware of common grieving behaviours displayed by young children:

- Tantrums
- Withdrawal
- Increased separation anxiety
- Sleep disturbance
- Regressive behaviour; acting as if younger than their age
- Searching behaviour

Procedure

Malton Montessori school will act in a planned and agreed manner, so that all staff know what is expected and can contribute their part in a way that is consistent with the values that have been adopted.

Malton Montessori school & Nursery will have identified, through the process of E-training, a named pre-school bereavement contact. This person will be aware of the needs of bereaved children and will have collated resources in order to support them.

- The School & Nursery bereavement contact, in partnership with the practitioners will co-ordinate response and be fundamental in liaising with bereaved family.
As far as possible, all staff should be told together by the named person. By creating a list of people to be told, the pre-school can be sure that no one close to the situation will find out by chance.

All the parents/carers will be told in writing at the same time and as promptly as circumstances will allow.

Following this the children in pre-school will told at a time previously notified to the parents.

Staff will be consistent in their use of terminology to ensure clear understanding of the concept of death. Simple, honest and easily understandable explanations will be given to children.

Absentees from pre-school will also need to be informed at the earliest opportunity. The pre-school will have procedures to track who is informed, when and by whom, to ensure that no one is missed.

Malton Montessori School & Nursery will have a range of strategies that it may adopt in the days and weeks that follow any significant loss. Decisions about which to undertake will be determined following discussions with the family concerned and will take into account the cultural/religious beliefs of the family.

The child's key worker or other named member of staff will be identified to keep in touch with the family so contact from the family's perspectives is manageable. This person will co-ordinate the sending of a card.

Attendance at the funeral and other forms of remembering will be agreed by the staff team. Representatives from the school & Nursery will be released if staffing ratios permit.

Staff will have ongoing opportunities for peer support in order to maintain their well being.

The Malton Montessori bereavement contact will take responsibility for recording details of bereavement on the child's Record of Transfer and ensuring this information is passed to the next setting, with parent's permission.

The pre-school will provide ongoing support and will ensure that the anniversary of the death is remembered.

Curriculum
In the event of bereavement or significant loss Malton Montessori School & Nursery has identified activities that will support the child/children to explore their feelings and memories. Some opportunities may include:

Telling the Story
- Use toys;
- Use stories;
- Use play dough;
Malton Montessori Nursery School & Infant Community

- Use puppets

Expressing feelings
- Volcano/mad box;
- Water balloons;
- Sensory bags i.e. feathers
- Dandelion clocks (floating seeds)

Remembering & Celebrating life:
- Photo albums;
- Memory jar;
- Memory bracelets;
- Bookmarks
- Balloon or Lantern Lift

resources:
Leeds bereavement forum/Training
Pacey supporting bereaved children
https://childbereavementuk.org/for-schools/early-years/
www.winstonswish.org/

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Health and well-being</td>
<td>5.1 Parents as partners</td>
<td>3.2 Supporting every child</td>
<td>4.4 Personal, social and emotional development</td>
</tr>
<tr>
<td>6. 2.1 Respecting each other</td>
<td>3.3 The learning environment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Bereavement Policy**
This policy/format/protocol was adopted by Malton Montessori School

On 18/05/2017
Date to be reviewed May 2018 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
I have read these policies, procedures & revisions.

<table>
<thead>
<tr>
<th>Name</th>
<th>New policy or revision</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>