INTRODUCTION

MALTON MONTESSORI SCHOOL aims to provide both a Primary School that caters for children from 5-11 & an Early Years setting that runs from the same site that shares some facilities and offers full day care and Foundation stage education. Running parallel to this is Malton Montessori runs an outreach umbrella network that offers enrichment classes for parents and children from birth to three.

The nursery 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 school is currently pursuing compliance registration as an Independent Primary School with the Independent Schools arm of OFSTED.

The outreach comprises of raft of enrichment classes that are as yet not required to be regulated although the woodland classes are fully accredited with the Forest Schools Association.

The Children Act 1989 and 2016 Schools Act requires that many of the policies and procedures already being carried out by us be set out in writing and others defined and developed. Our policies are inter-dependent and complement the Montessori approach to education.

For legal purposes this manual/information folder is a “living” working document. It shows how we intend to fulfil our commitments as an independent school. 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.
1. **ADMISSIONS POLICY**

Applies to Malton Montessori School's:

- Infant Community 0-2+
- Children's House (2+- 5)
- Proposed Primary School (5+- 11)

**Who is this policy for?** Staff and volunteers, Parents; External agencies.

**Related Policies and Documents:**

- Education (Independent School Standards) Regulations 2014
- Keeping children safe in education sept 2019
- Equality Act 2010
- Equality and Diversity Policy
- Attendance Policy
- Early Education Funding (EEF) Policy
- Registration Form
- Acceptance Form
- Terms & Conditions

We aim to admit children into our Montessori School using fair protocols. Making our services as accessible to as many local families as possible. Our admissions criteria will be no for more than 25 children in the school at one time until such a time that there is a need for expansion. New premises will then be sought to facilitate this. 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 primary class between the ages of 5 and 11 years of age.

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

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 taster week, prior to the offer of a place in this way we can offer a time for families to reflect on suitability of approach and can formulate a tailored education plan for each child. For younger children there will be a phased settling in programme.

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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 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 offer flexible about attendance patterns to accommodate the needs of individual children and families.

In our School we accept children that require full time education

We do not discriminate in terms of child ability. We will embrace children with dyslexia, dyscalculia, dysgraphia and aspergers syndrome. Children with physical disabilities will be accommodated if our operation allows. If children require a support worker this will be fully discussed with the parents at the time of admission and agreement made whereby parents will engage this support if the school feels unable to do so.

Partnership

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/educational choice they have opted for their family. Our community embraces the Montessori philosophy and method of education closely whilst paying regard to the overarching principles of the (Early Years Foundation Stage (EYFS) and mapping academic achievement against the National Curriculum All parents are invited to information events to fully acquaint themselves with the Montessori Philosophy and how this is mapped to National curriculum EYFS values

If it becomes clear that a child/family needs a different type of academic /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 education, however decisions may have to be taken for the good of our school community.

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.

Admissions Policy

These policies and statements were adopted by Malton Montessori School

On 04/09/2019

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
Malton Montessori School & Infant Community

Date to be reviewed  
May 2020 & annually thereafter every May

Signed on behalf of the provider

Name of signatory  
Anja Rutter

Role of signatory  
Head Teacher/

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.

Policies V.09-3, 29.1.2019
3. WHAT WE OFFER

MALTON MONTESSORI SCHOOL provides Montessori education and wrap-a-round care for children from five to eleven 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.

On completion of independent school compliance we will offer full time independent Primary education until this point we will offer education services that is permitted by the DfE.

We place at the heart of our Montessori philosophy the values of peace, equality, simplicity, integrity, and respect for the community, these values pervade all that we do, influencing our every day 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.

School offer

This statement was adopted by Malton Montessori School on 14/09/2019.

Date to be reviewed May 2020 & annually 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 which is rigorous challenging and appropriate.

To provide a curriculum that is both flexible and responsive to the needs of children and has scope for parental involvement.

To have high aims and aspirations for every child.

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

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

To organise a high degree of adult/child interaction with continuity of individual attention for children to enhance their cognitive, 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 education and enjoy children; who know the Montessori processes by which children learn and develop; who have skills to facilitate 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, identify and act upon 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

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concern will be brought to the attention of the parents and outside agencies where appropriate.

Aims and Objectives
These policies and statements were adopted by Malton Montessori School on 04/09/2019.

Date to be reviewed: May 2020 & 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:

AIMS AND OBJECTIVES
Ethos

2019 amended YES/NO

VALUING DIVERSITY & PROMOTING EQUALITY POLICIES
British Values
Inclusion
(Supporting children with special needs)
Local Offer

2019 amended YES/NO

SAFEGUARDING POLICIES
Looked After Children
FGM
peer on peer abuse inclusive of upskirting
Prevent
Whistle Blowing
Safer Recruitment
Mobile and Ipad policies
Social Media
Lost child

2019 amended YES/NO

ADMISSIONS
Settling in
Parent Partnership
Finance
Sustainability
Arrivals & Departures
Complaints
Admissions register

2019 amended YES/NO

HEALTH & WELL BEING POLICIES
Eating Ettiquette & Menu
Healthy Eating
Sun Protection
Shade

2019 amended YES/NO

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Malton Montessori School & Infant Community

Enviromental policy
Managing Medicines
Personal Care
Menopause
Bereavement
Sick Child policy
Clinic Room
Diabetes
Defibrillator
1st Aid & Emergency Care
Allergies and Sensitivities

TEACHING & LEARNING POLICIES
Montessori School Day
Transitions
Teaching Mentor Policy
Class Community
Philosophy
Going Out
Curriculum Statement
PSHCE
Pupil Assessment
Guides and Mentors
Screened Activity

SAFETY & SECURITY POLICIES
Children's Records & GDPR
Data Protection
Access & sharing Information
Confidentiality
Site Security
Significant Disaster
Winter Closures
Fire
Risk Assessment
Health and Safety
Use of Protective Gloves & Aprons
Food Hygiene
Electrical Safety and Pat Testing
Reporting an Incident
Children in Transit
Smoking and Vaping
Accessibility plan

STAFFING POLICIES
Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.

Policies V.09-3, 29.1.2019
PROMOTING POSITIVE
BEHAVIOUR & SANCTIONS
POLICIES
Anti-Bullying
Behaviour Book
Close handling
Exclusions

The last staff meeting focussed on policy review was held on
___________________________________________________________________

Staff present
___________________________________________________________________

Any further information:
___________________________________________________________________

Signed _______________________________ Date ______________________

Position __________________________________________________________

Activity Report
This policy/protocol/proforma was adopted by Malton Montessori School

On 04/09/2019
Date to be reviewed May 2020
& annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
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
- Sexual Orientation
- 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 wheel chair or walking aid, as it is situated at ground floor level throughout the Victorian mansion house, the door ways of which are characteristically wide. We have generous parking outside the building which allows for on-site staff & visitor 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, a 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

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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.

Equality & Diversity

This policy was adopted by Malton Montessori School on 18/05/2019. Date to be reviewed May 2020 & annually thereafter every May.

Signed on behalf of the provider

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

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
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.”

Statement of intent
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 British values. We strenuously update our practice according to all current guidelines. 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.

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.

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**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 choices safely via the provision of a safe environment, freedom of movement and speech and empowerment and 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 within our community.

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

7. BRITISH VALUES

This policy was adopted by Malton Montessori School

On 04/09/2019
Date to be reviewed May 2020
& annually every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory (e.g. chair, director or owner) Headteacher / Proprietor

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8. SETTLING IN TO SCHOOL PROGRAMME
Every child is offered a taster/observation programme of at least a week. Parents and carers are very welcome to stay for an initial period during the 1st Day to reassure the child and to give insights to the child’s holistic development thus far.

We welcome and encourage parental input, and see successful child integration as the result of a close partnership between parents and staff.

Parent envolvment
Parents are very welcome to join us for our Open House & Great Lesson Sessions, these orientate children into fields of prospective study and introduce Parents to their child’s cultural curriculum. We host many social occasions throughout each term, these provide parents with valuable insights in respect of the Montessori education, social development and care, whilst giving opportunity to socialise with other families within our School community.

Transfer
We take note of all parental and past school 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 that we help children to build on previously acquired skills and avoids repetition of learning and skills already mastered.

We recognise that these intergration periods are as much for families as they are for the individual child, during these times we give parents information in respect of the day to day running of our School, This includes the location of policies and procedures, particularly relating 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 and how to send the school messages.

Settling In to school programme
This policy was adopted by Malton Montessori School

On 04/09/2019
Date to be reviewed May 2020 & annually, then every May

Signed on behalf of the provider

Name of signatory Anja Rutter

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

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9. TRANSITIONS

The definition of ‘transition’ in our Primary school maybe the move from home to school, parent to facilitator, changes between Children’s House and School environment, class cycle 6-9 & 9-11+ or the next steps to School:

Key Principles
- The rights of the child
- Positive relationships that nurture 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 Programme** where parent and child see School in action and a phased exposure to our school community’s life.

**Sharing information** whereby parents, previous school and teaching staff exchange information in respect of child academic achievement, preferences, holistic development, routines, policies and procedures,

**Daily school community routines** that are supportive, welcoming and provide opportunities for children to use freedom of movement and speech respectfully.

**Detailed observations** that inform reflective individual educational plans allowing each child seamless transitions.

**The criteria** for moving children from Children’s House to our School is not wholly by 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.

**Vertically grouped class communities** allow for individual development and transition, our education is seamless, discussions and consequent actions in respect of transition are made with the input of parents.

Transitions
This policy was adopted by Malton Montessori School
On 04/09/2019
Date to be reviewed May 2020 & 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

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10. TEACHING MENTOR POLICY

All children will be allocated a mentor, a qualified individual either a teacher or guide that takes a particular interest in the child. Mentors are initially allocated but this named individual may change if an appropriate bond is established with another member of staff. The Mentor 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 student's Mentor who will collate accordingly. Parents will be made aware of their child's Mentor via their child's My Montessori Child web pages, Mentors will endeavour where possible to be available for parental discussions on request.

TEACHER /MENTOR POLICY

This policy was adopted by Malton Montessori School on 04/09/2019

Date to be reviewed

May 2020

& annually thereafter every

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director

(e.g. chair, director or owner) Headteacher

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11. CLASS COMMUNITY

Children
Each class spans three years, this is nurturing in so far as each class is a true community. Older children act as role models and leaders. Younger children aspire to work on the same materials used by their older friends, the class community only shifting by a third each year. Children get to know their teachers and guides and a high level of co-operation and mutual respect is fostered. The three year class cycle means that each child is well settled, the first year given over to foundation, the second to exploration and the third to application and mastery.

Teachers and guides
Each class is headed by a Montessori teacher and assisted by trained or training Montessori Guide. The three year class community allows the teaching staff to fully understand how each child learns, their abilities, passions and challenges. 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 Children’s House is staffed by qualified Montessori Practitioners and guides, external students are supernumerary and are not relied upon to make up the required ratios. Lunch times and breaks are covered by teaching staff.

All MALTON MONTESSORI SCHOOL teaching staff are Montessori graduates, where we use trainee Montessori teachers, these are employed as guides (assistants) 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 Atelier is run by our Artist in residence who is an Art graduate specialising in teaching Art within a Montessori context, she uses Reggio Emillia techniques as well as inspiration from the natural environment, flora and fauna. Our STEM Lab is run by an Earth Science Graduate who is also a Montessori teacher, children explore safely all aspects of science including Physics, chemistry, Earth Sciences and Biology. Our Forest school is run by a qualified Montessori Teacher who holds Level 3. Forest school practitioner certificates and assisted by a trainee forest school teacher. Separate Forest school policies are available in the Office. Our Forest school is fully accredited by the FSA.

Class Community
This policy was adopted by Malton Montessori School
On 04/09/2019
Date to be reviewed May 2020

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Malton Montessori School & Infant Community

May
Signed on behalf of the provider

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

12. SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEND)

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
Legal Status:
- Prepared with regard to Early Years Foundation Stage Framework
- Prepared with regard to The Education (Independent School Standards) Regulations 2014
- Prepared with reference to Behaviour and Discipline in Schools (January 2016)

This policy is provided in accordance with the:
- Children and Families Act 2014,
- SEND Code of Practice: 0-25 years (January 2015)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans.
- The Children Act 1989
- Equality Act 2010
- The Special Needs and Disability Act 2001

Applies to:
- Malton Montessori School Infant Community
- Children's House (Early Years Foundation Stage)
- Proposed Primary School

Related Policies:
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Teaching & Learning Policy.

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/teaching collective, as a result of observation identification and assessment, has/have 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 Sonia Gruenfeld) 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 EHC this can only be achieved by continuous monitoring and assessment.

Special & additional needs
Should the MALTON MONTESSORI SCHOOL have a child with Special needs we shall undertake to offer educational provision provided it is within our purview of expertise and resources. If there are insufficient funds to cover needed SEN support, Parents will be asked to fund the shortfall. If parents are unwilling to fund/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 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 school’s purview.

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7. Liaise with next steps schools, ensuring all available information is transferred; i.e. care plans, speech therapy and any previous nursery development records that may form part of a baseline assessment, or contribute to professional assessment.

8. Establish where possible a parent/carer consultation agreement/authorisation allowing Montessori teachers to communicate with next step schools and or 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 is currently one child who has a pending EHCP within the Early years Department

SPECIAL EDUCATIONAL NEEDS
This policy was adopted by Malton Montessori School
On 04/09/2019
Date to be reviewed May 2020
& annually, then every May

Signed on behalf of the provider

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

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13. SEND LOCAL OFFER

Early Years

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

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Policies V.09-3, 29.1.2019
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 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 opportunities 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 anew 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.

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Policies V.09-3, 29.1.2019
Malton Montessori School & Infant Community

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 our mapping and observation documentation and E.Y.F.S history if available.

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 (Sonja Gruenfeld)

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

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
Malton Montessori School & Infant Community

Send (Local Offer) This policy was adopted by Malton Montessori School
On 04/09/2019
Date to be reviewed May 2020 & annually then every May

Signed on behalf of the provider
Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director

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# 14. MONTESSORI PRIMARY SCHOOL DAY

## Routine Sheet

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.30 – 8.30</td>
<td>1st opportunity for drop off; Children arrive for breakfast club, registration, community time/free play.</td>
</tr>
<tr>
<td>8.30 – 11.30</td>
<td>Morning work cycle: (to include the practical activity of clearing away and washing breakfast crockery and cutlery. Class meet together around an ellipse; news is shared, plans discussed and stories and class/group presentations given. Children then refer to their individual school planners selecting and carrying out work for the rest of the morning sessions.</td>
</tr>
<tr>
<td>11.30 – 12.00</td>
<td>Community/independent Care/Free play</td>
</tr>
<tr>
<td>12.00 – 13.00</td>
<td>Lunch</td>
</tr>
<tr>
<td>13.00 – 13.30</td>
<td>Community/Independent Care/Free play</td>
</tr>
<tr>
<td>13.30 – 16.30</td>
<td>Afternoon work cycle: topic/cultural work including STEM lab, Atelier or Forest School Sports. (not an exclusive listing)</td>
</tr>
<tr>
<td>16.30 – 17.15</td>
<td>Booked optional afternoon tea</td>
</tr>
<tr>
<td>17.15 – 18.00</td>
<td>Booked optional after school care comprising of sports, coding club, Arts &amp; craft sessions, outdoor play.</td>
</tr>
<tr>
<td>18.00</td>
<td>Last Evening collection</td>
</tr>
</tbody>
</table>

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

## SCHOOL DAY

This timetable policy was adopted by Malton Montessori School on 04/09/2019. Date to be reviewed May 2020 & annually thereafter every May.

Signed on behalf of the provider Anja Rutter.

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15. EATING ETIQUETTE & 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, young children have age appropriate seating 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.
- We will manage a diabetic diet on request
- 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/ Children’s House 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

MENU
This policy was adopted by Malton Montessori School
On 04/09/2019
Date to be reviewed May 2020
& annually thereafter every May

Signed on behalf of the provider

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

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16. 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 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 and moving away from red meat. 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.

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Malton Montessori School & Infant Community

In the interest of healthy eating and harmony of the community we do not at present support packed lunches other than for medical reasons as it would not be possible to police the lunch content.

Healthy eating policy
This policy was adopted by Malton Montessori School

On 04/09/2019
Date to be reviewed May 2020
& annually thereafter every

Signed on behalf of the provider

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

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17. 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 with OFSTED.

Any significant concerns with regard to Safeguarding/Child Protection will always be shared with the Designated Safeguarding Lead (DSL) (Sam Swift) 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.

This policy was adopted by Malton Montessori School
On 04/09/2019
Date to be reviewed May 2020 & annually thereafter every May

Signed on behalf of the provider
Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director

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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

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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 return to the parents.
Computer documentation is discarded after six months.

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 but then discard these after six months.

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.

(2018)

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:
Malton Montessori School & Infant Community

Name___________________________________________________________(M/F)

Name used by family_______________________________________________

Date of Birth _____________________________ (Age)__________________

Home Address____________________________________________________

_________________________________________________________________

_________________________________________________________________

Tel No _________________________________________

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 ______________________

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Malton Montessori School & Infant Community

Address ________________________________________________________________

_______________________________________________________________________

Tel No. ________________________________________________________________

Mobile No____________________________________________________________

Health Visitor Name ____________________________________________________

Address ________________________________________________________________

Tel No. ________________________________________________________________

GP Name ______________________________________________________________

Address ________________________________________________________________

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

This policy was adopted by Malton Montessori School

On 04/09/2019

Date to be reviewed May 2020 & annually thereafter every May

Signed on behalf of the provider Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.

Policies V.09-3, 29.1.2019
Malton Montessori School & Infant Community

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

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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) O

Pre-School Booster (Diphtheria/Tetanus/Polio) O

Influenza vaccination O

Childhood Ailments

Please tick the appropriate box.

German Measles O Measles O Mumps O

Chicken Pox O Whooping Cough O Scarlet Fever O

Impetigo O Meningitis O Respiratory Syncytical Virus

Asthma O Eczema O Molluscum O

Croup O

Please state and give details of any not previously mentioned
Malton Montessori School & Infant Community

This format/protocol was adopted by Malton Montessori School

On 04/09/2019

Date to be reviewed
May 2020
& annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
Malton Montessori School

Allergies / Food Intolerances

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Other Relevant Details

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

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Role of signatory Head Teacher/ Director

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19. HEALTH AND WELL BEING POLICIES

LEGISLATION The Health and Safety (First Aid) Regulations 1981 set out what employers have to do. Employers must provide adequate and appropriate equipment, facilities and qualified first aid personnel. The Regulations do not oblige employers to provide first aid for anyone other than their own staff, but employers do have health and safety responsibilities towards non-employees. The Health and Safety Commission (HSC) guidance recommends that organizations, such as schools, which provide a service for others should include them in their risk assessments and provide for them. Where first aid is provided for staff and pupils, schools should ensure that:

- Provision for employees does not fall below the required standard
- Provision for pupils and other complies with other relevant legislation and guidance.
- First aiders should complete a Health and Safety Executive approved course every three years.
- Under Early Years Foundation Stage requirements, at least one person on the premises and at least one person on outings must have a paediatric first aid certificate. must be clear from the certificate that the course has covered first aid for children (with the words children, child or paediatric on the certificate).
- All staff who are responsible for children whilst 'Going Out' are issued with their own First Aid kit and these should be taken whenever the member of staff goes off the school premises.
- By providing information as necessary through senior staff as to caring for those with specific health problems.
- It is the school Teachers-guides and Senior Early years practitioners responsibility update all remaining Montessori school staff with any specific individual health care needs of pupils within the school.
- By ensuring that a confidential record on 'My Montessori Child' is available which includes any special medical needs and that this is available to all staff members.

- All teaching staff should make themselves aware of the specific medical needs and disabilities of those whom they teach. By ensuring that a confidential list of children with allergies and severe medical conditions is available in the staff rooms, the office, the clinic Room and the kitchen, and that all staff receive training in the use of Epipens.

- Parents of all new pupils are required to complete Child Health Declaration forms providing a brief health summary, if appropriate. Senior staff will liaise with parents as necessary. Current parents are asked to review and amend this information annually.

The following information must be completed as thoroughly as possible:-

- Parents’ address and telephone numbers including mobile telephone numbers where possible.
- An emergency contact number should both parents be unavailable.

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• Relevant medical conditions and up to date details of treatment. Particularly in the case of asthmatics, please see Asthma Policy

• Signed permission to administer certain over the counter medications, those permitted should be individually ticked and signed on medication forms both prescribed and otherwise (See Administration of Medicines).

• Any changes to a child’s medical status or any essential information should be reported to Senior staff so that the optimum care can prevail.

Glucose testing, Insulin & Glucagon

Some children may have type 1. Or type 2. diabetes, staff must follow our Diabetic Policies.

MENTAL HEALTH

Malton Montessori School is committed to the protection and promotion of Mental Health and Well-being of all members of our community. To this end we will:

• strive to improve the mental health environment and culture of the school & nursery by identifying, eliminating, isolating or mimising all harmful; processes, procedures and behaviours that may cause psychological damage.

• promote mental health throughout our organisation by establishing and maintaining processes that enhance mental health and well-being maintaining this as far as is reasonably practicable.

• embrace fully the child’s need to be strong, resilient and listened to

we achieve the above by creating environments that encourage children to have a strong sense of self worth.

• 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.
Malton Montessori School & Infant Community

- 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

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:

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Malton Montessori School & Infant Community

- 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

HEALTH & WELL BEING POLICIES

This protocol /policy was adopted by Malton Montessori School on 04/09/2019.

Date to be reviewed:
May 2020 & annually thereafter every May.

Signed on behalf of the provider:

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

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20. CHILDREN WITH ALLERGIES AND SENSITIVITIES

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 Epi-pens as part of their Paediatric 1st aid training (PFA)

EPI-PENS/INJECTABLE ADRENALIN DEVICES

Parent will need to supply two in date epi-pens 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.
Malton Montessori School & Infant Community

ALLERGIES & SENSITIVITIES POLICY

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On 04/09/2019
Date to be reviewed May 2020
& annually thereafter every May

Signed on behalf of the provider

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

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21. 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 on the advice of the ambulance service 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 a fully automated defibrillator is situated in the school office.

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On 04/09/2019
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Signed on behalf of the provider
Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director

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22. DEFIBRILLATOR POLICY

The UK Resuscitation Council recommends that Automated External Defibrillators (AED) are situated in areas of higher population flow. Given that the chances of survival decline at a rate of 7-10% with each minute of delayed treatment after a cardiac arrest. A growing lobby of organisations and healthcare professionals are calling for AED’s to be placed in all nurseries, schools and colleges. The use of AED’s is now a mandatory part of all 1st Aid courses.

Malton Montessori School AED is situated in the clinic Room 1st Aid point, off the Atelier corridor

Any staff member who has been trained to use an AED (through the school or externally) may use the machine provided they feel confident and competent to do so. However, in an emergency situation where there is no trained person present, any untrained person may also use the AED and should follow the voiced instruction once opening the lid.

What is an AED?

Ventricular fibrillation is the most common cause of cardiac arrest. This is a rapid and chaotic rhythm leaving the heart unable to contract and therefore unable to pump oxygenated blood to the brain and the rest of the body. De fibrillation is a controlled electrical shock to stop the lethal ventricular fibrillation. The sooner the shock is provided, the greater the chance is of survival. Death occurs within minutes of ventricular fibrillation starting so it is vital that the AED arrives to the casualty within a target of 5 minutes.

The AED is a sophisticated, reliable, safe, computerised device that delivers automated defibrillatory shocks to a person in cardiac arrest. It uses voice prompts to guide the user in the placement of the electrodes, and is suitable for use by both lay rescuers and healthcare professionals.

The AED analyse the casualty’s cardiac rhythm, determine the need for a shock, and then deliver a shock where appropriate. The voice prompts will deliver a step by step guide on what action to take including when to perform manual CPR.

When should the AED be used?

An AED should be applied to any casualty who is unconscious and not breathing.

Sequence of actions when using an AED

1. Make sure the casualty, any bystanders, and yourself are safe from hazards. If two rescuers are present, assign tasks.

2. If the casualty is unresponsive and not breathing:

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• Send someone for the AED and to call 999 or 112 for an ambulance.
• If you are on your own do this yourself; you may need to leave the casualty.

3. Start CPR according to the guidelines for Basic Life Support

4. As soon as the AED arrives:
• Place the AED near the casualty’s head and switch on the AED.
• Attach the electrode pads. If more than one rescuer is present, continue CPR whilst this is done.

**Attaching the electrode pads**

The casualty’s chest must be sufficiently exposed to enable correct electrode pad placement so clothing will need to be opened (buttons) or cut with the scissors. Chest hair may prevent the pads adhering to the skin and interfere with electrical contact. Shave the chest only if the hair is excessive, and even then spend as little time as possible on this. In the AED accessory bag you will find scissors, a razor and a towel to wipe the chest dry enabling good attachment of the pads. The AED pads are labelled and show a diagram for correct placement. With female casualties try to avoid breast tissue by moving the breast aside when placing the electrode pad. Remove wired bras.

Paediatric Casualties Aged 1-8yrs In the AED accessory bag you will find paediatric electrode pads which are recommended for children 1-8 years of age. If these are not available, use the adult pads

Special Circumstances
• If the casualty is in water, move to a dry surface and dry chest.
• If there is a lump/bump (implanted pacemaker), do not place pad over the area. Put the pad on the opposite side.
• In the case of a medication patch in the area, remove it and wipe the skin.
• Follow the voice / visual prompts, Ensuring that nobody touches the casualty whilst the AED is analysing the rhythm.
• 5. If a shock is indicated, ensure that nobody touches the casualty. Continue as directed by the voice / visual prompts.
• 6. If no shock is indicated: Immediately resume CPR using a ratio of 30 compressions to 2 rescue breaths.
• Continue as directed by the voice / visual prompts.
• 7. Continue to follow the AED prompts until qualified help arrives and takes over the casualty starts to breathe normally, or you become too exhausted to continue.
Use of Automated External Defibrillator (AED)

Malton Montessori School AED protocol provides guidelines for the use and care of the Medtronic LIFEPAK CR Plus Automated External Defibrillator (Automatic model).

The AED is applied to patients that are unconscious and not breathing. When electrodes are applied to the patient’s chest, the AED will analyse the heart rhythm and will indicate if the heart has a shockable rhythm. If a shockable rhythm is detected the AED will deliver a shock through the electrodes attached to the chest. Indications for Use. The LIFEPAK CR Plus Defibrillator is indicated for use on patients in cardiac arrest. The patient must be unresponsive (unconscious) and not breathing normally.

With Infant/Child reduced energy defibrillator electrodes, the LIFEPAK CR Plus AED can be used on children up to eight years of age (or 55lbs). These Infant/Child electrodes are located with the AED device.

All Staff Members were instructed as to how to use an AED during their Paediatric 1st Aid course

Location of the AED (Defibrillator) is in the Sick room 1st Aid point situated off the Atelier corridor

Checking the defibrillator

The Defibrillator performs an automatic self-test once a week and each time it is tuned on. On a weekly checks are performed and documented accordingly by a senior staff member:

- Check to make sure the OK symbol is visible.
- Check the Use By Date on the electrode packet which is visible in the upper right hand corner of the clear lid. If the date has passed, replace the electrode packet and the CHARGE PAK.
- Check other supplies that are stored with the defibrillator, Infant/Child electrode pads date and resuscitation kit.
- This format/protocol was adopted by Malton Montessori School
- On 04/09/2019
- Date to be reviewed May 2020
- every May
- & annually thereafter
- Signed on behalf of the provider
- Name of signatory Anja Rutter

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Malton Montessori School & Infant Community

- Role of signatory

Head Teacher/ Director

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23. 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, always stating to a very young child 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.

In the case of older children wishing to walk home, parents must sign and authorisation and disclaimer document. This includes children arriving and departing on bikes, Bikes must be left in the bike rack., Malton Montessori School accepts no liability for any damage sustained whilst on the property.

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

This format/protocol was adopted by Malton Montessori School

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Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director

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24. 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.

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Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
25. 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.

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Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
26. GOING OUT POLICY

MALTON MONTESSORI SCHOOL arranges frequent excursions as part of it’s educational programme, this is of particular relevance to Primary children.

- parents must authorise each trip out
- a risk assessment must be carried out prior to the event to ensure staff are acquired with potential hazards, location of facilities and emergency services.
- A register must be taken at frequent appropriate intervals
- the ratio of two 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
- all children will wear a high visibility vest if appropriate
- a 1st aid kit, mobile phone, water, register, contact numbers including OFSTED help line numbers will be present at all times
- children will be made aware of of talking to unfamiliar adults/children and follow the protocol of ‘Clever never goes’
- staff to complete a check list prior to leaving school

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Date to be reviewed May 2020
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Signed on behalf of the provider

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Role of signatory Head Teacher/ Director

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27. 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 our early years setting

A 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 through out our school. Teaching children to locate a safe space helps later when we 'go out'. Staff talk to children about what to do 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 Primary 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 Ws. 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', we use the protocol of 'Clever Never Goes', we 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 PHSCE 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.

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Policies V.09-3, 29.1.2019
Malton Montessori School & Infant Community

- Statements from all staff will be taken
- Policies and procedures may require amending as a result of a missing child

Lost child policy or procedure

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<tr>
<th>This policy was adopted by</th>
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28. 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.

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

On 04/09/2019
Date to be reviewed May 2020 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
29. 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. Outside 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. We aim to have completed prohibited teacher checks on all of our Montessori Teachers.

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**

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)**

This policy/format/protocol was adopted by Malton Montessori School on 04/09/2019

Date to be reviewed

May 2020 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
30. PROMOTING POSITIVE BEHAVIOUR AND SANCTIONS POLICY

Legal Status:
- Prepared with regard to Early Years Foundation Stage Framework;
- Prepared with reference to Behaviour and Discipline in Schools (January 2016)

Applies to
- Malton Montessori School Children's House(Early Years Foundation Stage);
- Malton Montessori proposed primary School

Related Policies:
- Anti-Bullying Policy;
- Safeguarding Policy
- Exclusions Policy.

Who is this policy for? Staff and volunteers, Parents; External agencies

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 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 to themselves, their environment and to 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 endeavour to 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
- Promote fairness, kindness and generosity of spirit

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

**Child developmental Progress**

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/practitioners. Parents can clearly see their child's development in all Montessori Areas. Boundaries and targets are set by Mentor & Key-workers in unison with parents and child, evaluations are carried out frequently to ascertain whether goals have been met. Teachers and practitioners may meet with parents to discuss further their child's development and may after discussion recommend external help.

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. Senior staff shall ensure that the parents/carers are fully informed of actions taken to modify the child’s unacceptable behaviour and if necessary this will be recorded in the behaviour book.

Corporal punishment (slapping, smacking, shaking or excessively loud remonstration) will never 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.

**Conflict Resolution**

All children are shown how to deal with conflict resolution from an early age.

In our Primary school children are encourage to resolve minor conflicts themselves;

Each class has a class post box where they can post and angry gram, the box is checked once a week and the children may then call a class council meeting at the end of the week, the matter is discussed fully and the children with the guidance of the teacher will address the situation, using carefully crafted words to avoid heated discourse, there may follow reparative sanctions. If the situation continues the matter is referred to the Head Teacher who will initially speak with the parties involved and if necessary inform parents.

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 Infant community will at all times attempt to work with families towards the embedding and maintenance of positive behaviour.

**Behaviour Book**

It is a requirement that all schools have a behaviour book, this lists any unwanted behaviour against the name of the child that warrants notation, the consequences i.e parents are informed /summoned and appropriate action/sanction pathway plan is formulated. Each plan is thoroughly explained to both child and parents, we secure an agreement from parents to support the sanction and we monitor the situation for improvement.

**Exclusions Policy**

**Legal Status:**

- Prepared with regard to Early Years Foundation Stage Framework

**Related Documents:**

- Anti-bullying
- Safeguarding Children - Child Protection Policy
- Promoting Positive Behaviour and Sanctions Policy

There are two types of exclusion; fixed period/temporary or permanent. And are related to serious offences and breaches of conduct and school operation. Both are considered as serious situations and these sanctions are never applied lightly

**Fixed period exclusions**

Where is has been necessary to temporarily remove a child from the class, the child will work alone but under supervision. The reasons for this type of exclusion will be made clear to both parents and child and both recorded in the Behaviour Book. Exclusion should not be confused with a 'cooling of period', this is detailed in our behaviour policy.

Examples of behaviour or action that could bring about a temporary exclusion are:

- taunting or behaviour that may be considered as bullying
- damage to school property/ environment
• disruption to class harmony either verbal or physical

Permanent Exclusions/dismissal

In rare situations, it may be deemed that a child may be better placed within another school particularly in the incidence of pupil/ staff safety and other serious offences.

Serious Offences and Exclusions Serious offences are those that may have a significant impact on the individual pupil or others in the school. If a repeated pattern of behaviour persists, and child actions result in

• extreme or persistent bullying, racism or harassment;
• stealing;
• extreme or persistent violence, actual or threatened, against a pupil or member of staff;
• substances abuse
• sexual abuse, assault or activity
• significant vandalism
• persistent misbehaviour where behavioural sanctions have failed;
• the severe disruption and impact to other children's educational experience

Every effort will be given to support the child and family before such a decision is made.

• Parental co-operation forms part of the contract between the school and all the parents at the school. A refusal to abide by the terms of the exclusion may be considered a breach of contract.

THE SCHOOL ALSO RESERVES THE RIGHT TO EXCLUDE PUPILS ON THE GROUNDS OF NON-PAYMENT OF FEES

Appeals

If parents or guardians wish to appeal against an exclusion they must do so in writing to the Head teacher within one week of the letter notifying the parents or guardians of the exclusion. The Head teacher will establish an Appeal Panel to consider the appeal.

The Appeal Panel

Will consist of three members including an independent person to act as Chair of the Panel.

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The Appeal Panel will normally convene within three weeks of the receipt of the letter requesting the appeal. The parents or guardian may bring a representative to the meeting. The Head teacher will not be a member of the Panel but will be asked to present the supporting facts and materials. All letters and documents relied on by the Head Teacher shall be made available to the parents or guardian prior to the hearing. The parents or guardian or their representative may ask questions of the Principal or may raise any relevant matter for the consideration of the Panel. The Panel may call for any further information it requires. No evidence or argument shall be presented to the Panel in the absence either of the parents or guardian or their representative, or in the absence of the Head Teacher.

At the conclusion of the hearing, the Panel shall retire to consider what recommendation it may make. The Panel may recommend:

- The exclusion is confirmed
- The exclusion is rescinded
- The exclusion be rescinded and replaced with an alternative sanction.

The recommendation shall be communicated to the parents or guardian and the Head teacher.

Every child has a right to confidentiality – it will be kept in the strictest confidence and only disclosed to those who need to know. We appreciate that such sensitive matters must be dealt with in confidence. If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Head Teacher will write again to the parents with the reasons for this decision.

Malton Montessori School

Requires all staff to use positive strategies for handling any unacceptable behaviour by helping children find solutions in ways that are appropriate for their ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

- ensures that there are sufficient resources and activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- supports each child in developing self-esteem, confidence and feelings of competence.
- avoids creating situations in which children receive adult attention only in return for unacceptable behaviour.
Malton Montessori School & Infant Community

- explains the effect of unacceptable behaviour, making it clear to the child that it is the behaviour that is unacceptable, and not the person

When children behave in unacceptable ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately. We provide opportunities for children to learn how to interpret and cope with feelings, listening to them and offering the necessary support to enable them to verbalise their own frustrations, hurts and disappointments. We do not shout or raise our voices in a threatening way to respond to children’s unacceptable behaviour. We do not use techniques intended to single out and humiliate individual children.

Promoting positive behaviour & sanctions Policy
This policy/format/protocol was adopted by Malton Montessori School
On 04/09/2019
Date to be reviewed May 2020
& annually, then every May

Signed on behalf of the provider

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

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
31. ANTI-BULLYING POLICY

Legal Status:
- The Education (Independent School Standards) (England) Regulations 2014,
- Education and Inspections Act 2006, Section 89;
- The Equality Act 2010; Children Act 1989;
- Malicious Communications Act 1988;

Applies to:
- Malton Montessori Children's house (Early Years Foundation Stage)
- Malton Montessori Primary School

Related Documents:
- ICT Abuse (including Cyber-Bullying) Policy;
- Anti-Bullying Parents Sheet;
- Anti-Bullying Code;
- Worry Procedure;
- Behaviour Policy;
- Exclusion Policy;
- Equality And Diversity Policy;
- Equal Opportunities Policy
- Safeguarding Policy
- ICT & Technology Policy
- PSHE Policy.
- Peer to peer abuse/upskirting

Who is this policy for?
- Staff and volunteers;
- Parents;
- External agencies.

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
Malton Montessori School & Infant Community

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 necessary 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 grievance 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 remains 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 in the behaviour book, 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/ damage etc." and this is then applauded, *i.e. well done for thinking of a way forward*.... The staff member and child draw up a pathway for social improvement, this is all done without a raised voice, in this way the child is given a pathway forward to make amends, without a fear of verbal rebuke.

Often an independent practical task is given to the child, who inflicts damage, this distracts and breaks an unwanted cycle of behaviour that may be harming or destructive. The child thus employed is doing something useful, has productive time out, time for reflection and is involved in restorative justice / repair.
If a child has repeated behaviour issues these are recorded in the Behaviour book and the child is given the opportunity to make good. Children who repeatedly single out others for physical or mental abuse, despite interventions will after an exhaustive analysis have their education terminated at the school. This action will only be taken in extreme situations or all available pathways have proven to be ineffective.

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 persistent 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.

- Kidscape: Bullying advice and parents helpline 08451 205 204

Anti-Bullying Policy

This policy/format/protocol was adopted by Malton Montessori School on 04/09/2019
Date to be reviewed May 2020 & annually thereafter every May

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
31.1 Peer on peer abuse

Introduction

Keeping Children Safe in Education 2016, revised in 2018 &,2019 states that ‘Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with’.

The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, ‘Governing bodies, proprietors and school or college leaders should ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide.

Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the best interests of the child at their heart.’ While it is recommended that Peer on Peer abuse is part of the Child Protection Policy, due to the sensitive nature and specific issues involved with peer on peer abuse we have completed this separate policy guidance document.

At Malton Montessori School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child’s emotional and mental health and well-being.

Purpose and Aim

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues. At Malton Montessori School we have the following policies in place that should be read in conjunction with this policy:

- Anti-Bullying Statement
- Child Protection Policy
- Online Safety Policy

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Introduction to abuse and harmful behaviour

Abusive behaviour can happen to children in schools. It is therefore crucial to consider what abuse in our school might look like, how we can manage it and what type of support/intervention could be put in place to meet the needs of the individual. In addition we need to give consideration to preventative strategies to minimise the risk of further harm. Abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched / assaulted and up-skirted. Boys being subject to initiation/hazing type violence (KCSIE, 2018). It is important to consider the forms abuse may take and the subsequent actions required.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.) Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.) Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual
language, inappropriate role play, to sexually touching another or sexual assault/abuse.

**Bullying** (physical, name calling, homophobic etc.) Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.

Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

**Cyber bullying** (potentially more likely but not exclusively by older children than those who attend our school) Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

**Initiation/Hazing** Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.
Prejudiced Behaviour The term prejudice-related bullying refers to a range of hurtful behaviours, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised. It is connected with prejudices around belonging, identity and equality in the wider society i.e. prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm. It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten.

It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

Gather the Facts: Speak to all staff who were present and children dependent on age and understanding, using consistent language and open questions. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, ‘where, when, why, who’. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

- Track evidence through observations and incident reports.
- Consider the intent (begin to Risk Assess)
- Has this been a deliberate or contrived situation for a young person to be able to harm another?
- Can you define a trigger?
- Are staff members consistent with behaviour management?
- Are all new staff informed of the circumstances and required amount of supervision?
- Are the parents working together with the setting on using the same strategies? And are the parents consistent at home?
Decide on your next course of action If, from the information gathered, we believe any young person to be at risk of significant harm we will make a safeguarding referral to North Yorkshire’s Children’s Services immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next we will be informed about our next steps.

Informing parents If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If social care/police are not going to be involved then equally, this information may need to be shared with the parents. The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another. The same procedures should be followed when dealing with sibling on sibling abuse.

Points to consider:

- What is the age of the children involved?
- How old are the young people involved in the incident and
- is there any age difference between those involved?

(In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise (see following)

- Where did the incident or incidents take place?
- Was the incident in an open, visible place to others?

If so

- was it observed? If not, is more supervision required within this particular area?
- What was the explanation by all children involved of what occurred?
- Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved?
- Is the incident seen to be bullying for example, in which case regular and repetitive?
- Is the version of one young person different from another and why?

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• What is each of the children’s own understanding of what occurred?

• Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch?

• Is the young person’s explanation in relation to something they may have heard or been learning about that has prompted the behaviour?

• Is the behaviour deliberate and contrived?

• Does the young person have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children’s Services Social Care.

Replication

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has been harmed What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future.

If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required. Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently. If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have

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been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary.

Particular support from identified services may be necessary through a strengthening families/early help referral and the young person may require additional support from family members. Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying.

In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service).

If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

- The school may also choose a punishment as a consequence such as exclusion (always a last resort) or internal exclusion /inclusion /seclusion for a period of time to allow the young person to reflect on their behaviour. After care It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

Preventative Strategies

It is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way. Firstly, and most importantly for Malton Montessori school, is recognition that peer on peer abuse can and will occur in any setting even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in
supporting young people to talk about any issues and through sharing information with all staff.

This is supported by ensuring that Malton Montessori School has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This is strengthened through a strong and positive PHSE/Cultural curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another.

In order to create such an environment, regular whole staff training and CPD around abusive behaviours and talking to young people in a way continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as ‘banter’ or ‘growing up’ or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice. It is important that signposting is available to young people in the event that they don’t feel confident raising an issue to staff or a peer.

Brook’s Sexual Behaviours Traffic Light Tool Behaviours: age 0 to 5 All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary. What is a green behaviour? Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices.

What can you do?
Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours
• Holding or playing with own genitals
• Attempting to touch or curiosity about other children’s genitals
• Attempting to touch or curiosity about breasts, bottoms or genitals of adults
• Games e.g. Mummies and daddies, doctors and nurses
• Enjoying nakedness
• Interest in body parts and what they do
• Curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A
potential concern due to activity type, frequency, duration or context in which they occur.

**What can you do?**
Amber behaviours signal the need to take notice and gather information to assess the appropriate action. Amber behaviours
- Preoccupation with adult sexual behaviour
- Pulling other children's pants down / skirts up / trousers down against their will
- Talking about sex using adult slang
- Preoccupation with touching the genitals of other people
- Following others into toilets or changing rooms to look at them or touch them
- Talking about sexual activities seen on TV / online

**What is a red behaviour?**
Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.

**What can you do?** Red behaviours indicate a need for immediate intervention and action. Red behaviours
- Persistently touching the genitals of other children
- Persistent attempts to touch the genitals of adults
- Simulation of sexual activity in play
- Sexual behaviour between young children involving penetration with objects
- Forcing other children to engage in sexual play

Powered by TCPDF (www.tcpdf.org) Behaviours: age 5 to 9 and 9 to 13
All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

**What is a green behaviour?** Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.

**What can you do?** Green behaviours provide opportunities to give positive feedback and additional information.

**Green behaviours 5-9**
- Feeling and touching own genitals
- Curiosity about other children's genitals
- Curiosity about sex and relationships, e.g. Differences between boys and girls, how sex happens, where babies come from, same-sex relationships sense of privacy about bodies
- Telling stories or asking questions
- Using swear and slang words for parts of the body

**Green behaviours 9-13**
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Malton Montessori School & Infant Community

- Solitary masturbation
- Use of sexual language including
- Swear and slang words
- Having girl / boyfriends who are of the same, opposite or any gender
- Interest in popular culture, e.g. Fashion, music, media, online games, chatting online
- Need for privacy consensual kissing, hugging, holding hands with peers

What is an amber behaviour?
Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do? Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 5-9
- Questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- Sexual bullying face to face or through texts or online messaging • Engaging in mutual masturbation
- Persistent sexual images and ideas in talk, play and art
- Use of adult slang language to discuss sex

Amber behaviours 9-13
Uncharacteristic and risk-related behaviour, e.g. Sudden and / or pro- vocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- Verbal, physical or cyber / virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- Exhibitionism, e.g. flashing or mooning
- Giving out contact details online viewing pornographic material
- Worrying about being pregnant or having sexually transmitted infections (STIs)

What is a red behaviour? Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.

What can you do?
Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9
- Frequent masturbation in front of others
- Sexual behaviour engaging significantly younger or less able children
- Forcing other children to take part in sexual activities
- Simulation of oral or penetrative sex

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- Sourcing pornographic material online

**Red behaviours 9-13**
- Exposing genitals or masturbating in public
- Distributing naked or sexually provocative images of self or others
- Sexually explicit talk with younger children
- Sexual harassment
- Arranging to meet with an online acquaintance in secret
- Genital injury to self or others
- Forcing other children of same age, younger or less able to take part in sexual activities
- Sexual activity e.g. oral sex or intercourse
- Presence of sexually transmitted infection (STI) • Evidence of pregnancy 22

This is intended to be used as a guide only. Please refer to the guidance tool at https://www.brook.org.uk/our-work/the-sexual-behaviours-trafficlight-tool for further information Print date: 01/10/2015

**Policy**

Malton Montessori School will continue to have a blanket ban on Mobile phones for its pupils with the exception of those devices used for medical purposes. i.e. remote Glucose monitoring. Children found to have a mobile will surrender it, the device will then be locked into a cabinet until parents arrive to collect them. All parents and children will be counselled as to the criminality of the offence. Any child found to have used a device to upskirt will be recorded into the schools behaviour book,. Parents will be informed and the victim will be viewed as experiencing sexual harrassment. Support will be given to the victim inline with Malton Montessori schools's peer on peer abuse policy. The perpetrator (s) will be counselled and any actions will be made in accordance with police guidance.

**Support for Young People:**

Local and National Yorkshire Children and Young People’s Independent Sexual Violence Advisors (ChiIVAs) provided by IMARA provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChiSVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim. www.imara.org.uk/aboutus/chisva-service
- Child and Adolescent Mental Health Services (CAMHS) www.northyorkshirecare.nhs.uk/cahms
- Rape Crisis Centre's can provide therapeutic support for children over 13 who have experienced sexual violence. www.nottsssvss.org.uk
- Internet Watch Foundation

**Upskirting**

Upskirting is now a criminal offence

Since 12 April 2019, upskirting has been a criminal offence in England and Wales.

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Due to upskirting now being classified as a crime, KCSIE 2019 has been updated to include it as an example of peer on peer abuse.

Upskirting is described in the following way by KCSIE - “Upskirting typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm”.

A communication box is available so that young people can seek their own solutions should they wish to. In the same way external services or support programmes are brought in to talk to young people about specific issues in support of the prevention of peer on peer abuse

- Finally, it is useful to ensure young people are part of changing their circumstances and that of the procedures within schools. Our class community debates allow and pupils to voice their opinions, encouraging them to support changes and develop ‘rules of acceptable behaviour’ will go far in helping to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.

References
Whatis.com http://whatis.techtarget.com/definition/cyberbullying
New Choices Inc http://newchoicesinc.org/educated/abuse/TDV/def
This is abuse campaign
Stop bullying.gov
http://www.stopbullying.gov/what-is bullying/definition/index.html#types

Peer on peer abuse Policy

This policy/format/protocol was adopted by Malton Montessori School
On 04/09/2019
Date to be reviewed May 2020
& annually thereafter every

May
Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
32. 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 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

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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 have 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.

SUSTAINABILITY POLICY

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

On 18/05/2017
Date to be reviewed May 2018

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Policies V.09-3, 29.1.2019
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 Designated Safeguarding lead.

**CLOSE HANDLING POLICY**

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

Signed on behalf of the provider:

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

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**34: SAFEGUARDING CHILDREN POLICY**

*Malton Montessori School* is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
Safeguarding children and child protection  
(Including managing allegations of abuse against a member of staff)

Our DSL (Designated Safeguarding Lead) Sam Swift is responsible for the school and Nursery's safeguarding commitments. Sam holds a Level 3 safeguarding certificate

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: Miss Sam Swift

We ensure all staff are familiar with our safeguarding policies and procedures and how these conform to Government requirements. Each member of staff holds either a Level 3 or 2. Safeguarding certificate 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 this was obtained and by whom

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Prohibited teacher checks

- 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 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’ (MG 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

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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 with the 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 using the vulnerability check list (threshold), if positive the NYSCB will be informed.

Parents and carers are told that we cannot keep secrets.

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;
- 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. We may also use the NYSCB vulnerability check list and or call the professionals help line:

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

We explain to parents and carers that we cannot keep secrets.

**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.

**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, or anyone working on the premises occupied by the setting, has abused a child

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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 children’s 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
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.

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
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

*Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.*
Secondary legislation
Further Guidance
- Working Together to Safeguard Children (revised MG 2015)
- Keeping Children Safe in Education September 2019
- What to do if you are Worried a Child is Being Abused (practitioners) (MG 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 (MG 2007)
- Information Sharing: Guidance for Practitioners and Managers (MG 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

CHILD SAFEGUARDING POLICY
This policy/format/protocol was adopted by Malton Montessori School
On 04/09/2019
Date to be reviewed May 2020
& annually, then every May

Signed on behalf of the provider

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

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
35. 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 co-ordinator (Sam Swift).

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 Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
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 on the Education of Children and Young People in Public Care (DfE 2000)

Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)

Supporting Looked After Learners – A Practical Guide for School Governors (DfES 2006)

LOOKED AFTER CHILD POLICY

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

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
36. 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. Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
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.

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 lead 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

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
Malton Montessori School & Infant Community

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

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

On 04/09/2019
Date to be reviewed May 2020 & annually every May

Signed on behalf of the provider

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

37. Changes that must be notified to Ofsted

Malton Montessori will notify Ofsted of:

- 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

- 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 teaching or child care

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

May 2015

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 (Miss Sam Swift) 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.

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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.

Contacts
During Office Hours contact: Advice and Referral speak to the Team Manager
CHILDREN AND FAMILIES’ SERVICE Customer Service Centre By Phone: 01609 780780 EXT.2.

Email: children & families@northyorks.gov.uk
Outside Office Hours
Emergency Duty Team (for evenings, weekends and bank holidays): 01609 780780 Further details can be found at the following address:
https://www.northyorks.gov.uk/contact-us-out-hours

PREVENTION SERVICE
(advice and support)

Area Prevention Managers
East Whitby & The Moors Diane Leith 01609 533895
Ryedale Stuart Davidson 01609 534462
Scarborough Town Liz White 01609 797464
Scarborough South & Filey Simone Wilkinson 01609 533435

NORTH YORKSHIRE POLICE 101 (Ask for the Serious Crime Team in your area)

OFSTED: Piccadilly Gate, Store Street, Manchester, M1 2WD. Tel: 0300 123 1231 Email: enquiries@ofsted.gov.uk

A written confirmation of the referral must be completed and submitted within 24 hours. Where possible, North Yorkshire Children and Young People’s Service request that you use their “Universal Referral Form” to ensure that all relevant information is provided to ensure that the referral can be progressed as effectively as possible.

Safeguarding Unit

Safeguarding / Designated Officers for Managing Allegations (LADOs)

North / White Horse / Coast

Karen Lewis 01609 534200 07715 540711
Dave Peat 01609 535646 07814 533363
Please also refer to the Whistle blowing policy.

A referral should be sent to the Local Authority Designated Officer (LADO within one working day using the LADO Referral Form, giving as much detail as possible. Completed LADO Referral Forms should be emailed using secure mail (e.g. gcsx, pnn, cjsm, etc.) to safeguardingunit@northyorks.gcsx.gov.uk

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)
38. CHILD SAFEGUARDING (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 Sam Swift 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).

CHILD SAFEGUARDING PROCEDURE (PHYSICAL INJURIES) POLICY

This policy/format/protocol was adopted by Malton Montessori School on 04/09/2019

Date to be reviewed May 2020 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
39. 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.

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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 Children’s 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 04/09/2019
Date to be reviewed May 2020
& annually thereafter every May

Signed on behalf of the provider

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

40. MOBILE PHONE POLICY

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
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 must preferably leave their phones in their cars alternatively they must be placed in a locked cupboard in an appropriate office, staff must leave them in a pocket or take them into class/play rooms

- 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 school/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 land-line 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

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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**

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**Signed on behalf of the provider**

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

**Role of signatory**  
**Head Teacher/ Director**

### 41. I-PAD POLICY

*Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.*
Introduction
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 iPads 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: 001382556238 My Montessori Child is registered in accordance with the Data Protection Act with the Information Commissioner's Office (Registration Z3311745).

My Montessori Child Quick Books
Invoicing system that interfaces directly with my Montessori Child, using the same safety features as above

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

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Malton Montessori School & Infant Community

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 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 Ipad
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
Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
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Relevant Teachers and Guides will continue to sign up for NYSCB (North Yorkshire's Safeguarding Children Board's E-safety awareness or relevant 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
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.

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

On 04/09/2019
Date to be reviewed May 2020
& annually thereafter every

Signed on behalf of the provider

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

42. SOCIAL MEDIA

The school recognises that Social media plays an important part in marketing the school, nursery and its outreach services. We also acknowledge that social media affects and influences the lives of many people, however, staff are strongly advised to think carefully when using social networking.

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- Staff may not divulge any details pertaining to the running of the school 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 for front 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 Head teacher.

- 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 or Infant Community.

- 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 Head teacher as soon as possible.

SOCIAL MEDIA POLICY
This policy/format/protocol was adopted by Malton Montessori School
On 04/09/2019
Date to be reviewed May 2020 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
43. 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 Whistle blowing Policy is intended to encourage and enable employees and others to raise such concerns within the School & Infant Community 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 Infant Community.

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 whistle blowing 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 Whistle blowing 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.
Malton Montessori School & Infant Community

- Contributes to a safeguarding risk involving children in the care of the School or Infant Community.

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 whistle blowing. 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.

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
How to raise a concern (for employees)

As a first step, you should normally raise concerns with a senior member of staff. 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 Head teacher. If your concerns include the Head Teacher than the issue should be referred to the LADO.

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:**

Head Teacher Anja Rutter 01653 696232

Designated safeguarding Lead (DSL) Sam Swift

Deputies James Rutter, Sam Swift, Kerry Ward

**Local Authority**

North Yorkshire Safeguarding Children Board NYSCB
Telephone: 01609 534147 or 01609 535187

**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)
\textit{Malton Montessori School & Infant Community}

- 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

\textbf{Further Guidance}

- Working Together to Safeguard Children (revised MG 2013)
- What to do if you’re Worried a Child is Being Abused (MG 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 (MG 2007)
- Information Sharing: Practitioners’ Guide (MG 2006)

\textbf{WHISTLE BLOWING POLICY}

This policy/format/protocol was adopted by \textit{Malton Montessori School}\n
On 04/09/2019

Date to be reviewed May 2020

\textit{May} & annually thereafter every

Signed on behalf of the provider

\textbf{Name of signatory} \textbf{Anja Rutter}

\textbf{Role of signatory} Head Teacher/ Director

\textit{Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.}
44. PARENT IN PARTNERSHIP POLICY

We accept the role 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 & Infant Community: 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 & Infant Community 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 fulfill these aims:

- We ensure that the existence of our School and Infant Community is widely advertised in places accessible to all sections of the community.

- We ensure that our School & Infant Community 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 website 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.

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
• 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 enrichment 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.

PARENT IN PARTNERSHIP POLICY
This policy/format/protocol was adopted by Malton Montessori School

On 04/09/2019
Date to be reviewed May 2020 & annually thereafter every May

Signed on behalf of the provider

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

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
45. FINANCE POLICIES

Parents and carers are invoiced termly/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 for 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 04/09/2019. The policy is to be reviewed on May 2020 and annually thereafter every May.

<table>
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*Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.*
46. PHILOSOPHY, TEACHING AND LEARNING POLICY

Legal Status:

- Prepared with regard to Early Years Foundation Stage Framework
- Montessori Primary Curriculum (Soaring High 2018)
- Prepared with regard to the Education (Independent School Standards guidance April 2019.

Applies to:

- Malton Montessori School Children's house (Early Years Foundation Stage);
- Proposed Primary School.

Related Policies:

- Teaching and Learning Policy
- S.E.N.D. Policy
- E.A.L. Policy
- Equality and Diversity Policy

Who is this policy for? • Staff and volunteers; • Parents; • External agencies.

MALTON MONTESSORI SCHOOL is a School & Infant community that embraces the Montessori approach to education, as closely as possible to Maria Montessori’s original intentions. The basis of the approach is to encourage each child to discover their fullest potential via purposeful independence. We do this by offering carefully prepared environments in which a child may learn about the world with curiosity and fervour. Our learning community enables children to live life adventurously letting their lives speak in terms of their passions and interests

Using the Montessori areas of learning of:

Practical life

Simple everyday activities that build with maturity. They are the foundation to all the 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. Children of all ages are encouraged to use these materials i.e. a young three year old may perfect pouring skills and in so doing gain experience with eye/hand co-ordination, discover capacity, volumes and basic fractions whilst using language that supports mathematical learning. They may work with an eye dropper which in time will aid scientific methods when working with solutions and titration. Practical Life

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
activities span all age groups, our primary children hone high end practical skills such as learning how to use a sewing machine or a search engine safely. These practical skills learnt are purposeful and life changing, the oldest children having the confidence to select their own research trips, arrange travel, organise food requirements, whilst focussing on purpose and academic outcomes.

Sensorial Learning

An area of learning that refines the senses, introducing basic intellectual concepts in a very methodical but tangible way, allowing the child to be simultaneously knowledgeable and creative. Young children gain practical experience with pairing, grading and seriation this aids concrete understanding of dimension: mass, weight, shape, length. Experience with colour, texture, temperature, smell and taste leads to cultural and scientific discovery. Older children revisit materials in more abstract ways, combining the concrete with written formulae in respect of mass, fractions, volume & cubing, area & squaring eventually understanding the rudiments of algebra.

Mathematical Development

This area of learning starts from the foundation stage with tangible experience with number, quantity, counting and basic number operation and leads to abstraction and more complex understanding at the age of eight or nine. The 4-7 child learns the decimals system simultaneously gradually layering up skills with large number operations, these hold no fear to the child who has held hundreds and thousands in his hands from an early age. The older child sees beauty in number having experienced patterns and sequences in a multi sensory way since early childhood. These early experiences allows for a more fluid creative understanding of mathematics.

Language, Literacy & Communication

We foster basic communication skills from an 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 as well as visits to local theatre productions. Montessori children often learn how to write before they read initially using a large moveable alphabet and then progressing to the use of writing implements. Using the Montessori Materials we introduce children to phonics, gradually building up phonetic awareness, we show them how to compressing sounds into words and finally words into phrases and sentences until the child reads her first book. Grammar features early in the form of simple Montessori games; children name objects using nouns, hide the teddy using prepositions, move enthusiastically and precisely whilst learning-verbs adverbs and adjectives. Older children build on these grammatical foundations they learn to analyse words and then sentences, this enriches their writing and spoken language leading to greater understanding and creativity.

Cultural Development

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
Cultural study including the humanities, arts and sciences, introduces the child to the wider world... Montessori schools uniquely teach the child from the big picture of the formation of the universe, working forward to present day, consequently it would not be odd for a young child to be as familiar with the planets as their immediate locale. A strong appreciation of the interconnectivity and fragility of the planet on which we live is connected with the child's individual responsibility as a citizen and custodian 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. Many aspects of scientific study including Biology, Physics and Chemistry 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, our school also uses the Reggio Emilia approach to art and creativity and has a fully equipped atelier that accommodates the development of creative skills. Children explore and are encourage to use recycled materials to further their creativity. STEM (science, technology, engineering and mathematical) skills are introduce to our youngest children, they construct and code from three using educational robots and move forward to more ambitious IT skills using Osmo and raspberry Pi.

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 at our school 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. We prepare both indoor and outdoor environments, giving children the scope to work in all areas physically. Outside the children have many discovery opportunities. We recognise that for discovery to be productive it has to be freely chosen with as few adult interventions as possible. We pay regard to the Chief Medical Officer's guidance in respect of physical activity and aim to provide opportunity for at least three hours of physical activity per full day. www.gov.uk/government/publications/uk-physical-activity-guidelines.

PSHCE

Running throughout all our 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 and well being. However freedom should not be considered as activity without licence, our school aims to teach all children that freedom is always within limits and is achieved through the individual's sense of inner discipline. Achieving this allow them to become valued, responsible members of both the school and global communities. We introduce them to many areas of PSHE through real-life experiences and often these crop up during the course of their school week. i.e. when a friend is discovered to be diabetic, they learn what
happens to the body when it cannot process sugar, they learn first hand from the child themselves and those who support him. When conflict arises they learn how to solve this by careful discussion and mediation within the class group. They appreciate the merits of living in a democracy when child shares experiences of a home country that is in political turmoil.

**Opportunity:**
- Investigation and problem solving
- Research
- Small group work
- Paired work
- Independent work
- Whole class
- Asking and answering questions
- Use of the computer
- Going to places that supports study
- Creative activities
- Music
- Debates, role plays and oral presentations
- Designing and making things
- Participation in athletic or physical activity
- Digital media

**Assessment: Please refer to assessment policy**

**Monitoring and review**

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in child study, developments in technology or changes in the physical environment of the school.

**The Developing Child's Needs.**
We measure the child’s development against Montessori’s planes of development, these are three year spans where children generally acquire new skills and characteristics.

In our school we are primarily concerned with the 1st two planes, more precisely the latter years in plane 1, and the entire 6-12 plane period.

During this time the child acquires many skills and competencies that are utilised within the school environment to progress development both in cognitive and a social sense. Teachers promote and encourage these times of sensitivity by preparing the classrooms in such a way as to exploit developing interests and dispositions.

The child in the 1st plane often has a fascination for language and this need is met and encouraged with an environment rich in language opportunities, consequently children are keen readers and will read for pleasure. We experience little or no difference in reading uptake between genders.

In the second plane the child's imagination soars and with this the path to abstraction is trod, often manifesting in mathematical ability. Social learning is enhanced with the onset of justice and morality, we debate ethical and
Malton Montessori School & Infant Community

social issues, we join external and online groups that promote awareness of our planet and its challenges.

During Plane 2. The school walls are no longer enough and children explore beyond these boundaries to sate their need for answers. We initiate a regular cultural 'going out' programme which is eventually co-ordinated by the children themselves, their destinations determined by study interest. In this way we keep learning fresh and dedicated to the individual child.

All the time the child is developing physically; we ensure that we have plenty of outdoor pursuits to harness their energy, putting this to good use and promoting growth both in mind and body

TEACHING, LEARNING GROWING POLICY/PHILOSOPHY

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

On 04/09/2019

Date to be reviewed May 2020 & annually, then every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
47. 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 self chosen activity is, 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'.

Auto 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.

Mapping Progress

We have recently acquired a mapping and observation tool plus associated training, this has been produced by Soaring High Montessori School in Essex. This document maps the child's Montessori education against the National Standards

Examinations and tests

Our School does not follow the National Curriculum nor does it employ examinations and rigorous testing as a means of assessment. Children independently participate in weekly self challenge sheets (folens) in maths and spelling, these centre on work they have already underpinned using the Montessori materials and consequently they represent no anxiety. The Folens sheets also act as a slightly more formalised introduction to the testing culture of senior schools.
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' and our Mapping Document, as our pupils pass through the Foundation Stage we anticipate the use of either 'Flex', The Transparent Classroom' or My Montessori Child 2. 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 gradually over time increases 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. Older children keep a diary of their daily activities marking off mastered skills and competencies against a printed flow sequence with regard to mathematics and language studies, this enables the child to see progress and direction. Each child's flow sequence is mutually reviewed at the teacher /student Friday reflection alongside actual work achieved. Children and teachers choose new activities

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according to child interest and need, which maybe revealed by discussion, work completed and diary entries. This planning and assessment cycle is repeated throughout each term and offers the child stability, challenge and a healthy degree of autonomy. Observations are made visible each week, so children may share progress with parents. Each term the child alongside the teacher feeds back to parents in the form of a family/teacher consultation,. 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.

School Accreditation, 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. If a child is assessed as having dyslexia, dyscalculia, or dysgraphia, we will refer the child to a therapist that deals with ameliorating these issues: We will be referring to the peripatetic service: Lyne by Lyne.

Pupil Assessment Policy

This policy/format/protocol was adopted by Malton Montessori School On 04/09/2019
Date to be reviewed May 2020 & annually, then every May
Signed on behalf of the provider
Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director

48. TELEVISION & SCREENED ACTIVITIES

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
Recent Neurological, Educational and Social studies have strongly indicated that the over use of television and other screened activities are detrimental to a child's cognitive and social development. Causing: rapid eye movement, reducing social interaction and physical activity,

Children's House (Pre-primary)
Children in our Nursery Department do not use screened activities as we feel that it is more appropriate to concentrate on verbal communication. We do use a programmable robot to introduce basic coding, this has no screen.

School
Whilst we do use screened resources in our school, we do so responsibly;

- children use children's search engines enabling research
- digital microscopes for visualising small objects
- design packages to further ICT design projects
- carefully selected programmes that teach basic coding.

All screened activities are only introduced after the basic concepts have been covered using Montessori materials. We require all children to have reached a level in their journey to abstraction that will not be hampered by using screened technology. We ask all parents/carers to support us with this stance.

TELEVISION & SCREENED ACTIVITIES
This policy/format/protocol was adopted by Malton Montessori School
On 18/05/2019
Date to be reviewed May 2020 & annually, then every May

Signed on behalf of the provider

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

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49. CLASSROOM ENVIRONMENT POLICY

In addition to the environmental policies listed within the personnel section, this policy details 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

Our school endeavours to recycle where at all possible, we are committed to the environment and continue to reduce as much single use plastics as practicable. We 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 the 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.

ENVIRONMENTAL POLICY

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

On 04/09/2019

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
**Malton Montessori School & Infant Community**

**Date to be reviewed**
May 2020
& annually, then every May

**Signed on behalf of the provider**

**Name of signatory**
Anja Rutter

**Role of signatory**
Head Teacher/ Director

*Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.*
50. SCHOOL 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.

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

On 04/09/2019
Date to be reviewed May 2020 & annually, then every May

Signed on behalf of the provider

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

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
51. MANAGING MEDICINES POLICY

The Senior Staff must be informed of any medication brought into the School or Nursery as it must be registered in the medications book and stored appropriately. All such items must be clearly labelled with the child’s name, the dosage and its frequency, medication will only be given if prescribed or advised by a doctor.

Medications must only administered by a qualified member of staff and must be witnessed by another registered member of staff and signed as such 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 or fever 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, prescribing diagnosis will play a key part in these decisions.

MEDICATION POLICY
This policy/format/protocol was adopted by Malton Montessori School
On 04/09/2019
Date to be reviewed May 2020 & annually, then every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
52. 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 whilst in education. These plans are often drawn up by health professionals, who are either currently or have previously been involved with the 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 an Educational health plan providing staff; have the appropriate experience and training that is 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 before education continues or commences.

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

On 04/09/2019
Date to be reviewed May 2020
& annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
53. 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

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

On 18/05/2019
Date to be reviewed May 2020 & annually, then every May

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

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54. 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 diarrhoea, vomiting, 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 always influenced by specific G P’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 School, or there is a risk of infection to others. In line with school compliance requirements we now have a clinic room (temporary sick room) for children who become ill whilst here at school, children will be transferred here to wait for parents or relatives to collect them.

The clinic room offers a quiet comfortable space with bed and hygiene facilities and is better suited for sick children, however this room is used for short waiting periods only and requires sanitising to prevent cross contamination after each occupancy. A cleaning tariff of £15.00 is levied for times when the room has to be decontaminated due to diarrhoea or vomiting, this charge is added to monthly invoices of those children who have required isolation in respect of sickness and or diarrhoea.

The clinic room is the venue for our most comprehensive collection of 1st Aid facilities and medicine fridge, it also houses our defibrillator. All our staff are both Paediatric, Adult and AED 1st Aid trained, this commitment is updated regularly in line with regulations.

The child is comforted by a member of staff until the parent arrives. We believe that sick children need their parents more than they need us. To this end every effort will be made to locate parents so children may go home to recover.

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 school/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 school 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 Head teacher or deputies.

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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.

SICK CHILD POLICY
This policy/format/protocol was adopted by Malton Montessori School
On 18/05/2019
Date to be reviewed May 2020
& annually, then every May
Signed on behalf of the provider
Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director

55. SUN PROTECTION POLICY
Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
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.
56. 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 sun protective clothing during the summer term.

Uniform

Children are required to wear a polo shirt/sweat shirt which is worn in conjunction with a summer pinafore, skirt 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.
Malton Montessori School & Infant Community

- Families and visitors are encouraged to use a combination of these sun protection measures when attending and participating in outdoor activities.

- 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.

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

On 18/05/2019
Date to be reviewed May 2020
& annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
57. 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 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

Personal Care & Assistance Policy
This policy/format/protocol was adopted by Malton Montessori School

On 04/09/2019
Date to be reviewed May 2020 & annually, then every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
58. 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 2018))

The Information Commissioners Office accept that there are certain 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.

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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.

OFSTED may enter our record system whenever they choose in the capacity of overseeing our safeguarding arrangements or if they have reasonable belief that children may be at risk of harm.

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.

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

On 04/09/2019

Date to be reviewed May 2020 & annually, then every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director
59. The Complaints Policy & Procedure

Legal Status:
This policy details the manner in which complaints are handled and is produced in accordance with:

- The Education (Independent School Standards) Regulations 2014
- The Early Years Foundation Stage statutory requirements.
  [http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-yearsfoundation-stage-eyfs]

Applies to: all provision at Malton Montessori School, including The Children’s House (Early Years Foundation Stage) and Proposed Primary School.

Statement
When a complaint is received in most cases we will work towards an informal resolution, but may choose to escalate the complaints procedure immediately according to need and in line with safeguarding guarding protocols of the North Yorkshire Children’s Safeguarding Board (NYSCB) and current legislation

Stage 1

In the first instance the person receiving a complaint will reply to the complainant acknowledging the complaint, and giving a timescale for response. ‘I am writing to confirm receipt of your complaint. The school will respond to you within 5 working days’. The person receiving the complaint must ensure that the Head teacher/proprietor is immediately aware of the complaint. (References to number of working days refer to term-time only) It is hoped that most complaints and concerns will be resolved quickly and informally. Obviously, the more information the school gives to parents the less scope there is for misunderstanding. Parents will be encouraged to give feedback, preferably to the person concerned. In most cases, discussion, explanation, further information or an apology, if appropriate will resolve any issues. Every effort will be made to allay concerns at this stage and with the least possible formality. Our ideal is that no concern should ever become a formal complaint, as through open dialogue, a resolution should always be accomplished.

If parents have a complaint they should contact the most appropriate member of staff, such as the child’s teacher. If the member of staff contacted cannot resolve the matter alone it may be necessary for the member of staff to consult the Head teacher.

The member of staff who is dealing with the matter will make a written record of all concerns and complaints and the date on which they were received and refer this to the school office. These matters, even if quickly resolved are

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considered in staff meetings for lessons learned. The staff meeting provides a record of informal concerns. Should the matter not be resolved within five (5) working days or in the event that the member of staff and the parent fail to reach a satisfactory resolution then parents will be advised to proceed with their complaint in accordance with Stage 2 of this Procedure. A note should be kept of the date a resolution was reached and the agreed nature of this.

**Stage 2**

**Formal Resolution**

**Writing to the Head teacher**

When a written complaint is received, the person receiving the complaint will reply acknowledging the complaint, and give a timescale for response. ‘I am writing to confirm receipt of your complaint. The school will respond to you within 5 working days’. The person receiving the complaint must ensure that it is sent to the Head teacher immediately. (References to number of working days refer to term-time only)

If the complaint cannot be resolved on an informal basis, then the parents should put their complaint in writing to the Head teacher, who will decide, after considering the complaint, the appropriate course of action to take.

In most cases, the Head teacher will meet or speak to the parents concerned, normally within five working days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.

It may be necessary for the Head teacher to carry out further investigations. The Headteacher will keep written records of all meetings and interviews held in relation to the complaint.

Once the Head teacher is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. Headteacher will also give reasons for her decision. A note will also be kept of when a final outcome was reached.

Should a parent or guardian have a complaint about the Head teacher, who is also the Proprietor, an approach should first be made to Andrew Rutter, Company Secretary, whose contact details are: Uplands House Castle Howard Road Malton North Yorkshire YO17 6NJ and whose telephone number is 01653 698128

This should include the nature of the complaint and how the school has handled it so far. The Company Secretary (on behalf of The Proprietor) is obliged to investigate the matter and will do everything possible to resolve the issue through a dialogue with the school. If parents are still not satisfied with

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the decision, they should proceed to Stage 3 of this Procedure where the convenor will be appointed by the company secretary.

The Head teacher will:

- establish what has happened so far and who has been involved
- clarify the nature of the complaint and what remains unresolved;
- meet with the complainant or contact them;
- clarify what the complainant feels would resolve the issue;
- Interview those involved, allowing them to be accompanied if they wish;
- conduct each interview with an open mind and be prepared to persist in questioning and keep notes of each interview.

When the investigation is complete, the Head teacher will meet the complainant to try to resolve the complaint. Any of the following may be appropriate at this point:

- an acknowledgement that the complaint is valid in whole or in part
- an apology
- an explanation
- a clarification of any misunderstanding
- an admission that the situation could have been handled better or differently
- an assurance that the event complained of will not recur
- an explanation of the steps that have been taken to ensure it will not be repeated
- an undertaking to review school policies in light of the complaint.

Stage 3 – Panel Hearing
(References to number of working days refer to term-time only) If the parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), or due to the nature of the complaint, that they do not wish to follow Stages 1 and 2 of this procedure, they will be referred to the Convenor, who will be appointed by the headteacher to call hearings of the Complaints Panel.

The matter will then be referred to the Complaints Panel for consideration.

The Panel will consist of three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school. Each of the Panel members shall be appointed by the Head teacher. The Panel Convenor, on behalf of the Panel,
Malton Montessori School & Infant Community

will then acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within ten (10) working days.

If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than five (5) working days prior to the hearing.

The complainant, who could be parents or guardians, may be accompanied to the panel hearing by as many persons as they wish. All supporters will be counselled as to how proceedings are conducted and what is expected of them as supporters.

If possible, the Panel will resolve the complaint immediately without the need for further investigation.

Where further investigation is required, the Complaints Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Complaints Panel will reach a decision and may make findings and recommendations, which it shall complete normally within five (5) working days of the Hearing.

A copy of the Panel’s findings, and/or any recommendation and the reasons for them will be: - sent by electronic mail or otherwise given to the complainant, the headteacher/Proprietor and the company secretary, and where relevant, the person complained about; - available for inspection on the school premises by the Proprietor/Head teacher and company secretary.

The complainants will have the right of appeal to a higher authority, namely OFSTED, whose contact details are given at the end of this policy. As far as possible, the meeting should not be delayed if the referral comes at the end of term, especially at the end of the summer term. Since the aim of the procedure is to resolve the issue and effect reconciliation if necessary, it will be best if the matter can come the panel as quickly as possible, especially if the complainant will already have been engaged over a longer period in attempts to put things right.

Role of the Panel Convenor is:

- to confirm to all parties in writing the date, time and venue of the hearing;
- to receive and distribute any documentation to be read before the hearing;
- to meet and welcome all parties as they arrive at the hearing;

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to record the proceedings and
- to notify all parties of the Panel’s decision. The wording of any letters will be agreed with the Chair of the Panel.

The Role of the Chair of the Panel is to ensure that:

- procedure is properly followed;
- the procedure for the hearing of the complaint is explained to all parties and they have the opportunity to put their case forward;
- the issues are addressed;
- all parties are put at ease, especially those who are unfamiliar with such a hearing;
- proceedings are kept as informal as possible and that everyone treats each other with respect and courtesy;

- the Panel operates in an open-minded and independent way;
- time is given for all parties to consider ‘new’ evidence.

The order of the Proceedings for hearing of the complaint:

1. Welcome, introductions and explanation of the proceedings by the Chair.
2. The complainant is invited to explain the complaint.
3. The Head Teacher may question the complainant.
4. The Panel may question the complainant.
5. If there are any witnesses for the complainant, each one is invited to the hearing in turn and in each case the witness is invited to speak.

The Head teacher may then question them, followed by the Panel. In each case the witness may leave after the evidence has been given.

- 6. The Head teacher is invited to explain the school’s actions.
- 7. If there are any witnesses for the school, they are treated in exactly the same way as the witnesses for the complainant.
- 8. When the Chair is sure that all parties have asked all they need to, the complainant is invited to sum up their complaint.
- 9. The Head teacher is then invited to sum up the school’s actions and response to the complaint.
- 10. The Chair explains that both parties will hear from the Panel within 3 school days following the day of the hearing.
- 11. Both parties leave together whilst the Panel decides on the issues.

Options open to the Panel

The Panel may:

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dismiss the complaint in whole or in part;
uphold the complaint in whole or in part;
decide on an appropriate action to be taken to resolve the complaint;
or
recommend changes to the school’s systems or procedures to ensure that problems of a similar nature do not re-occur.

After the Hearing:

The Chair of the Panel agrees with the Convenor the wording of the letter to be sent to both parties.

The Convenor will:
- ensure that the letter is sent out in accordance with the agreed time scales and procedure as stated in Stage 3 of this policy;
- write up the notes of the meeting and give a copy to the Chair of the Panel;
- ensure that any recommendations to change school policies or procedures is put on the agenda for the next meeting
- the number of formal complaints received in an academic year is made available to parents.

Confidentiality Parents and Guardians can be assured that all concerns and complaints will be treated seriously and confidentially. Such correspondence, statements and records relating to individual complaints, are to be kept confidential except:

- where the Secretary of State or a body conducting and inspection under section 162A of the 2002 Act requests access to them;

or

- where any other legal obligation prevails. Record keeping for the Whole School, including Early Years Foundation Stage (EYFS) A written record of all complaints and of whether they are resolved at the preliminary stage or proceed to a panel hearing is kept by the Head teacher, for a minimum of three years. The record includes, at least: the person making the complaint, the date of the complaint, the nature of the complaint, any action taken and the outcome of the complaint. A written record will also be kept of when a final outcome was reached.

The Head teacher/Proprietor will examine this written record on an annual basis. The school will provide, on request to OFSTED, a written record of all complaints made during a specified period and the action which was taken as a result of each complaint.
Parents may contact the Head teacher to ask for the number of formal complaints made during the previous academic year. Child Protection For any complaint that involves a potential child protection issue, this must be reported immediately to the Head teacher (See our Safeguarding and Child Protection Policies for details of the procedure).

**Complaints from External Bodies**

Complaints from the public about the behaviour of a group of pupils will be dealt with on a general basis, with reminders to all about the school’s expectations.

**Policy for Dealing with Complaints from Staff**

Malton Montessori School aims to be a listening and responsive school.

We encourage staff to inform us of their concerns while they are still minor ones, which can more easily be resolved. It is hoped that most concerns and complaints will be resolved quickly and informally.

All staff who have any complaint or cause for concern should speak to their line manager in the first instance. If this is not appropriate they should bring the matter to the attention of the Head teacher.

A written record will be kept of all significant concerns and major complaints, the date on which they were received and the details of the subsequent investigation.

All complaints will be investigated within fourteen days and a formal letter will always be written as ‘closure’, indicating how the issue has been dealt with and what the outcome is.

This Complaints policy was adopted by Malton Montessori School

On 04/09/2019

Date to be reviewed May 2020 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
60. HEALTH AND SAFETY POLICY

Legal Status:

This policy is based on advice from the Department for Education on health and safety in schools and the following legislation:

- The Health and Safety at Work etc. Act 1974, which sets out the general duties employers have towards employees and duties relating to lettings
- The Management of Health and Safety at Work Regulations 1992, which require employers to assess the risks to the health and safety of their employees
- The Management of Health and Safety at Work Regulations 1999, which require employers to carry out risk assessments, decide to implement necessary measures, and arrange for appropriate information and training
- The Control of Substances Hazardous to Health Regulations 2002, which require employers to control substances that are hazardous to health
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013, which state that some accidents must be reported to the Health and Safety Executive and set out the timeframe for this and how long records of such accidents must be kept
- The Health and Safety (Display Screen Equipment) Regulations 1992, which require employers to carry out digital screen equipment assessments and states users’ entitlement to an eyesight test
- The Gas Safety (Installation and Use) Regulations 1998, which require work on gas fittings to be carried out by someone on the Gas Safe Register
- The Regulatory Reform (Fire Safety) Order 2005, which requires employers to take general fire precautions to ensure the safety of their staff
- The Work at Height Regulations 2005, which requires employers to protect their staff from falls from height
- The School follows national guidance published by Public Health England when responding to infection control issues.

Applies to

- Malton Montessori School Children’s House (Early Years Foundation Stage
- Proposed Primary School
Related Policies and Documents:

- First aid medication policies
- Accessibility plan
- Employee Handbook
- Promoting Equality and Diversity Policy and Procedures
- Health, Safety and Welfare
- Going Out Policy
- Risk Assessment Policy

Who is this policy for: Staff, volunteers; Parents & External agencies

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 Head Teacher 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.

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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 box 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 Head Teacher or Senior Practitioners should inform Staff when First Aid certificates are due for renewal.

8. Fire:

The safe evacuation is of primary importance

Exists must be kept clear

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 Head Teacher

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.

16. Storage of Cleaning Materials:
   - All potentially dangerous materials must be kept out of reach.

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

18. Supervision of Children:
   - Children must be supervised at all times.
   - Special care should be taken with apparatus e.g. climbing frames, etc.

19. 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.

20. 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

These Health & Safety Policies & Protocols were adopted by Malton Montessori School

On 04/09/2019
Date to be reviewed May 2020 & annually thereafter every May

Signed on behalf of the provider

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

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
61. 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.

1.1 COSHH POLICY

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

1.2 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:

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

On 04/09/2019

Date to be reviewed May 2020 & annually, then every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director

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*Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.*

Policies V.09-3, 29.1.2019 Page 166
62. 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.
Malton Montessori School & Infant Community

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

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

On 04/09/2019
Date to be reviewed May 2020 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director
63. RISK ASSESSMENT POLICY & PROCEDURE

Legal Status: This policy is based on advice from the Department for Education on health and safety in schools and the following legislation:

- The Health and Safety at Work etc. Act 1974, which sets out the general duties employers have towards employees and duties relating to lettings
- The Management of Health and Safety at Work Regulations 1992, which require employers to assess the risks to the health and safety of their employees
- The Management of Health and Safety at Work Regulations 1999, which require employers to carry out risk assessments, decide to implement necessary measures, and arrange for appropriate information and training

Applies to:

- Malton Montessori Children's House (Early Years Foundation Stage)
- Proposed Primary School

Related Policies and Documents:

- First aid medication policies
- Accessibility plan
- Employee Handbook
- Promoting Equality and Diversity Policy and Procedures
- Health & Safety Policy and Procedures
- Educational Visits and Off Site Activities
- Risk Assessment Policy

Who is this policy for: Staff, volunteers; Parents & External agencies

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 & 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 likely hood of injury or harm.

Health and safety risk assessments inform policies procedures and activity, Our entire community of Staff, children & 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 undertakes 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.

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 oversea
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 annual 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, managing medicines.

**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
Malton Montessori School & Infant Community

Five Steps to Risk Assessment (HSE 2011)
Legionnaires’ Disease – A Brief Guide for Duty holders (HSE 2012)
www.hse.gov.uk/pubns/indg458.pdf

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

On 04/09/2019
Date to be reviewed May 2020 & annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
64. 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.

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

On 18/05/2019

Date to be reviewed May 2020 & 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__
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

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

On 04/09/2019
Date to be reviewed May 2020
& annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
65. 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.

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

On 04/09/2019
Date to be reviewed May 2020
& annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
66. 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.

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

On 04/09/2019
Date to be reviewed May 2020
May & annually thereafter every

Signed on behalf of the provider

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

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
67. 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 Polices 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.

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

On 04/09/2019
Date to be reviewed May 2020 & annually, then every May

Signed on behalf of the provider

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

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
68. 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 three 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 regulated activity i.e. teaching or 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.


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

On 04/09/2019
Date to be reviewed May 2020 & annually thereafter every May

Signed on behalf of the provider

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

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
69. 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 Early Years. 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 either the Nursery or school through such means as a family relationship or close friendship then the Head Teacher must be made aware of this immediately.

• Each member of staff has a responsibility to report to the Head Teacher 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 04/09/2018
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
70. 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. Keeping Children Safe in Education. 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.

Head Teacher/ 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 (keeping Children Safe in Education).
- 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 Safe guarding 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.

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
INDUCTION

For new members of staff at MALTON MONTESSORI SCHOOL.

Name ________________________________ D.O.B. ________________________________

Address _______________________________________________________________
                                                                                   _______________________________________________________________

Tel No ________________________________________________________________

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:

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
Company policies and procedures, in particular:
Safeguarding & Child Protection
Keeping Children Safe in Education part 1.
Fit to practice declarations
Personal disclosures
The Health and Safety
Food Hygiene
Promoting positive behaviour
Access to children’s records
Accident procedures
Mobile Phones
Confidentiality
Medications
Job description,
Holidays, Sickness, Benefits, Hours,
Expected Presentation,
Principles of Montessori.

The layout of the building, in particular:
One minute safeguarding guides
Car parking arrangements
Staff facilities
Toilet facilities
Fire and Evacuation
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

Employee Signed: __________________________________________
Date: ______________________________________________________

Employer representative Signed: _____________________________
Date: ______________________________________________________

This policy/format/protocol was adopted by Malton Montessori School
On 04/09/2019
Date to be reviewed May 2020 & annually thereafter every May

Signed on behalf of the provider

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

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
71 STAFF DEVELOPMENT AND TRAINING POLICY

MALTON MONTESSORI SCHOOL values its staff highly. We acknowledge that its in the interest of our community that each staff member be given the opportunity to develop their personal skills to their maximum and to broaden their knowledge and skills in the teaching and 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 School & Nursery Staff not possessing a current qualification and update this training when necessary
- organise in-service training sessions
- Part fund training on completion of agreed course
- offer staff the opportunity to attend relevant seminars or conferences

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

On 18/05/2019
Date to be reviewed May 2020
& annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
72. 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.

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

On 18/05/2019
Date to be reviewed May 2020
& annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
73. 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 medications, 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.

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

On 18/05/2019
Date to be reviewed May 2020 & annually thereafter every May

Signed on behalf of the provider

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
Malton Montessori School & Infant Community

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

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
74. PEER TO PEER REVIEWS SUPERVISIONS & 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.

This policy/format/protocol was adopted by Malton Montessori School On 04/09/2019
Date to be reviewed May 2020
& annually thereafter every May
Signed on behalf of the provider
Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
75. 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.

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

On 04/09/2019
Date to be reviewed May 2020 & annually, then every May

Signed on behalf of the provider

Name of signatory Anja Rutter
Role of signatory Head Teacher/ Director
76. 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.

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

On 04/09/2019
Date to be reviewed May 2029 & annually, then every May

Signed on behalf of the provider

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

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
77. 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 children's House 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 moths 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 04/09/2019
Date to be reviewed May 2020 & annually, then every May

Signed on behalf of the provider

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

78. NO-SMOKING/VAPING POLICY

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
Malton Montessori School & Infant Community

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 04/09/2019
Date to be reviewed May 2020
& annually thereafter each May

Signed on behalf of the provider

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

79. Malton Montessori School & Nursery Healthy Eating
Packed Lunches and Snack Policy

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.

Policies V.09-3, 29.1.2019
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 either our school or 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 school & 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, & yoghurt 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

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*Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.*
Malton Montessori 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: 04 September 2019

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.

Re-Heating Food

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
Parents are dissuaded from bringing food that is to be reheated, as this food may be compromised with the re-heating process, this is particularly in relation to high protein foods.

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 our school or 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

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
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
- On 04/09/2019
- Date to be reviewed May 2020 & annually each May
- Signed on behalf of the provider
- Name of signatory Anja Rutter
- Role of signatory Head Teacher/ Director
80. 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 **04/09/2019**

Date to be reviewed **May 2020**

& annually thereafter every **May**

Signed on behalf of the provider

Name of signatory **Anja Rutter**

Role of signatory **Head Teacher/ Director**

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
81. 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 but applies also to loss, i.e. an individual who suddenly goes missing in the immediate family, this may extend to a friend, nursery member of 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.

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
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

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
Malton Montessori School & Infant Community

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;
- 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/

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

On 04/09/2019
Date to be reviewed May 2020
& annually thereafter every

Signed on behalf of the provider

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

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
82. DIABETES POLICY

POLICY STATEMENT

1. Malton Montessori School is an inclusive community that aims to support pupils with diabetes, ensuring they participate fully in all aspects of School & Nursery Life. It recognises that diabetes is a long term medical condition where the amount of glucose in the blood is too high, the body unable to use and process it properly.

- Malton Montessori School is aware that diabetic pupils need immediate access to their medicine, monitoring devices and hypo packs at all times and therefore appropriate steps are taken to ensure easy access to these items

- All staff are aware of what to do if a diabetic pupil becomes unwell

- Staff understand that pupils with diabetes may be embarrassed about their condition and may suffer bullying because of it. Procedures are in place to prevent this

- Staff will work in partnership with other stakeholders, such as medical professionals, parents, pupils, etc. to ensure this policy is planned, implemented and maintained successfully

DIABETES MEDICATION

2.1 Storage

Malton Montessori School has a comprehensive Administration of Medicines Policy which covers all aspects of medicine storage, administration and monitoring and should be read in conjunction with this policy. It may be necessary for insulin to be stored in the IQ fridge. Therefore the school will ensure that diabetic students and staff have easy access to a dedicated medical fridge specifically for this purpose.

Older Pupils are advised to carry their insulin with them at all times, within appropriate storage devices

2.2 Administration

- Any oral medication is kept in the clinic's locked cupboard as per Malton Montessori School Storage and Administration of Medication Policy,

- Medication only to be given to a person named on the prescription.

2.3 Off Site

Diabetes should not prevent a pupil from going on school trips or having an active childhood.

- Careful planning is essential and the Trip Leader will liaise with the 'Named Diabetic Co-ordinator prior to any trip.
Staff must ensure that they have completed a Risk Assessment before any student is taken off site.

Each Diabetic student should only leave the school site once the diabetic co-ordinator has accessed and retained a copy of their individual care plan and has checked that all control measures are in place (e.g. medications, blood glucose monitoring equipment etc.)

2.4 Supplies
Parents need to ensure that adequate supplies are kept in school to cover their child's needs. Staff are required to maintain a dialogue with parents ensuring that stocks are replenished.

Older Pupils are advised to ensure they have adequate supplies of their medication. It is the parents responsibility to ensure that insulin is in date.

2.5 Sharps

Diabetic medication and monitoring necessitates the need for the use of Sharps.
- All Sharps should be disposed of following the schools Clinical Waste Risk Assessment. Any incidents where this has not been followed should be immediately reported to the Head Teacher

3.0 RECORD KEEPING AND CARE PLANNING
When a pupil starts at Malton Montessori School a diagnosis of diabetes may or may not have been achieved. It is important that Parents keep the school and the Diabetic Co-ordinator informed of any changes to the pupils care.

3.1 Care Plan
A care plan is devised and agreed upon by parents, staff and Diabetic Team. A hard copy is also kept in Malton Montessori’s Clinic Room. The Individual Care plan should describe the responsibility of all parties, address the pupil’s specific needs and provide clear instructions for ongoing and emergency care. It should be regularly reviewed and updated.

4) EXERCISE AND ACTIVITY
Pupils are encouraged towards managing their diabetes to enable them to be involved in all school & Nursery activities.

- Staff and older pupils must have access to medication and hypo packs during times of activity. It is the responsibility of the Activity to ensure that this is in place. It is important to recognise it is potentially just as dangerous to exercise with glucose levels TOO HIGH as low and therefore it is important that blood glucose testing is performed before and after activities and before any snack is eaten.

- Staff should all know of any diabetic pupils they teach and should ensure that they have a working knowledge of their care plans Any
member of staff can ask for diabetes training either via the school or the Diabetic team.

5) SCHOOL ENVIRONMENT
Malton Montessori School does all it can to ensure the school is favourable to pupils with diabetes. The school will display first aid information on how to deal with Diabetic emergencies, this will be placed on the clinic room window.

A bed is available for unwell children, this is situated within the clinic room.

6) ROLES AND RESPONSIBILITIES
Malton Montessori School works in partnership with all relevant and interested parties including all Staff, Parents, Pupils and the Diabetic clinical Team to ensure the policy is planned, implemented and successfully maintained.

6.1 The School: Employers have a responsibility to:

- ensure the health and safety of their employees and anyone else taking part in school activities. This responsibility extends to those staff leading activities off site e.g. field trips, outings, etc. Therefore employers need to ensure an appropriate diabetes policy is in place and trips are adequately risk assessed
- develop, implement and monitor a Diabetes policy
- provide indemnity for teachers who volunteer to administer medicines to pupils with diabetes who need help
- Offer training and support via the paediatric Diabetic team.

6.2 School Staff
All school staff has a responsibility to:

- Understand Malton Montessori School Diabetes Policy
- To attend regular First Aid Training Courses
- To attend Diabetes Information Training provided by the Paediatric Diabetic Team
- Know which pupils they come into contact with have Diabetes
- Know what to do should a diabetic student become unwell
- Allow pupils with diabetes immediate access to their required medication/treatment
- Inform Diabetic Co-ordinator immediately if a pupil is unwell
- Ensure diabetic pupils have their medication/treatment with them
- Allow pupils who have been unwell time to catch up on missed work
- Advise a pupil/ parents to seek advice from the Paediatric Diabetic Team
- if symptoms cause tiredness or interfere with their work
- Look out and report any episodes of bullying

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
6.3 Medical Professionals (Paediatric Diabetic Team)

The Medical Professionals have a responsibility to:

- monitor, treat and educate.
- develop/update/review individual diabetes care plans and share with parents, pupil and school staff
- to assist where necessary with the school Diabetes Policy. This process is in line with local and national guidance.
- offer training to staff as required, to ensure all educational needs are met.
- provide medical assistance where appropriate
- ensure pupils with diabetes know when they need to seek medical help with managing their condition
- to conduct regular medication reviews.

6.4 Pupils

Pupils have a responsibility to:

- Treat other pupils with and without diabetes equally
- Treat all medication with respect
- Work towards knowing how and when to take their diabetes medication
- Tell a member of staff if someone with diabetes becomes unwell

6.5 Parents

Parents have a responsibility to:

- Inform the school if a diabetes diagnosis has been made and what medication is taken as soon as possible and with adequate information
- Inform the Diabetic Co-ordinator of any changes to treatment plan or any problems with diabetes when pupil not at school
- Update the school after any Consultant/Hospital visits
- Ensure that their child has an annual influenza vaccination
- Ensure pupil has adequate medication that is in date particularly when they return to school from holidays/breaks

Sources of Reference:  
http://medicalconditionsatschool.org.uk/  
Diabetes Policy

This policy/format/protocol was adopted by  Malton Montessori School  
On 04/09/2019  
Date to be reviewed May 2020  
& annually then each May  

Signed on behalf of the provider

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

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
83. PSHCE POLICY

Aims and objectives

Personal, social and health citizenship education (PSHCE) enables children to become healthy, independent, and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school, the wider and global communities. In so doing, we help develop their sense of self-worth.

We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school meetings. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. The aims of personal, social and health education and citizenship are to enable the children to:

1. Know and understand what constitutes a healthy lifestyle
2. Be aware of safety issues;
3. Understand what makes for good relationships with others;
4. Have respect for self and others;
5. Be independent and responsible members of the school community;
6. Be positive and active members of a democratic society;

Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
7. Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;

8. Develop good relationships with other members of the school and the wider community.

9. Be aware of the significance of their own and other’s behaviour, how this impacts those around them and understand that certain behaviour is unacceptable.

Teaching and learning style

We predominantly use the Montessori approach to teaching and learning. We place emphasis on active learning via class debates, discussions, investigations, and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. fundraising for the local and global communities, the planning of school special events and involvement in an activity to help other individuals or groups less fortunate than themselves.

We organise our classes vertically so that pupils learn empathy and tolerance for all age groups and abilities allowing them to resolve conflicts or issues relating to behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local places of worship, whom we invite into the school to talk about their role in creating positive and supportive local and global communities.

PSHCE and citizenship curriculum planning

PSHCE and citizenship appear in every aspect of the Montessori curriculum and environment on a day to day basis, our lessons matching the aims of the developing child’s personal, emotional and social understanding.

We teach PSHCE in a variety of ways. In some instances, e.g. drugs education, we teach PSHCE as a discrete subject. Some of the time we introduce PSHCE through other subjects, e.g. when teaching about global environmental issues in geography, we offer pupils the opportunity to explore for example, who is responsible for keeping our oceans free from plastic and how this is impacted by more local practices.

PSHCE is linked closely to other cross-curricular policies, which can be consulted for more information, including:

- Dealing with Bullying
- Behaviour
- Safeguarding • Sex Education
- Health and Safety

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The way the Curriculum is managed, its organisation and the Montessori approach to primary education are central to the School’s philosophy and ethos, its aims, attitudes, and values. Citizenship comprises three interrelated strands and is completely met in Montessori’s planes of development (2).

1. Social and moral responsibility – pupils learn self-confidence, and social and moral responsible behaviour towards authority and each other.

2. Community involvement – pupils learning to become involved in the life and concerns of their neighbourhood and community.

3. Global Community – pupils learning to become actively involved in the safeguarding and custodianship of the planet

**Political literacy**

pupils learn about the issues, problems and practices of our democracy and how citizens can make a positive effective difference in public life. Through a variety of learning experiences the school helps each child:

- know him/herself better and think well of, and respect, him/herself and others
- develop confidence/independence and think and act for him/herself
- acquire personal qualities, values, and social skills
- take his/her place in a wide range of roles in preparation for adult life, to deal with risk and meet the challenges of life and to play an active role as a member of society
- value and respect belongings/living things/environment
- be able to share/co-operate
- value their achievements
- identify moral values and strive to live up to them.

**Teaching PSHCE and citizenship to children with special needs**

We teach PSHCE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of the children with learning difficulties. When teaching PSHE and citizenship we take into account the target set for the children in their Individual educational Plans (IEP’s)

**Assessment and recording**

Teachers assess the children’s understanding in PSHCE by making informal judgements as they observe them during the montessori work cycles. We
have clear expectations of what the pupils will know, understand and be able to do at the end of each 3-year cycle. This school believes that partnership with parents and the community enables us to plan the best possible support for our children. Parents are invited to join in events in school, including Great Lessons and workshops on relevant themes. Parents are regularly informed of events and developments.

**Equal opportunities**

**Resources**

A school’s Equality of Opportunity is linked to PSHCE. Where appropriate, teaching materials, and individual group activities should reflect the cultural and ethnic diversity of society. Stereotyping, in terms of ethnicity, race and gender should be avoided, and children’s progress should be monitored, ensuring that no child is disadvantaged. Equally, a child’s religious beliefs and cultural differences will always be respected and celebrated.

PSHCE provides opportunities for links with literacy, for example as children listen to and read stories that enable them to consider other people’s lives and experiences. They research issues through a range of non-fiction texts and other written sources and use writing skills to express their views and communicate them to a variety of audiences.

**PSHCE Policy**

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

On 18/05/2019

Date to be reviewed May 2020

& annually thereafter every May

Signed on behalf of the provider

Name of signatory Anja Rutter

Role of signatory Head Teacher/ Director

*Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.*

Policies V.09-3, 29.1.2019
ACCESSIBILITY PLAN

Applies to:
- Malton Montessori School Children's House (Early Years Foundation Stage)
- Proposed Primary School

Related Policies and Documents
- Risk Assessment Policy
- Health Safety and Welfare Policy
- Promoting Equality and Diversity Policy
- Special Education Needs and Disability Act 2001
- Philosophy Teaching and Learning Policies

At Malton Montessori School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote a Montessori ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone’s uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children’s confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:
- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that OFSTED will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

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Policies V.09-3, 29.1.2019
Page 213
Malton Montessori School & Infant Community

Objectives
Malton Montessori School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality.

Malton Montessori School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the Montessori curriculum materials as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- continue to Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, information packs about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Malton Montessori School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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Policies V.09-3, 29.1.2019  Page 214
The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Head teacher. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality
Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all review meetings will include the need to consider Equality and Diversity issues as required by the Equality Act 2010

- The Accessibility Plan will be published on the school website.
- The Accessibility Plan will be monitored by the Head Teacher alongside the teaching collective
- The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- Head Teacher
- Inclusion Teacher
- Bursar
- Staff collective
Malton Montessori School & Infant Community

Curriculum Access

<table>
<thead>
<tr>
<th>Training &amp; links</th>
<th>Resources</th>
<th>Access Ref.</th>
<th>Learning environment</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide appropriate and relevant ongoing training all staff matters of inclusion</td>
<td>Montessori resource kit</td>
<td>1</td>
<td>SENCO to lead the Child in respect of any child holding an EHCP plan</td>
<td></td>
</tr>
<tr>
<td>Summer 2019 reviewed annually</td>
<td>Teacher</td>
<td>Access</td>
<td>Montessori teachers to review concrete resources used to make sure they remain inclusive e.g. all counters same size and colour for teaching one to one correspondence</td>
<td></td>
</tr>
<tr>
<td>Class teachers to review organization of individual classrooms ensuring these promote inclusivity and independence</td>
<td>Summer 2019 reviewed annually</td>
<td>Resources</td>
<td>Montessori teachers to review concrete resources used to make sure they remain inclusive e.g. all counters same size and colour for teaching one to one correspondence</td>
<td></td>
</tr>
<tr>
<td>Summer 2019 reviewed annually</td>
<td>Resources</td>
<td>Shared</td>
<td>Montessori teachers to review concrete resources used to make sure they remain inclusive e.g. all counters same size and colour for teaching one to one correspondence</td>
<td></td>
</tr>
<tr>
<td>Summer 2019 reviewed annually</td>
<td>Resources</td>
<td>SENCO</td>
<td>Montessori teachers to review concrete resources used to make sure they remain inclusive e.g. all counters same size and colour for teaching one to one correspondence</td>
<td></td>
</tr>
<tr>
<td>Staff meeting time and SENCO release time</td>
<td>Resources</td>
<td>SENCO</td>
<td>Montessori teachers to review concrete resources used to make sure they remain inclusive e.g. all counters same size and colour for teaching one to one correspondence</td>
<td></td>
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</tbody>
</table>

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### Written Information Access

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity</th>
<th>Timescale</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear, straightforward and simple communication with parents and community.</td>
<td>Information presented in variety of ways e.g. displayed in windows for parents dropping off, sent via My Montessori Child app, text and on school website.</td>
<td>Summer 2019 and ongoing</td>
<td></td>
</tr>
<tr>
<td>More flexible / easier communication between home and school.</td>
<td>Admin &amp; teaching staff aware of Montessori terminology to be given.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My Montessori Child for Primary Age</td>
<td>English used to be Crystal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Email checking system.</td>
<td>Language used to be presented in a variety of ways.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Website translator</td>
<td>Email text and on school website.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Website update with ICT £250</td>
<td>Website translator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2020</td>
<td>Website translator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2020</td>
<td>Website translator</td>
<td></td>
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</tr>
</tbody>
</table>
Malton Montessori School is committed to safeguarding and promoting the welfare of children and young people in its community and expects all staff and volunteers to share this commitment. It is our aim that all pupils reach their fullest potential.
Accessibility Plan
This plan was adopted by Malton Montessori School

On 04/09/2019
Date to be reviewed May 2020
& annually thereafter every May

Signed on behalf of the provider

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

English as an Additional Language Policy

Legal Status:
• Prepared with regard to Children's House Montessori Curriculum (Early Years Foundation Stage Framework);
• Prepared with regard to the Education (Independent School Standards) Regulations 2014.

Applies to: • Malton Montessori School Children's House (Early Years Foundation Stage)
• Proposed primary School

Related Policies:
• Teaching and Learning Policy
• S.E.N.D. Policy;
• Promoting Equality and Diversity Policy

Who is this policy for: Staff and volunteers, Parents, External agencies

Purpose
To develop the student’s ability to communicate effectively through speaking, reading and writing at the highest level of competence.

Objectives
• to provide support for students to reach their highest competency in English
• to enable EAL students to reach their full potential in all areas of the classroom curriculum
• to develop purposeful means of interaction within the wider community

At Malton Montessori School our vision is to develop pupils' ability to communicate effectively in a wide range of circumstances and equip them with the skills to participate fully and actively in a modern society. We believe that through building a love of learning, via the Montessori Curriculum, we enable pupils to develop culturally, emotionally and socially. We intend that all children will leave Malton Montessori School with the skills necessary to succeed in
the wider world, able to articulate their opinions, respond thoughtfully to the ideas of others and write clearly for a range of audiences.

Class structure
The Montessori vertical family grouping ed class community ensures a nurturing approach to acquiring and finessing spoken English. Children not in direct competition with one another respond well to the responsibility of reciprocal communication, this they achieve on their own terms which is far more effective than any conversational teaching programme. The finer points of grammar are addressed well with the Montessori grammar materials. Each part of grammar is taught on a 1:1 basis and then reinforced with cross curricula classroom activities. Our EAL pedagogy is about using strategies to meet both the language and the learning needs of EAL pupils in a wide range of language contexts. The Montessori approach to language arts is an ideal platform for this purpose. The EAL teaching at Malton Montessori School focuses on individual pupil’s needs and abilities. Upon entry, children are assessed and learning support is put into place in the first week. We have a specialist EAL teacher with whom we may consult if necessary.

- our Cosmic curricum celebrates and reflects linguistic and cultural diversity.
- collaborative group work
- enhanced opportunities for speaking and listening
- effective role models of speaking, reading and writing
- verbal support-repetition, alternative phrasing, peer support
- opportunities for role play
- regular feedback from staff and peers
- discussion provided before and during reading and writing activities

English as an Additional Language Policy.

This plan was adopted by Malton Montessori School

On 04/09/2019
Date to be reviewed May 2020
& annually then each May

Signed on behalf of the provider

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

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