



SAFEGUARDING POLICY

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1. SAFEGUARDING CHILDREN POLICY STATEMENT

STATEMENT OF INTENT

Derby Montessori School put the safety and well-being of the child above all other considerations. We want to work with staff, children, parents and the wider community to ensure the safety and well being of children and to give them the very best possible start in life.

OUR AIMS

The aims of the Derby Montessori School Safeguarding Policy Documents are:

- To create environments within our settings where children are safe, valued and comfortable regardless of race, language, religion, culture or home background;
- To help build children's knowledge, confidence, independence and self esteem in order to help them to tell someone they are worried and learn how to stay safe.
- To work with parents/carers to build their understanding of and commitment to the welfare of their children.
- To build good professional relationships with other agencies concerned with children and families so that there can be free exchange of information regarding the welfare of children.

OUR PROCEDURES

To achieve the aims set out above Derby Montessori School incorporate the following procedures into our operating routines:

- We have a Designated Safeguarding Lead (DSL), Mrs Lynne Marvill, and deputy, Mrs Alice Higgins, within our setting who co-ordinate child protection/ safeguarding issues.
- We have a thorough Safeguarding Children Policy which incorporates Child Protection Procedures.
- We employ appropriate numbers and suitably trained staff to meet the needs of children and fulfil required staff:child ratios.
- We have rigorous vetting procedures for new staff including an enhanced DBS check. Volunteers and trainees are never left unsupervised with children. All staff, including students and volunteers complete a declaration of suitability as part of the induction process and annually throughout their engagement.
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of Child Protection concern.
- We operate a whistle blowing policy.

- We have procedures for recording the details of visitors to the setting.
- We ensure that our setting is secure so that we have control over who comes into the setting in order that no unauthorised person has access to children.
- We have a clear policy for recording accidents and incidents and regularly review such procedures and records.
- We provide a safe physical environment which meets registration, safety and environmental health standards and regularly conduct risk assessments of the indoor and outdoor areas and equipment therein.
- We undertake pre-trip assessments and risk assessments before taking children on visits outside the setting, and ensure we have extra adults, as appropriate, for such outings.
- We provide regular access to training for all staff and regular volunteers in relevant subject areas including: Montessori Principles and Practice, Child Development, Curriculum Awareness, Child Protection, First Aid and Food Hygiene.
- We have a clear Behaviour Policy as well as a policy for using Positive Language throughout the setting.
- We keep up to date relevant information about each child which includes a record of who has parental responsibility, information about who will bring and collect each child and a range of emergency contact numbers.
- We keep up to date medical and dietary information about each child and have parents sign permission for staff to seek necessary emergency advice of treatment for their child.
- We liaise with a range of statutory bodies in order to safeguard every child.
- We review this policy annually, and adopt it at our September Staff Day.

A copy of the full policy can be seen on our website at www.derbymontessori.iwspark.co.uk and in the documents section of each child's online learning journal.

If you have any concerns for a child or in relation to any Child Protection or Safeguarding matter, then speak to one of the following who have been approved as Safeguarding Children Co-ordinators for Derby Montessori School.

Designated Safeguarding Lead (DSL)
Deputy Safeguarding Children Co-ordinator

LYNNE MARVILL
ALICE HIGGINS

This policy was adopted on 20th November 2025

Signed _____
Mrs L Marvill

2. LIAISON WITH OTHERS.

2.1 THE LEGAL FRAMEWORK FOR SAFEGUARDING CHILDREN

As a non-statutory body caring for and educating children we operate with a view to safeguarding and promoting the welfare of children under sections 175 and 157 of the Education Act (2011). We are mindful of the following legal framework and guidance:

- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (2025)
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2024)
- Statutory Framework for the Early Years Foundation Stage Document 2025
- Protection of Freedoms Act (2012)
- The Childcare Act 2006
- Children and Families Act 2014
- Children Act 2004 and 1989
- Every Child Matters Document 2003
- The Freedom of Information Act 2000
- The Protection of Children Act 1999
- Human Rights Act 1998
- Equality Act 2010
- Data Protection Act 2018 and General Data Protection Regulation (GDPR) 2018

Registration of Premises

OFSTED

In line with current regulations Derby Montessori School is registered with Ofsted on the following registers:

- The Early Years Register
- The Compulsory part of the Childcare Register
- The Voluntary part of the Childcare Register

This is because we:

- Care for children aged birth to the 31st August following their fifth birthday
- Care for children from 1st September following their fifth birthday up to age eight
- Care for children aged eight and over

Our Ofsted registration number is: **EY 476012**

We are registered to provide Full Day Care for 36 children. For full details please contact the School Office.

2.2 LIAISING WITH STATUTORY AND OTHER BODIES

As part of our working practice to ensure that children are safeguarded and their welfare is promoted we work with a number of outside agencies. Depending on the individual needs and circumstances of a child and his/her family we may work with a variety of Health Care, Social Care, Education and other professionals both from within Derby City and from the surrounding areas. Of particular note for Safeguarding and Child Protection issues the following bodies are likely to be contacted for advice and/or support. Any information shared is done so under the guidance of the Local Safeguarding Children Board:

- Children's Social Care
 - First Contact Team
 - Careline out of hours service
- Local Authority Designated Officer (LADO)
- Locality Multi-agency Team (MAT), Early Help Advisor and Education Welfare Officer
- OfSTED Early Years
- Derbyshire Constabulary
- Local Prevent contact
- NSPCC

2.3 SHARING INFORMATION

Sharing information is vital both in protecting children from suffering harm from abuse or neglect, and in ensuring that children, and their families, get the support that they need through early intervention. Six key points underpin our sharing of information:

- At the outset, we explain to children and families, openly and honestly, what and how information will, or could be shared and why, and seek their agreement. The exception to this is where to do so would put a child or children at increased risk of significant harm, or if it would undermine the prevention, detection or prosecution of a serious crime.
- We always consider the safety and welfare of a child when making decisions on whether to share information about them. Where there is concern that a child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.
- Where possible, we respect the wishes of children or families who do not consent to share confidential information. However, we may still share information if, in our judgement on the facts of the case, there is sufficient need in the public interest to override the lack of consent.
- Where we are in doubt as to whether or not we should share information, especially where our doubt relates to a concern about possible significant harm to a child, we seek advice from statutory agencies such as those listed above.
- Should we need to share information we make every effort to ensure that this is accurate, up-to-date, necessary for the purpose for which we are sharing it, shared only with those people who need to see it or hear it, and that it is shared securely.
- The reasons for making a decision, whether the outcome is to share information or not, are recorded as part of the write up of the incident or disclosure.

2.4 LIAISING WITH PARENTS

Information Given to Parents

Just prior to a child's admission, and every September following admission, every family with a child or children attending Derby Montessori School is directed to view our detailed Parents Handbook. This Handbook is updated annually and read together with the prospectus the following information is supplied for parents:

- Our Mission Statement
- An outline of the history of our setting
- Admittance procedures
- Session lengths and timings
- Settling in procedures
- Invoicing
- Arrival and parking
- Collecting children
- Uncollected/ late collected children and charges
- Food provided, and what parents need to provide
- Confidentiality
- Complaints procedures
- Funding and government help with the cost of childcare
- Inspections
- Term dates/closure dates
- Photography and the use of mobiles and tablets in the setting
- Curriculum framework for each room
- Sample daily routines for each room
- Links between Montessori Method and the Statutory framework.
- Positive Language Policy
- Behaviour Statement
- Child Protection Statement
- Special Educational Needs and Disability Statement
- First aid, medicines and sick children statements
- Details of teaching staff
- Terms and Conditions
- Privacy Notice

Information Requested from Parents

In addition to the information that we give to Parents we also collect a variety of information from parents both formally and informally. The informal information includes social background about the child which will help us to settle the child in. The formal information includes:

- Name, date of birth and address of the child
- Names and addresses of parents if different to above
- Emergency contact numbers
- Child's GP name, address and phone number
- Details of Immunisations including date of last tetanus injection
- The child's special health requirements
- The child's special dietary requirements
- Information about who has legal contact with the child and who has parental responsibility.
- We obtain written parental permission to seek any necessary emergency medical advice or treatment for the child.
- We also ask parents to volunteer any further information about their child, e.g. concerns, anxieties, particular interests etc.

3. DEALING WITH CONCERNS AND ALLEGATIONS ABOUT THE WELFARE OF A CHILD

3.1 CHILD PROTECTION STATEMENT

At Derby Montessori we have a responsibility to make sure that children are developing in a safe and secure environment. Whilst we are not a statutory agency we aim to work in a way that provides the same level of protection to children in our care.

If a child is injured in any way whilst attending our setting, we will always let the parents know how it has happened. If the injury is serious we will notify them immediately and get the necessary medical treatment. If a child arrives at Derby Montessori with any injury, it is expected that the parent(s) will tell us about it. We appreciate that most childhood injuries are a normal part of growing up, however it is good practise to record all injuries and we recognise the importance of parents and staff communicating openly about such occurrences. All injuries are recorded in the accident/ incident book and are signed by the relevant parent and a member of staff, and dated.

There may be occasions when we have concerns about an injury, we see changes in behaviour, or are concerned that a child is being harmed. As part of our responsibility to keep children safe we will record any concerns we have. We also have a duty to liaise with the Derby Children's Social Care (DCSC) who are part of the Children and Young People's Department.

With the introduction of the Prevent duty in July 2015 as Early Years providers we have a duty to have due regard to preventing people being drawn into terrorism. Our concern for the welfare of a child, at home or elsewhere, must extend to being alert to the exposure of a child to extremist views. As Derby is a Prevent priority area the local authority Prevent lead may be contacted to provide support.

The law says that DCSC must look into any reports concerning injury or risk to a child. A decision about who will inform the parent(s) should this course of action be necessary will be made between ourselves and DCSC. Anyone involved with childcare, e.g. Doctors, Health Visitors, teachers, childminders and playgroup leaders has the same responsibility as ourselves.

3.2 DEFINITIONS OF ABUSE AND NEGLECT

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger e.g. via the internet. An adult or adults, child or children may cause the abuse.

Where a child is disabled, injuries or behavioural symptoms may mistakenly be attributed to his/her disability rather than the abuse. Similarly, where a child is from a minority ethnic group, aggressive behaviour, emotional and behavioural problems and educational difficulties may be wrongly attributed to racial stereotypes, rather than abuse. Cultural and religious beliefs should not be used to justify hurting a child.

Physical abuse

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

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

This involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual on-line images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Many children who are victims of sexual abuse do not recognise themselves as such; they may not understand what is happening and may not understand that it is wrong.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born it may involve a parent failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

3.3 CHILD PROTECTION PROCEDURES

Derby Montessori School has a duty to be aware that abuse does occur in our society. This document lays out the procedures that will be taken if we have reason to believe that a child in our care is subject to emotional, physical, sexual abuse or neglect.

Our prime responsibility is the welfare and wellbeing of the children in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. Derby Montessori has a duty to report any suspicions around abuse to the Local Authority. We will follow procedures set out in the HM Government guidance documents and those set out by the Derby Safeguarding Children Board. We shall seek advice from Derby Safeguarding Children Board and be led by their advice on all steps taken. Consideration as to when it is appropriate to discuss a concern with a parent will always be made as described in 2.3.

Safeguarding duties of all members of staff.

- All concerns/ incidents relating to any safeguarding or potential safeguarding issues must be discussed with the DSL, or in her absence, or if the concern / incident involves her, to the Deputy Co-ordinator.
- Whilst it is the responsibility of the DSL and the Deputy Co-ordinator to ensure procedures are followed, all members of staff have an obligation to implement and fully support our Child Protection and Safeguarding Procedures and should therefore familiarise themselves with the procedures and the contact points at DCSC.
- All members of staff should remember that an allegation of child abuse or neglect may lead to a criminal investigation, so they should not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.
- All members of staff should have appropriate training.

[‘Members of staff’ includes any adults working on the premises and having contact with the children whether they are in a permanent, temporary, paid or voluntary position; it includes students, volunteers, parent helpers, persons on work placements and agency workers.]

Nature of concerns

Concerns may arise from feelings, observations or statements made by the child, parent or other adult in the setting. In isolation these may appear minor but colleagues may also have similar concerns about a child. It is therefore crucial that any information or feelings, which cause individuals concern, are shared and recorded immediately. No concerns should be seen as too trivial or treated as such. It is important that assumptions are not made that someone else will already have taken action.

Children often appear with bruises/ scratches etc for which there is a logical explanation. The majority of injuries to children at home happen accidentally. However, these must still be recorded in the accident book along with the signature of the parent bringing the child to the setting. Any such injuries that become apparent during the session should be noted in the accident book and a written explanation entered by the parent as soon as possible afterwards.

There will be occasions when concern is on going, for instance:

- The child/ parent is unwilling to talk about an injury or gives an explanation that appears inconsistent with the injury.
- There are a series of unexplained injuries
- The child’s mood changes and they become withdrawn and upset.
- The child shows fear of an adult or particular situations

Action in Response to Concerns

Any member of staff who has a possible safeguarding or child protection concern should:

- Discuss the concerns with the DSL, or in her absence, or if the concern involves her, the Deputy Co-ordinator.
- If there are still concerns, the member of staff or more usually the DSL can also, without necessarily identifying the child in question, discuss the concerns with senior colleagues in another agency in order to develop an understanding of the child’s needs and circumstances or in order to gain advice.
- If, after this discussion, there are still concerns, and it is considered that the child and their parents would benefit from further services, it should be considered which agency a referral should be made to.

- If it is considered that the child is or may be a child in need, the child and family should be referred to Children's Social Care. This may include a child who is believed to be, or may be at risk of suffering significant harm.
- If the concerns are about a child who is already known to Children's Social Care, the allocated social worker should be informed of the concerns.
- When a referral is made, it must be agreed with the recipient of the referral what the child and parents will be told, by whom and when.
- When a referral is made by telephone, it must be confirmed in writing within 24 hours.
- Children's Social Care should acknowledge the written referral within one working day of receiving it. If no reply is received within 3 working days, Children's Social Care should be contacted again.

Recording concerns and referrals

All concerns, discussions about the child, decisions made and the reasons for those decisions should be recorded in writing. These should be included in the secure safeguarding files and should be up to date.

Whilst paying close regard to the procedures on sharing information (2.3) and the duty not to jeopardise a future police investigation (outlined in 3.3.1.) as a general principle you should seek to discuss your concerns with the child, as appropriate to their age and understanding, and with their parents, and seek their agreement to making a referral to Children's Social Care unless you consider such a discussion would place the child at an increased risk of significant harm.

You may wish to take confidential advice from Children's Social Care before recording concerns or making a referral.

When referring a child to Children's Social Care you should consider and include any information you have on the child's developmental needs and their parents'/carer's ability to respond to these needs within the context of the wider family and environment.

When you make a referral, agree with the recipient of the referral what the child and parents will be told, by whom and when.

If you make a referral by telephone, confirm it in writing within 24 hours. Children's Social Care should acknowledge your written referral within one working day of receiving it, so if you have not heard back within 3 working days, contact Children's Social Care again.

3.3.5 Contact points

Children's Social Care: *First Contact Team 01332 641 172 07812 300329 available 10am – 1pm Mon-Fri for staff and families to discuss engaging with 'early help', thresholds for Social Care or MAT services.
*Care Line (out of hours) Derby City Care Line 01332 956606 (members of the public) 01332 956607 (professionals)
Early Years OFSTED The National Business Unit. Ofsted, Piccadilly Gate, Store Street, Manchester. M1 2WD 0300 1231231
Local Authority Designated Officer (LADO) For concerns about staff/volunteers 01332 642376
Locality Multi-agency Team (MAT), Early Help Advisor Locality 4 01332 641315
Prevent local authority team Kyle.Hudson@derby.gov.uk - 07867 461846 Purjinder.Gill@derby.gov.uk - 07812 301218 Sally.Siner@derby.gov.uk - 07765 222032

3.4 FEMALE GENITAL MUTILATION (FGM)

Female Genital Mutilation (FGM) is a form of child abuse and as such, is dealt with under the ~~setting's~~ Child Protection/Safeguarding Policy. In our setting, the management team expect Safeguarding to be everybody's responsibility and expect all staff to adhere to and follow these policies.

Definition of FGM

The setting uses the World Health Organisation definition:

"Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons." (World Health Organisation-1997)

Our setting has taken information from several documents to write this appendix. These include, Government Home Office Guidelines, Derby Safeguarding Children Board and NSPCC Guidance.

The UK Government has written advice and guidance on FGM that states:

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

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

From 31 October 2015 onwards, regulated health and social care professionals and teachers in England and Wales have a mandatory requirement to report visually confirmed or verbally disclosed cases of FGM in girls under 18 to the police.

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf)

In light of this information Derby Montessori School has decided to take proactive action to protect and prevent any of our girls being forced to undertake FGM. We do this through:

- Following up any unexplained or extended absences.
- FGM training for Child Protection leads and disseminated training for all staff at the front line dealing with the children (all our staff have Child Protection Training)
- Age-appropriate discussions with the children about staying safe and what to do if children feel anxious or unsafe in any environment.

In order to protect our children it is important that key information is known by all of the ~~setting~~.

Indications that FGM has taken place:

- Difficulty walking, sitting or standing
- Prolonged absences from school
- Urinary problems
- Reluctant to participate in physical activity
- Noticeable changes in behaviour – FGM can result in post-traumatic stress
- Soreness, infection or unusual presentation when a nappy is changed
- Asking for help but not being explicit about the problem due to embarrassment or fear

Indications that a child is at risk of FGM:

- The family comes from a community known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.

If a girl has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings and a referral must be made to Social Care and the Police. It is known that girls are more susceptible to FGM between the ages of 5 and 8.

Record

All interventions should be accurately recorded following normal procedures for Safeguarding.

Call police on 101 if you have information about FGM. In an emergency, dial 999.

The Law

FGM is illegal in the UK. In England, Wales and Northern Ireland, civil and criminal legislation on FGM is contained in the Female Genital Mutilation Act 2003 (the act). In Scotland, FGM legislation is

contained in the Prohibition of Female Genital Mutilation (Scotland) Act 2005. The Female Genital Mutilation Act 2003 was amended by sections 70-75 of the Serious Crime Act 2015.

Offences of FGM

It is an offence for any person (regardless of their nationality or residence status) to:

- Perform FGM in England and Wales (section 1 of the act)
- Assist a girl to carry out FGM on herself in England and Wales (section 2 of the act)
- Assist (from England or Wales) a non-UK person to carry out FGM outside the UK on a UK national or UK resident (section 3 of the act)

If the mutilation takes place in England or Wales, the nationality or residence status of the victim is irrelevant.

Failing to protect a girl from risk of FGM

If an offence under sections 1, 2 or 3 of the act is committed against a girl under the age of 16, each person who is responsible for the girl at the time the FGM occurred could be guilty of an offence under Section 3A of the act.

This policy will be reviewed in a period of two years or sooner if legislation dictates.

ALLEGATIONS MADE AGAINST A MEMBER OF STAFF

Derby Montessori School recognises that whilst its staff are uniquely placed to detect signs and indicators of child abuse, they are themselves potentially vulnerable to allegations made either deliberately or innocently, either from the children in the setting, from parents or from third parties.

4.1 RECEIVING NOTIFICATION OF AN ALLEGATION

When a child, or other person, makes an allegation of abuse against a member of staff, the person receiving the allegation must take it seriously and deal with it by informing either the DSL (if the allegation is not against that person) or the deputy Safeguarding Co-ordinator. Failure to do so may result in disciplinary action.

In the event of a third party hearing the allegation the setting should

- obtain details of the allegation in writing, signed and dated by the person who received the allegation (not the child who is the subject of the allegation)
- record any information about times, dates, locations and names of potential witnesses
- establish whether Ofsted and/ or the Local Authority or other safeguarding or statutory organisation have been informed about the allegation
- follow the procedures outlined below.

4.2 MAKING A REFERRAL

If an allegation is made against an employee of Derby Montessori School, the Board of Directors of Interweb Spark Ltd must immediately be informed to keep them aware of the situation, although the names of those involved may not be used at this stage.

4.2.1. Fact finding

Although Derby Montessori School cannot investigate the allegation, the DSL can make certain inquiries of a fact finding nature including:

- Was the child attending that day?
- Was the staff member or volunteer attending that day?
- Did the staff member or volunteer have contact with the child?
- Have any other potential witnesses come forward?

Taking advice

Advice should be taken from the Local Authority Designated Officer (LADO) as to whether the situation constitutes potential abuse or inappropriate behaviour that need to be processed through the settings own Disciplinary procedure.

Questions to consider when making this decision with the LADO are:

- Is the child suffering, or likely to suffer, significant harm?
- Is a criminal offence alleged?
- Is it an allegation of a sexual nature?

Whilst the LADO may be asked for advice, the LADO **must** be informed of all allegations which relate to the suitability of staff or volunteers to work with children (whether or not criminal offences are suspected).

4.2.3. Referral

Where it is deemed that the allegation needs to be investigated, Derby Montessori School's DSL will follow the advice of the LADO.

Additionally she will:

- Inform OFSTED immediately of the situation
- Make a full written report and submit this within 24 hours to the LADO.

4.3. SUSPENSION

Suspension is not automatic. It may be deemed to be appropriate to consider alternatives to suspension such as removing the member of staff from direct contact with children. However suspension will be considered in the following circumstances:

- When information indicates that they have committed an act of gross misconduct.
- Where the presence of the member of staff could impede an investigation
- Where the continued presence of the member of staff could pose a risk to children.

Procedures to be carried out in the event of suspension.

It is the duty of the DSL to ensure the following are carried out:

- The member of staff must be informed of the suspension and that such suspension is of a precautionary measure pending further investigation.
- A contact person must be appointed from the Board of Directors of Interweb Spark Ltd. This person will be outside the management of Derby Montessori School and will act as contact between the setting and the suspended member of staff, and advise the member of staff of where to get help or support.
- The member of staff must be informed that he/she is not permitted to remove anything, other than personal effects from the work place.
- The member of staff is not permitted to attend the work place or contact any colleague or other employees without permission of the management. All contact will be through the contact person (see above).
- The member of staff will receive written confirmation of their suspension with a date for the review of suspension, which will usually be after one month.
- An agreement will be made with the suspended member of staff about what others will be told.
- Other members of staff will be informed that they must not contact the suspended member of staff.

4.4. KEEPING RECORDS

- All records must be kept in a secure place and made available only to relevant individuals.
- The records kept must show the outcome of the investigation
- The child's file will be 'tagged' to indicate that separate information is held. Copies of these records will be securely sent to any school which the child transfers and a confirmation of receipt obtained.
- Where an allegation has been found to be unfounded a summary of the allegation and subsequent investigation should be kept on the setting's confidential Safeguarding Children file.
- Where disciplinary action has been taken, documents relating to the investigation should be retained, together with a written record of the investigation, on the member of staff's personal and confidential file.

4.5. VETTING AND BARRING SCHEME

The Safeguarding Vulnerable Groups Act 2006 defines the scope of the Vetting and Barring Scheme. It provides that certain activities in relation to children and vulnerable adults are regulated. This is known as '**regulated activity**'.

Regulated activity is any activity which involves contact with children or vulnerable adults. This could be paid or voluntary work. Derby Montessori is included in this category and as such is bound by the following duties and responsibilities.

4.5.1. Employers' duties and responsibilities

- It will be a criminal offence for an employer to allow a barred person, or a person who is not yet registered with the DBS, to work for any length of time in any regulated activity.
- It will be a criminal offence for an employer to take on a person in a regulated activity if they fail to check that person's status.

4.5.2. Employees' duties and responsibilities

- A barred individual must not take part in any regulated activity.
- An individual taking part in a regulated activity must be registered with the DBS.
- It will be a criminal offence for a barred person to take part in a regulated activity for any length of time.

4.5.3 Making referrals

It is important for the success of the Vetting and Barring Scheme that information about individuals is shared by different organisations. The following organisations have a legal obligation to refer relevant information about an individual to the DBS:

- adult/child protection teams in local authorities;
- professional bodies and supervisory authorities named in the Act;
- employers and service providers of regulated and controlled activity; and
- personnel suppliers.

All other employers of those working with children and/or vulnerable adults may refer relevant information to the DBS. Parents and private employers should go to a statutory agency who can investigate and refer if necessary.

The DBS will inform professional and regulatory bodies when it bars someone so that their professional registration can also be reviewed.

5. CODES OF PRACTICE

5.1 WHISTLE BLOWING

Whistle blowing is the mechanism by which adults can voice their concerns about practices and procedures, made in good faith, without fear of repercussions.

Derby Montessori School recognises that every organisation may face the risk of misconduct in the workplace. When this happens, the first people to realise or suspect will be those who work in or with the organisation.

5.1.1. Rationale

Derby Montessori School expects the highest standards of conduct from all employees, and will treat seriously any concern that an employee may have about illegal or improper conduct. Employees will be expected, through agreed procedures and without fear of recrimination, to bring to the attention of the management team any serious impropriety or breach of procedure.

5.1.2. The Purpose of this Policy

This policy is designed to enable employees to notify the management team of any reasonable suspicion of illegal or improper conduct. This policy requires all employees to act responsibly to uphold the reputation of the setting.

Employees can expect the management team to act swiftly and constructively in the investigation of any concerns. However these procedures are not designed to deal with complaints, concerns about professional capacity, nor are they designed to act as an alternative to the grievance procedures.

5.1.3. When to use this Policy

- Employees must act in good faith and must have reasonable grounds for believing the information to be accurate.
- No employee who uses this procedure in good faith will be penalised for doing so.
- Derby Montessori School will not tolerate harassment and/or victimisation of any employee raising concerns
- An employee who is not sure whether the conduct he/she is concerned about does constitute illegal or improper conduct or is unsure about how to proceed, should speak with a member of the management team and will not be penalised.

How to raise concerns

- Where the issue concerns the management team or, having made your report, you believe they have failed to take appropriate action, then you should bring it to the attention of the Board of Directors of Interweb Spark Ltd.
- Employees, who feel unable to follow this route, have the option of contacting OFSTED or the NSPCC on the numbers listed below.
- Depending on the nature of the concern, the complainant will be asked to do so in writing. It will therefore be helpful to note down any facts and dates as they happen.
- Where anonymity is requested efforts will be made to meet the request where appropriate but that might not always be possible. The earlier and more open the expression of the concern, the easier it will be to take appropriate action.
- Each case will be investigated thoroughly with the aim of informing the complainant of the outcome of any investigation as quickly as possible

Examples of illegal and/or improper conduct

Some examples of illegal and/or improper Conduct are listed below: however this list is not exhaustive.

- Abuse of students or of other employees.
- Fraudulent or improper use of the school's money or assets.
- Dangerous practices at work.
- Corruptly receiving any gift or advantage.
- Allowing private interests and those of the school to conflict

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, they should use the other channels open to them:

OFSTED whistle blowing contact information

Telephone: OFSTED 0300 123 3155 (Monday to Friday from 8am to 6pm).

Email: at whistleblowing@ofsted.gov.uk.

Write to: WBHL
Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

NSPCC whistleblowing advice line

Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends.

The email address is: help@nspcc.org.uk.

Alternatively, staff can write to:

National Society for the Prevention of Cruelty to Children (NSPCC)
Weston House, 42 Curtain Road
London
EC2A 3NH

5.2 ANTI-BULLYING POLICY

5.2.1. Rationale

Bullying is an insidious social problem to be found in many occupations and walks of life. In the school environment it can be found among the pupils and the staff. The role of the management team, as managers of the school, is to ensure as far as is reasonably practicable, that structures and procedures embedded in this policy prevent bullying.

Ultimately, it is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos. Legally, schools have to make arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children. The duties came into force on June 1st 2004 under sections 175 and 157 of the Education Act 2002.

There are a range of systematic behaviours that constitute bullying:

- **Physical** – pushing, kicking, hitting, pinching, any form of violence or threats of violence.
- **Verbal** – name calling, sarcasm, spreading rumours, persistent teasing.
- **Emotional** – tormenting, threatening, ridicule, humiliation, exclusion from groups or activities.

- **Racist** – racial taunts, graffiti, gestures.
- **Sexual** – unwanted physical contact, abusive comments.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying that may occur. We aim to make all those connected to the school aware of our opposition to bullying and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

5.2.2. Responsibilities

5.2.2.1. Pupils

We will use proactive methods for helping children to prevent bullying. As and when appropriate, these may include:

- discussing the classroom rules
- drawing pictures about bullying
- reading stories about bullying
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters

In addition to the above regard should be paid to the school's policy on promoting good behaviour, through which the school intends to:

- Promote self-discipline and proper regard for authority among pupils;
- Encourage good behaviour and respect for others to ensure as far as is reasonably practicable the prevention of all forms of bullying among pupils;
- Ensure pupils' standard of behaviour is acceptable;
- Regulate pupils' conduct.

5.2.2.2. Staff

All members of staff in our setting take all forms of bullying very seriously and intervene to prevent incidents from taking place. If staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with a member of the management team, the member of staff will inform the child's parents.

All incidents of bullying are referred to the management team, who will log them, along with any witness statements.

Members of staff attempt to support all children in their class and establish a climate of trust and respect for all. By promoting, modelling and reinforcing positive behaviour we aim to prevent all incidents of bullying.

Professional relationships between members of staff are best conducted with respect and in a non-threatening manner, but there is also a legal requirement for the employer to provide a safe place of work for employees and all others that use the establishment. The School, as the Employer, has the responsibility to ensure this legal responsibility is fulfilled. That responsibility cannot be delegated. However, the management team will be required to ensure the enactment of that responsibility within the school. The management team therefore has a duty to all that is reasonably practicable to ensure the health, safety and welfare of employees. As bullying can irrevocably damage the mental health of an individual, it is clear responsibility extends to the prevention of bullying in the workplace.

5.2.2.3. Management team

It is the responsibility of the management team to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and to know how to deal with incidents of bullying. The management team is required to keep accurate records of all incidents that do occur and report to monitor the effectiveness of the anti-bullying policy.

The management team ensures that all pupils know that bullying is wrong and that it is unacceptable behaviour in this school. The management team ensures that all staff receive sufficient training in classroom management.

The management team sets the climate of the setting as one of mutually supportive, caring community, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming setting, bullying is far less likely to be part of their behaviour.

5.2.2.4. Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child might be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Identifying Bullying

5.2.3.1. Pupils

Children who are being bullied at school will not always be prepared to tell those in authority. However, when a disclosure is made, it should always be treated seriously. While others may not feel that certain actions or words are of a bullying nature, if the recipient feels they are being bullied that is sufficient evidence to treat the case as one of suspected bullying.

For those pupils who are unable to inform staff about their problem, observations regarding specific behaviour patterns can be routinely established in school.

Signs of bullying might include;

- Unwillingness to come to school;
- Withdrawn, isolated behaviour;
- Complaining about missing possessions;
- Refusal to talk about the problem;
- Being easily distressed;
- Damaged or incomplete work.

Where these difficulties are associated with the special needs of a pupil, a pupil from a minority racial or cultural background, or where there are indications of sexual harassment, these indicators may well confirm that bullying is occurring. Investigation will be undertaken, checking with colleagues and the DSL and maintaining rigorous vigilance and confidentiality.

Staff will be able to use their knowledge of the pupils to identify changes in their behaviour that might indicate bullying.

5.2.3.2. Staff and other adults in the school

Bullies are often in positions of power or authority over their victims. They may behave as they do to hide their own inadequacies or their personal envy of the other colleague. Bullying may occur

between management, teaching staff, support staff and voluntary workers. Tell-tale signs are indicated in the following list, which is neither inclusive nor exhaustive;

- General low morale;
- Increased level of staff turnover;
- High rates of absenteeism;
- Frequent disputes, complaints and grievances;
- Isolated members of staff;
- Inefficient team working.

5.2.4. Anti-bullying Procedures

At Derby Montessori School we always take all bullying problems seriously, both of pupils and adults and we will undertake to investigate all incidents thoroughly. The victim and the alleged bully will be interviewed separately, as will any witnesses. Written records of incidents, the investigation and the outcomes will be kept rigorously and confidentially by the management team in the first instance. Any staff coming into contact with the victims of bullying will be given the appropriate information. Appropriate sanctions will be employed and action will be taken to prevent further incidents, with reference to our Behaviour Policy or guidance from Acas.

5.3. BEHAVIOUR POLICY

5.3.1. Rationale

At Derby Montessori School we are concerned with the holistic development of our pupils. We strive to provide an environment where all children delight in every aspect of learning and every child desires to learn more. We maintain stimulating environments in which all children are active learners, making their own discoveries, and progressing their individual development through hands on learning. Our school ethos includes developing a setting that is a true community, with children teaching and learning from each other as well as from the adults in the school and members of the wider community. Children's rights and responsibilities are embedded at the core of our curriculum and ensure learning environments in which children are independent and self-assured yet still care deeply for one another and the world around them. Every child matters in this school and every child is seen as a unique and diverse individual. The Montessori Method forms the framework which is at the heart of our School Behaviour Policy and which guides ethos, philosophy and practice within our school.

Throughout this section we identify the ways in which we fulfil the Prevent duty through the promotion of the following fundamental British values:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance

We recognise that good behaviour does not happen in isolation. Key to good behaviour are staff who act as positive role models, are proactive, reflective, and who recognise the importance of: well planned and well maintained teaching/ learning environments; effective planning and delivery of the curriculum; consistent classroom management that recognises positive behaviour as well as dealing with unacceptable behaviour; the importance of involving children in taking responsibility for their own behaviour; the importance of working in partnership with parents.

Conversely, a re-active learning environment which focusses only on dealing with problems after they have occurred ignores the significance of an in-depth appreciation of child development and vital roles of developing an appropriate curriculum and of quality teaching. This policy therefore

focuses on positive behaviour development and management, promoted and supported by the following:

- Effective planning and delivery of the curriculum.
- Well-planned teaching and learning environments
- Positive role modelling by adults
- Consistent and effective classroom management
- Whole school behaviour management plan
- Personalised programmes and/or support from outside agencies
- Positive partnerships with parents

5.3.2 Aims

The aim of this document is to set out a policy of good practice which is likely to establish a happy, secure and purposeful environment in which each child may develop to his or her full potential. At all times it is our aim to take a proactive stance in regard to behaviour. An understanding of what influences both positive and negative behaviour is key in setting up and maintaining high behavioural expectations of children. This document provides guidance for staff, pupils and parents as we recognise that the whole school community must take joint responsibility for promoting and maintaining positive behaviour.

5.3.3 Values (Democracy, Mutual Respect and Tolerance)

At Derby Montessori School we are a caring and inclusive school and aim for every member of our school community to feel valued and respected. The school behaviour policy is therefore designed to encourage all members of the school community: pupils, staff, and parents, to work together in a mutually supportive way. We all have the right to be treated well and fairly and this policy aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration. This behaviour is written in consultation with pupils, staff, and parents to reflect the value that we place on the contributions of all.

5.3.4 Rights and Responsibilities (Individual Liberty and the Rule of Law)

We promote the following rights and responsibilities across the school. These apply to everyone in the school community:

Our Rights:

- We have a right to learn
- We have a right to be safe
- We have a right to be respected

Our Responsibilities:

- I will always show good manners
- I will always do the kindest things
- I will always do my best

Classes may choose to develop their own class rules based on these rights and responsibilities or may break them down more as required to suit the understanding of the children in that class. Involving the children in doing this will help to promote feelings of community in the class. All rules or charters will be clearly displayed in the classroom and referred to regularly.

5.3.5. The impact of effective planning and delivery of the curriculum.

At Derby Montessori School we acknowledge that there is a direct link between pupil behaviour and the curriculum. Schools that deliver a broad curriculum which is well differentiated typically cultivate pupils who are interested, motivated, highly involved with their learning and who display positive behaviour traits.

Key to effective delivery of the curriculum is a clear understanding of child development and the way in which children learn. Children are active learners. They need to spend time engaging with activities in order to make the learning their own. Children need regular opportunities to engage in independent work, one-to-one instruction, small group and large group activities. Children also need time to socialise, and 'free' time.

Children gain security from knowing where boundaries are and that these will be consistently and fairly applied. Children will push and/ or test boundaries. Giving children genuine choices and relevant consequences helps them to learn strategies for making good choices and treats them with respect. Giving children responsibility increases their feelings of self-worth and their sense of belonging to the school or class community. We all enjoy positive recognition: this boosts our self-esteem and keeps us motivated, it is therefore important to recognise lots of 'little' positives in every child every day [developmentally and socially].

In adapting and differentiating the curriculum it is important to consider common triggers for unwanted behaviour. Unstructured time, waiting around and long periods of physical inactivity are likely to lead to low level disruption. Opportunities for unwanted behaviour can be minimised through good organisation, efficient timekeeping, thoughtful planning and by getting to know the strengths and weaknesses of the children in the class. Transition times are another potential trigger, especially if this means waiting for others to join or be ready for the next activity. Introducing a clear routine will help children to know what is expected of them. Having a few educational games, songs, rhymes or activities up your sleeve is always useful during transition times, especially in a mixed age class where speed and ability to get ready can vary greatly.

Children need learning opportunities that build on skills and knowledge that they have previously acquired. They also need time and opportunities to consolidate, explore and extend what they have learnt by repeating and revisiting prior activities. If a child is not engaged by an activity he or she is likely to display unwanted behaviour. To minimise the opportunities for this happening children need access to a broad range of appropriate activities. The best engagement takes place when the child is in the 'Zone of Proximal Development'. This is a work zone that is just above the child's ability and which therefore presents a slight challenge for him/her. Work that is too easy, too familiar, too difficult or where the child does not understand what to do, is unlikely to engage him/her. When planning effective differentiation of the curriculum it is therefore critical to know the academic and developmental levels of each child well.

5.3.6 Well-planned and welcoming teaching and learning environments

In considering steps to improve behaviour the quality of the learning environment should not be underestimated, as studies show that this has a significant impact on the behaviour of pupils. A welcoming and stimulating environment tends to foster a sense of belonging and this in turn fosters good behaviour. We therefore place a high priority on ensuring that the cleanliness and brightness of the building are maintained and when damage occurs we aim to repair it quickly. Much thought is given to how the rooms, buildings and grounds are used and pupils, staff and parents are involved in plans for improving these.

5.3.6.1 The Prepared Environment

The importance of the environment in which the children are learning has always been a key element of the Montessori Method. In line with Montessori principles each classroom is set up as a 'Prepared Environment'. These key points are fundamental in setting up each environment

- Structure and order – every item has its own place, activities from each curriculum area are grouped together and arranged in logical sequence.
- Beauty – The area is clean, tidy and uncluttered. Activities are displayed attractively. An emphasis is placed on natural materials and 'little touches' are added to appeal to the children
- Nature - As well as a preference for natural materials in furniture and equipment, living things are added to the environment such as plants, fish etc.
- Independence – The emphasis is on children being able to do things for and by themselves. Activities encourage the learning of practical skills including life skills. Items are child-sized and child-height to facilitate this.
- Hands on learning – Activities emphasise children hands on learning and learning through activity. Learning starts off very concrete and gradually becomes more abstract.
- Freedom – the environment offers freedom to learn. This includes open blocks of time which the children learn to structure for themselves as well as open places in the room where children can choose to work on a mat on the floor rather than at a desk.

Valuing contributions and achievements of the whole school community is important in building positivity within Derby Montessori School. We aim to celebrate success through a variety of means including, notes home to parents, newsletters, and high-quality displays both in communal areas of the school and in individual classes. The achievements and successes may be both large or small but the emphasis will be on the positive impact it has had and on personal and social development, attitudes and dispositions. Sharing successes across the school and not just within individual classes reinforces the value placed by DMS on making progress in these areas.

5.3.7. Responsibilities of Staff in promoting positive behaviour

5.3.7.1 Modelling good behaviour

All members of staff are responsible for the modelling of good behaviour, positive relationships and positive resolution when dealing with incidents around school. By seeing adults modelling, practicing and reinforcing positive behaviour, the students gain a clear message that this behaviour is expected as the norm. This is more effective than punishing poor behaviour. Members of staff have agreed to reinforce Positive Behaviour in the following ways:

- Explain, and importantly demonstrate, the behaviour the school wishes to see. In doing this, we recognise that our behaviour will influence the behaviour of the child.
- Have an expectation that all children can achieve positive behaviour.
- Use positive language at all times.
- Challenge the use of negative labels.
- Recognise and highlight good behaviour as it occurs, (smiles and 'thumbs ups' are good positive reinforcement)
- Encourage children to be responsible for their own positive behaviour.
- Ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- Show appreciation of the efforts and contributions of everyone

5.3.7.2 Classroom Management and Teaching

Derby Montessori School is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. Members of staff at DMS are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Whilst members of staff are respected as professionals, and are supported in finding classroom management techniques that fit with their own personality and those of the students in the class, the following points are recommended as highly helpful in achieving positive classroom behaviour:

- Be in charge - As the teacher/adult, you are 'in charge'. It is your classroom and you must actively and consciously make the rules and decisions, rather than letting them happen out of habit, poor organisation or at the whim of the pupils. Remember that the pupils need to feel safe; they can only do this if you are in charge. Do not justify or apologise for your rules, your standards or your insistence on compliance.
- Use positive classroom rules –Pupils need to know what is expected of them in your classroom. Establish a set of rules, which make desired behaviour explicit; display them prominently in the room and refer to them frequently so that they don't disappear into the wallpaper! Make sure that rules are positive and that they are based on 'do' rather than 'don't' e.g.
 - × Don't break things. ✓ Look after classroom equipment.
- Praise good behaviour and refer to the rule being followed. Use the rules to point out inappropriate behaviour, "Remember our rule about ..."
- Make rewards work for you - Give pupils relevant rewards for desirable behaviours, starting tasks, completing tasks, following class rules, etc. The goal is to establish the HABIT of co-operation. Standards can be subtly raised once the habit has been established. The easiest, quickest and most appreciated reward is descriptive praise.
- Catch them being good - Praise is the most powerful motivator there is. Praise the tiniest steps in the right direction. Praise often, using descriptive praise (see appendix). Pupils will not think you are being too strict and will not resent your firm decision making if you remember to smile, to criticise less and to praise more. Tell the pupils there will be positive consequences for positive behaviour, then follow through and show them. Stick to your guns and don't be 'bullied' into giving rewards that haven't been earned.
- Be specific and clear in your instructions- Get a pupil's full attention before giving instructions. Make sure everyone is looking at you and not fiddling with a pencil, turning around, looking at a book, etc. Only give instructions once; repeating can unwittingly train a pupil to not bother to listen properly the first time. Smile as you give instructions. Don't be too wordy and don't imply choice when there actually isn't a choice by tacking 'Okay?' on the end. Be very clear in all your instructions and expectations. Have a pupil repeat them back to you.

- Deal with low level behaviours before they get big – Low level, or minor, behaviour infringements will escalate if they are not dealt with quickly and consistently. A pupil's behaviour is reinforced when he gets attention for it, but don't be tempted to ignore it. Find a calm and quiet way to let the child know that you see exactly what he is doing and that there is a consequence, without making a fuss, getting upset or sounding annoyed. Give your instructions once only. If the pupil continues to misbehave, instead of repeating your original instruction, try one or more of the strategies for dealing with unacceptable behaviour (See strategies below) Always follow through, even on minor infractions, so that pupils know there is no point in testing.
- The consequences of non-compliance – If a pupil does not obey instructions straight away, do not give up. Keep waiting. Praise every little step in the right direction. Do not protect the pupil from the consequences of his action or lack of action. The pupil is making a choice and you will have told him this, and given a clear warning of the consequence. The purpose of the consequence is to prompt the pupil to think, 'I wish I hadn't done that.' (See strategies below)
- Find a 'best for both' outcome – Avoid confrontational situations where you or the pupil has to back down. Talk to the pupil in terms of his choices and the consequences of the choices, and then give them 'take up' time.
- Establish 'start of lesson' routines – Never attempt to start teaching a lesson until the pupils are ready. If you need to wait for slower pupils to join, fill the time constructively, e.g. use songs or rhymes to hold their attention until the remaining children are ready. Do not allow discussion or be drawn into discussion yourself – say there will be time for that later and make sure you follow this through. If you take the time to establish this, lessons will start themselves! You won't have that battle at the beginning of every lesson to get yourself heard.
- Manage the end of the lesson/ day – Allow time to wind down, answer questions and put equipment away. Encourage pupils to be responsible for gathering their coat, artwork and bags.

5.3.7.3. Being aware of triggers for behaviour

The most effective teaching for learners with the most difficult behaviour is little different to that which is most successful for all groups of learners. Knowledge of what children are likely to respond negatively to, as well as knowledge of what they are likely to respond positively to is critical. Learning is best when staff know pupils well and plan lessons which take account of the different abilities, interests and learning styles. A positive ethos with good relationships and strong teamwork between adults encourages good behaviour. Teachers who are effective in reducing unacceptable behaviour are quick to intervene and divert pupils attention. They apply a variety of strategies to engage and hold pupils' interest and so minimise the impact of negative behaviour. When behaviour is more difficult they adopt a consistent and non-confrontational approach and they always show respect for pupils.

5.3.7.3.1 Triggers for positive behaviour

The following is a list of well recorded triggers for positive behaviour:

- Positive attitudes of staff
- Staff smile often and use humour
- Pupil treated as individual
- Pupil feels important
- Pupil feels their contributions are valued and respected
- Interest in each pupil
- High expectations
- Interesting and varied tasks/ activities
- Consistency
- Clear rules, positively stated
- Behavioural praise given in a ratio of 4 positives to 1 negative
- Imaginative activities
- Concise lessons/ teaching with plenty of involvement of the pupil
- Abundant opportunities for learners to explore and develop their own ideas
- Positive behaviour is recognised and rewarded
- Achievements recognised and shared with others
- 'Fresh start' attitude of staff
- Positive encouragement and recognition of small steps of progress
- Pupil given genuine responsibilities

5.3.7.3.2 Triggers for negative behaviour

The following is a list of well recorded triggers for negative behaviour:

- Lack of respect for pupil (e.g. shouting at, making fun of, making personal remarks, using sarcasm)
- Lack of interest in pupil
- Late start to lessons
- Disorganised classroom
- Low expectations
- Unsuitable tasks/ activities
- Lack of consistency
- Lack of variety
- Activities are unimaginative
- Lack of differentiation
- Activity/ lesson is too long
- Few opportunities for learners to explore and develop their own ideas

5.3.8 SEN and Target Setting for Behaviour

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. For these pupils it will usually be necessary to draw up an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

5.3.8.1 Using the Early Help Assessment (EHA)

Where parents, carers or children tell us that they require support, or school staff identify that there may be emerging needs and that services might be required an EHA is likely to be beneficial. In such cases staff will have an open discussion with the parents / carers and child about the support and services that might help and agree how they would be accessed.

Low level needs

Where the school and another service i.e. health visitor, may be able to meet the needs, take swift action and prevent needs escalating, the EHA pre-assessment checklist and request for support form will be completed to identify and document the needs. This process may identify that an early help assessment may be needed and the action to be taken.

5.3.8.2 Emerging needs

Where the child or parent are likely to require co-ordinated support from a range of early help services, or where there are concerns for a child's well-being or a child's needs are not clear, not known or not being met, staff should discuss the use of the early help assessment with the child and /or their parents or carers. Where a multi-agency response is needed a team around the family (TAF) should be formed to bring together practitioners from the different services so that they, along with the family, can work together to meet the child's needs.

For more information about the early help assessment process see www.derbyscb.org.uk.

At each stage of the process where serious/complex needs or child protection concerns are identified, a referral to Children's Social Care will be made.

5.3.8.3 Statement – Statement for Behavioural, Emotional and Social Development.

This is a process managed by the Local Authority and is unusual for Early Years pupils. Further information about this process is available via the office.

5.3.9 Children's Responsibilities

Children are expected to follow the school rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our school community. Pupils are responsible for their own actions and the consequences of those actions. Pupils have a responsibility to allow teachers to teach and to allow learners to learn.

5.3.10 Responsibilities of parents and carers

Although the school has a critical role to play in promoting good behaviour, it is clear that schools cannot, and should not, tackle this responsibility alone. Partnership is the key, and the school can consolidate its partnership with parents by ensuring that parents have full information on the school's curriculum, plus regular progress reports. Parents will be told when things are going well and when they are going badly.

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher/ key person. If the concern remains then the management team will become involved.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents

of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the management team who will take appropriate action in line with Local Authority policy.

5.3.11 Responsibilities of the Management Team

It is the responsibility of the management team, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the management team to ensure the health, safety and welfare of all children in the school.

The management team supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The management team keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the management team may permanently exclude a child.

5.3.12 Behaviour Management Plan

It is important to ensure that a safe and positive learning environment is maintained. The most effective way to do this is to support the children to learn positive habits. Through a system of recognition, rewards and sanctions children will learn that all behaviour has consequences. As a school we believe that children should be given the chance to correct their mistakes and believe that there is always a positive solution. It is key to how we manage behaviour that children should learn from their mistakes, and learn to make good choices that lead to positive rewards and outcomes. Where poor choices are made, children need help and support from the adults around them in order to get back on track.

5.3.12.1 Clean Slate

Every child begins every session with a 'clean slate'. This means that every child has an equal opportunity to gain recognition and rewards on a regular basis. It recognises that a child has the opportunity to learn from his or her mistakes and is given a fair chance to show that he/she has done so. It reinforces that it was the behaviour that was disapproved of, not the child.

5.3.12.2 Consequences

The aim of our behaviour management plan is to encourage the children to learn that for every choice they make there is a consequence. Where positive choices are made: recognition and rewards are gained. Where negative choices are made: sanctions come in to play. Reinforcing positive choices encourages good behaviour to become habitual.

5.3.12.2.1 Consequences of positive choices

It is important that all members of staff recognise and celebrate positive behaviour and best efforts at all times. Much of the time this recognition will be given informally. The following are all ways of rewarding through informal recognition or praise:

- Smiling and thumbs up
- Verbal acknowledgement of the effort
- Positive comment about a change in attitude or behaviour
- Positive feedback to parents
- Sharing good work with wider staff/ school
- Special privilege, e.g. first in line
- Displaying work on the wall
- Special responsibility

5.3.12.2.3 Consequences of negative choices

Despite being proactive in encouraging good behaviour, Derby Montessori School recognises that there will be times when unwanted behaviour occurs. Most behaviour will be dealt with effectively as part of the day to day management of the class, and in these instances there will be no need to escalate sanctions or to inform parents. Where behaviour is persistently poor senior members of staff will become involved and parents will be contacted. At all times the school 'Rights and Responsibilities' will inform decision making: every child in the school has the right to be able to learn and the right to be safe at all times.

Derby Montessori School expects all members of staff to operate a hierarchy of corrective interventions and consequences working from the least to the most intrusive. The hierarchy is made explicit to the children, as is the link between the behaviour and consequence. A variety of low level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

The emphasis at any stage is on the child being re-engaged in the lesson and their learning as soon as practical.

Step One

- Non-verbal signal – This is often catching the child's eye and giving them a 'look' or a shake of the head.

This is the lowest level of intervention but is nevertheless important. You need to let the child know that you see what they are doing. If you do not stop the unacceptable behaviour then you are condoning it. The non-verbal signal gives the child the chance to recognise that he/she is making a negative choice and gives the opportunity for the child to take ownership of his/ her behaviour and change their behaviour choice.

Step Two

- Make a statement of reality – (tell the child what you see)
'Ricky you are climbing on the fence'

Remain calm as you say this. Use a conversational level of voice whilst talking to the child. Remember you are modelling behaviour and how to deal with a situation in an appropriate way.

- Do not ask the child 'why'. You don't need to know. The child just needs to stop.
- Give the child 'take up' time (e.g. count slowly to 10 in your head)
- Remember to praise the child if they change their behaviour
- If they don't, move to step three.

Step Three

- Describe the behaviour you want to see – end the statement with 'thank you'
'Ricky, you need to use the gate to get the ball, thank you'

Using 'thank you' at the end of the statement carries more of an expectation. Remember to keep a smile in your voice; it is more likely to gain a positive result.

- Give the child 'take up' time (e.g. count slowly to 10 in your head)
- Remember to praise the child if they change their behaviour
- If they don't, move to step four.

Step Four

- Statement of choice – Repeat the expected behaviour and state the consequence (sanction) emphasis that they need to make a choice.
'Ricky, use the gate to get the ball, or you will have a time out. It's your choice.'

Remain calm and assertive. Children see shouty adults as adults who lack control. They are either frightened by it or find it funny.

- If the child makes a positive choice at this stage you MUST praise them
'Well done Ricky, you made a good choice'
- Ignore any grumbling or stomping about at this stage; the important fact is that they made the right choice.
- If they do not make the right choice, follow through with the consequence/ sanction.

No matter how difficult, remain calm and assertive. If you get over emotional it may encourage other children to try to push your buttons. A cooldown period should be carried out by having the child sit by you or in a designated spot.

Step Five

When a child is making poor choices for the third time in a session, a child behaviour/incident tracking sheet must be started.

- If the child makes a positive choice at this stage you MUST praise them
'Well done Ricky, you made a good choice'
- If they do not make the right choice, follow through with the sanction.

The child's Key Person will fill out the child behaviour/incident tracking sheet and at the end of the day the parent will be asked to sign the sheet and be given the copy to take home.

The point of the child behaviour/incident tracking sheet is to think carefully about the incidents, why they happened and how they can be avoided. The key person and parent together will consider and agree to strategies that will help him/ her to make better choices in the future.

Step Six

- Parents called in-

After one week of monitoring, or sooner in cases of physical aggression, the relevant member of the management team will be informed and she will call a meeting with the parents to discuss suitable strategies.

Step Seven

- Exclusion

In extreme and very rare circumstances the school may temporarily exclude a child and/or consider permanent exclusion from school.

- Only the management team have the power to exclude a child from school. The management team may exclude a pupil for one or more fixed periods. The management team may also exclude a pupil permanently. It is also possible for the management team to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the management team exclude a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the management team makes it clear to the parents that they can appeal against the decision to the Directors of the company. The school informs the parents how to make any such appeal. The management team informs

Derby City Council about any permanent exclusion of a government funded child, and about any fixed-term exclusions beyond five days in any one term.

- Exclusion will only ever be considered after all other possible avenues have been explored.

NOTE 1: In the case of extreme negative behaviour the management team must be informed immediately. A letter will be sent home or a phone call made to the parents. Whilst for consistency it is expected that the steps of this strategy will be taken in sequence, if an incident warrants it, a jump can be made to any point.

NOTE 2: We recognise that there will be some children for whom this seven step approach is not appropriate. Such children will have an individual behavioural plan detailing alternative rewards and sanctions. (See section 5.3.8)

5.3.13 Defining negative choices

The following is a list of unacceptable behaviour. The list is not exhaustive and is not set out in any hierarchical way:

- | | |
|--|--|
| ▪ Refusing to work | ▪ Interrupting/disturbing others' work |
| ▪ Destroying property | ▪ Targeting a particular child |
| ▪ Throwing items | ▪ Rudeness |
| ▪ Talking when asked to be quiet/ listen | ▪ Being deliberately unkind |
| ▪ Disrupting with noise | ▪ Laziness |
| ▪ Using inappropriate language | ▪ Running inside |
| ▪ Teasing classmates | ▪ Shouting |
| ▪ Refusing to follow directions | ▪ Kicking |
| ▪ Moving out of assigned area | ▪ Spitting |
| ▪ Making inappropriate gestures | ▪ Biting |
| ▪ Bullying | ▪ Swearing |
| ▪ Answering back | ▪ Fighting |
| ▪ Excessive/ inappropriate attention seeking | ▪ Racism |
| ▪ Physical aggression | ▪ Name Calling |
| ▪ Very distracted | ▪ Vandalism |
| ▪ Little/ low concentration span | ▪ Stealing |

5.3.14 Monitoring and evaluation of this policy

The effectiveness of this policy will be reviewed and evaluated by the staff as part of the schools rolling programme. The management team will report the results of monitoring and evaluation of this policy both to members of staff and to parents. Policy changes will be made as and when they become necessary.

5.4 OFF-SITE SAFEGUARDING POLICY

Rationale

At Derby Montessori School we believe that off-site activities can complement and enhance the curriculum of the school by providing experiences which would be impossible within the school boundaries. Off-site activities are those activities arranged by or under the auspices of the school which take place outside the boundaries of the school. The purpose of this document is to ensure safety during off-site activities and visits.

Planning

- Staff arranging or otherwise involved in off-site activities must make themselves familiar with the regulations, advice and procedures published by the Local Education Authority (available from the school office). All off-site activities must take place under the terms of these regulations, advice and procedures.
- All off-site activities must serve an educational purpose which is clearly related to the curriculum.
- Where staff are proposing to arrange an off-site activity the approval of the management team must be obtained before any commitment is made on behalf of the school. Sufficiently detailed proposals should be provided by the member of staff to allow for an informed decision to be made.
- Wherever possible the staff planning an off-site activity should make a preliminary visit to the venue in order to familiarise themselves and make a proper assessment of its suitability, bearing in mind the age of the children, the size of the group, the time of year (and probable weather conditions) and the suitability of the facilities. The costs of such a visit may be reclaimed and should be included in the overall cost of the activity.
- The costing of off-site activities should include any costs associated with the visit which would normally fall on the school e.g. transport, entrance fees, insurance, provision of any resources or equipment specific to the activity. This should include the costs related to adult helpers.

Supervision

- The management team will appoint a 'party leader' to be responsible for running the activity. This will normally be a member of staff employed at the school.
- An activity should normally have sufficient adults taking part to provide a minimum ratio of:
 - One adult to three children (under twos)
 - One adult to five children (two year olds)
 - One adult to eight children (three to five year olds)
 - One adult to thirteen children (six to eleven year olds)
- This is a minimum requirement, and should not automatically be taken as providing appropriate supervision.

Transport

- Transport arrangements should provide a seat for each member of the party. It is the policy of the school to hire coaches with seat/lap belts where available.
- Where public transport is used each member of the party must be seated for the entire journey
- Where private cars are used for transport the party leader is responsible for ensuring that the insurance of each driver covers such journeys.

Parental Consent

- The parents of children taking part in an off-site activity should be provided with appropriate information about the activity. Where the activity is taking place entirely within a normal school day it is sufficient to obtain an acknowledgement that the parents are aware of the arrangements. Where the activity extends beyond the normal school day written permission from the parent must be obtained.
- All adults accompanying a party must be made aware, by the party leader, of the emergency procedures which will apply. Each adult should be provided with an emergency telephone number. This will normally be the school number, but where an activity extends beyond the normal school day the home telephone number of a designated emergency contact should be provided.

Funding

- Funding for off-site activities is provided mainly by parental contributions or occasionally by school funds.

- The timetable for the payment of contributions should allow for the management team to make a decision about the financial viability of the activity in reasonable time.

Safety

- Before a party leaves school the school office should be provided with a list of everyone, children and adults, travelling with the party, together with a programme/timetable for the activity.
- The safety of the party, and especially the children, is of paramount importance. During the activity the party leader must take whatever steps are necessary to ensure that safety.
- Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of others or the good name of the school, the party leader should discuss with the management team the possibility of excluding the child from the activity.

5.5 MOBILE PHONE, CAMERA AND PHOTOGRAPH POLICY

Derby Montessori School prohibits the use of personal mobile phones and cameras in our setting when working with children or when on outings. This is to ensure the safety and welfare of the children attending the school. Staff, parent helpers and visitors are included in the above.

The above will be achieved by:

Mobile phones:

- All personal mobile phones/ camera phones must be stored in the locked breakfast room cupboard during session/ class times.
- Personal mobile phone calls/ messages may only be taken at designated breaks or in colleagues own time, but never when there are children around.
- If a personal emergency occurs, staff, volunteer helpers and visitors are requested to use the setting's phone.
- Derby Montessori School's contact number is freely available for friends and family to use in an emergency. Messages left with the office are passed on promptly.
- Colleagues must ensure that the setting has a record of their up to date contact details.
- On outings a senior member of staff will have a mobile phone to use only in an emergency.
- The setting mobile phone is kept available to all teaching staff, in the classroom/kitchen. The number is given to parents of children currently attending the school and is primarily used for urgent text messages relating to a child's care for that day. Further details of the restrictions on the use of the handset are set out in the 'Use of Montessori Mobile' policy.

Cameras:

- Personal cameras are not to be brought into the setting.
- Each class has electronic devices which are used to record the children's activities and achievements.
- The photographs from these devices are uploaded onto a password protected Learning Journal and/or the school webpages with the prior agreement of the parents.
- Members of staff, volunteer helpers and visitors are not allowed to take cameras or memory sticks home.

Photographs:

To help us document each child's progress photographs are taken in an unobtrusive way throughout the school. Primarily these photos are used for individual children's records, in class project booklets or in displays around the school. From time to time photographs are also used in the school's promotional materials and advertising. Occasionally the local press write an article about activities the school has done and this is accompanied by photographs. On a yearly basis an outside agency

takes individual and class photographs of the children in the school. To ensure that children are protected and safeguarded the following actions are put into place:

- Photographs of individual children are used primarily in their on-line, password protected Tapestry account in which their 'Learning journey' is recorded.
- Individual children are not named in promotional materials or advertising.
- Parents are informed of the use of photographs for documenting progress and for promotional materials and asked to advise the school in writing if they do not consent for photos of their child to be taken or used.
- When children are to be named in articles written permission is sought first from the parents.
- When photographs of children are to be put on the website additional and specific written permission is gained from parents prior to the photograph being used.
- Where group photographs are to be taken, or group events are held where photographs or videos may be taken by others, advance notice is given to all parents to ensure no parent has an objection. Should a parent have an objection either their child is removed from the photograph/ activity, or permission is denied to all parents. (examples would be: group class photos taken by outside agency, school concert, sponsored walk off site).

5.6 POLICY ON COLLECTING CHILDREN FROM DERBY MONTESSORI SCHOOL

5.6.1 Rationale

As part of our commitment to safeguarding children, Derby Montessori has put this policy in place to ensure that only authorised adults can collect children from our care.

5.6.2 Procedures

When the child first starts with us the following information is recorded in the child's file:

- name and address of every parent and/or carer, and information about any other person who has parental responsibility for the child;
- mobile telephone numbers - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour's or a sibling's school contact number (where possible, we should hold more than 2 emergency contact numbers for the child);
- place of work, address and telephone number (if applicable);
- names, addresses and telephone numbers of adults whom the parents/carers designated as 'emergency contacts'
- names, addresses, telephone numbers of adults who are authorised by the parents to collect their child from nursery, for example a childminder or grandparent; and information about any person who does not have legal access to the child.

This information is kept in the child's file. The information is summarised on the register for emergencies.

Parents are responsible for informing the setting of any changes to contact information, but in addition to this Derby Montessori School also sends out forms for parent/carers to update contact information yearly.

We require that parents/carers give us written authorisation for an adult other than themselves to collect their child from the setting nursery prior to collection time unless under emergency situations. (Please see the section titled 'collections procedures for parents/carers or authorised adults')

5.6.3. Authorising older siblings to collect children from nursery

Derby Montessori School discourages parents/carers from having anyone below the age of 17 as an authorised person to collect their child from nursery.

In the event that a parent/carer has no other person who can collect their child from nursery then we will ask the parent/carer to complete a disclaimer stating that they consider the young person capable and responsible enough to collect their child. This disclaimer will need to be renewed termly.

5.6.4 Collections procedures for parents/carers and authorised adults.

At Derby Montessori only qualified staff can answer the door or let anyone collect a child from the setting. During busy periods a senior member of staff is on duty at the door as a first point of reference for parents/carers. Staff will only allow access to individuals that they recognise and know are authorised to collect a child from the setting.

A staff member who does not recognise a parent/carer will ask for the adults name and their relationship to the child. They will then politely ask the parent/carer to wait at the gate and will find the child's key-person or another staff member who can confirm the identity of the parent/carer or authorised adult.

If no-one is on duty that recognises the adult then the contact information will be checked and the individual be asked to show a form of photographic identification. Staff may call a child's parents/carers to clarify any confusion or allay any concerns if necessary. On occasions when parents/carers are aware that they will not be at home or in their usual place of work, they must inform a member of staff who will record how they can be contacted in our school diary.

5.6.5 Procedure for authorising additional adults

If a parent/carer has arranged for an adult to collect their child from Derby Montessori who has not been previously authorised then we require the parent/carer to record the name, address and telephone number of the person who will be collecting their child in our school diary. Staff will agree with parents/carers how the identification of the person who is to collect their child will be verified. If this adult becomes a regular authorised adult their name and details will be added to the child's file.

In the event that a parent/carer is not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number when their child starts with us. If the parent/carer has arranged for an already authorised adult to collect their child then the normal procedure will be followed on their arrival. If the parent/carer has arranged for an adult to collect their child who has not previously been authorised then the procedures will be completed over the telephone and either a photograph of the person will be shared with the setting (through the child's secure online learning journal), or they will need to bring a form of photographic identification.

5.6.6 Procedure for un-authorising an adult from collection

As stated above, parents/carers are responsible for informing Derby Montessori School of any changes to contact information. If a parent/carer chooses to remove an adult from their list of authorised collections they must inform the setting immediately to ensure the security of the child. The details of the adult will be blacked out from the forms and contact card. With the consent of the child's parents/carers the name and description of the adult no longer authorised to collect the child will be shared with staff to ensure the adult is not given access to the building.

In the event that an unauthorised adult attempts to collect a child, staff will contact the child's parents/carers immediately for advice. Staff will work through this situation in a calm and professional way. The unauthorised adult will be asked to leave the premises. In the event that the situation becomes volatile the police may need to be called.

5.6.7 Legal rights of the child

Derby Montessori School will make every attempt to respect the wishes of the parents/carers who are its clients and will follow the instructions of our clients in regard to information pertaining to who is authorised to collect their child. However, we have no legal right to deny a child access to a parent who has been or is listed on the contact information unless there is a belief that this will place the child at risk of significant harm, or there is a belief the parent may flee with the child. In such circumstance our child protection procedures will be enacted.

We recognise that difficulties within the family can cause extreme distress to all parties and aim to be supportive in any way that is professionally appropriate. However, we must make it clear that without a legal document, such as a court order or injunction, we cannot deny a parent access to relevant information about their child's care and learning.

The nursery must act in the best interest of the child in all situations and will aim to take account of the views and wishes of all parties. In the event that a parent/carer requests that a child's other parent/carer is prevented from collecting the child we will offer information via our signposting system of supporting agencies which can advise and guide parent/carers.

5.7 PROCEDURES FOR CHILD NOT COLLECTED

- Parents are given a reasonable time during which to collect their children and we particularly appreciate the difficulties of end of school day pickups for those parents with children at multiple schools, and allow for flexibility at this time.
- Late pickup at any other time causes disruption and is strongly discouraged.
- After approximately 10 minutes, if no message has been received from the parent, the primary contact will be phoned.
- If the primary contact cannot be reached, the secondary and then the emergency contact is phoned.
- The child will join the next session while waiting to be collected. For noon pickups the child may join those eating lunch. Where a child is uncollected at the end of the day, the most senior member of staff will remain with the child until suitable arrangements have been made for pick up. The child is usually kept busy in the school while waiting to be collected, e.g. reading stories, helping to tidy up the room etc.
- As we hold several phone numbers for each child (both parents' home and work numbers, plus mobile numbers and an emergency contact number), it is likely that we will be able to contact someone to collect the child before too long.
- At the discretion of the management team or if no reasonable explanation is given for the delay, the child will incur a late charge of £1 per minute.
- Ultimately, to ensure we comply with our registration and our insurance policy, Social Care will be contacted. Typically around 18:30 hours.

5.8 PROCEDURES FOR LOST CHILD

Precautions for keeping children safe:

- Glass panels are fitted to the fire doors to improve visibility.

- These measures should ensure that children are not 'lost' internally in the school.
- Locks are fitted to all external doors, and door catches are at adult height and therefore out of reach of the younger children to prevent the children leaving the main building unsupervised.
- No child is allowed outside without adult supervision.
- Attention is given to the boundaries of the property to ensure that these are secure and that children may not easily leave the site, or be removed from the site, without staff members being aware.
- External gates are fitted with locking devices that cannot easily be opened by the children.
- Children are actively taught about 'keeping safe', and about staying within the boundaries.
- A register is taken during the morning and afternoon sessions.
- When the children come back into school from outside time or have spent time off-site, a register is taken to ensure all children are present.

Procedures should a child be found to be missing:

- Should a child be found to be missing the first priority is to ensure that all the other children remain safe. This may result in the remaining children being taken back inside.
- One member of staff will then check all the outside areas to see if the child has been overlooked anywhere or is playing, unaware that the others have gone in.
- If the child cannot be located on the premises the member of staff will check the road/pavements visible from the entrance.
- If the child is still not found the member of staff will immediately inform the management team or most senior member of staff on-site.
- The supervisor will contact the police, and follow any directions they give.
- The supervisor will then contact the parents, or if they cannot be reached, the emergency contact.
- A full written report of the incident will be made as soon as possible. Ofsted will be notified as soon as reasonably possible, and no more than 14 days after the incident.

5.9 CHILD ABSENCES

At Derby Montessori School we believe that good attendance plays a fundamental role in supporting children's educational achievement, well-being and in keeping children safer. Establishing regular routines for young children supports the settling-in process and enhances their sense of security and belonging.

Our separate Attendance Policy is shared with parents through the online learning journal and sets out the procedures in place to promote and monitor attendance within our Early Years Setting and the steps that will be followed if a child is absent from the setting.

A child's key person will consider patterns and trends in a child's absences and use their professional judgement when deciding if the child's absence should be considered as prolonged. Consideration will be given to a child's vulnerability, parent's and/or carer's vulnerability and their home life. Any concerns must be discussed with the DSL and/or referred to the local children's social care services and/or a police welfare check requested.

5.10 SAFER EATING

Before a child is admitted to the setting information will be obtained, through the enrolment form and at the initial visit to the setting, about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements. This information will be shared with all staff involved in the preparation and handling of food, and highlighted lists

will be on display in the areas where children eat. At each mealtime and snack time it will be clear which member of staff is responsible for checking that the food being provided meets all the requirements for each child. The supervising member of staff will not leave the room while children are eating, will be alert to the potential for choking and/or allergic reactions, and will prevent food sharing between the children. All supervising staff members hold a full valid paediatric first aid certificate.

Each child's key person will have ongoing discussions with parents and/or carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances. This information will be kept up to date by the child's key person and shared with all staff. British Society for Allergy and Clinical Immunology (BSACI) allergy action plans will be displayed in the classroom for reference. All staff are aware of the symptoms and treatments for allergies and anaphylaxis, the differences between allergies and intolerances and that children can develop allergies at any time, especially during the introduction of solid foods. Reference will be made to the NHS advice on food allergies: Food allergy – NHS (www.nhs.uk) and treatment of anaphylaxis: Anaphylaxis – NHS (www.nhs.uk).

The child's key person will have ongoing discussions with parents and/or carers about the stage their child is at in regard to introducing solid foods, including to understand the textures the child is familiar with. Assumptions will not be made based on age.

Food will be prepared in a suitable way for each child's individual developmental needs, working with parents and/or carers to help children move onto the next stage at a pace right for the child. Reference will be made to the NHS – Weaning – Start for Life website, together with the education.gov.uk website: Food safety – Help for early years providers.

Young children will be seated in an appropriately sized low chair and will always be within sight and hearing of a member of staff whilst eating. Distractions, during times the children are eating, will be minimised. Where possible, a member of staff will be sat facing children when they eat, as choking can be completely silent and the staff member can ensure the children are eating in a way that minimises the risk of choking while being alert to unexpected allergic reactions.

If a child experiences a choking incident that requires intervention, the details will be recorded in the Accident Book, which the parent/carer will be asked to sign when the child is collected at the end of their session. If the child is to be picked up by someone other than their parent/carer, then a phone call will be made to ensure they have same-day knowledge of the incident. First Aid records are reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking.

6. RECRUITMENT, SELECTION AND TRAINING

Derby Montessori School is committed to safeguarding and promoting the welfare of children and young people. In order to ensure this our recruitment and selection policy is in accordance with both local and national guidance.

6.1. STAGES OF THE RECRUITMENT PROCESS

6.1.1 Decision to Recruit

The job description will include a reference to the responsibility for safeguarding and promoting the welfare of children, and the person specification will include suitability to work with children. The need for completion of an enhanced DBS check will also be included on the job description.

6.1.2. Advertising the Post

The advertisement will require candidates to apply for an information pack which will include a job description and an application form. Unsolicited CVs will not be accepted without an accompanying completed application form.

6.1.3. Application Process

Application forms will be used to enable all potential applicants to provide a common set of core data as follows:

- Current and former names, date of birth, current address, NI number and evidence of eligibility to work in the UK
- Full details of qualifications relevant to the position applied for including awarding body and date of award
- Full history in chronological order showing employment, study, voluntary work, with explanations for any periods not covered, and reasons for leaving employment.
- Declaration of any family or close relationship to existing or potential employees or employers
- Details of referees, who must be a senior person with appropriate authority, and one of whom must be current or most recent employer. For an employee not currently working with children, but who has done so in the past it is important that the past employer should also be contacted. If the applicant has never worked with children then references must be secured from their current employer, training provider or education setting. References from family members will not be accepted.
- A statement from the applicant of their personal qualities and experience, which they believe, meets the person specification.

Applications will be carefully scrutinised upon receipt in order to identify any anomalies or areas of concern, which need to be followed up at interview. This will include any gaps in service or mid career moves from permanent to supply or temporary work.

6.1.4. Taking up references for short listed candidates

Derby Montessori School will seek references for all short listed candidates, using the proforma reference request forms, ensuring electronic references originate from a legitimate source. References will be scrutinised to identify any gaps or contradictions, which will then be explored at interview and/or by telephone call to the referee for verification.

6.1.5. The Interview

These will be on a face to face basis wherever possible, and the same panel will see all the candidates for a post and carry out some straightforward pre employment checks such as verification of the applicant's identity, right to work in this country (a national insurance number does not automatically indicate this right) and relevant academic and vocational qualifications from original documentation. The interview process will explore the applicant's ability to carry out the job description and meet the person specification. It will enable the panel to explore any anomalies or gaps which have been identified so far in order to satisfy themselves that the chosen applicant can meet the safeguarding criteria identified above. Consideration including discussion with the candidate will also need to be given to any information regarding previous records of cautions or convictions including information provided in a sealed envelope. Discussion will also take place regarding any significant periods of sickness absence.

6.1.6. Pre Employment

In addition to the checks already detailed Derby Montessori School will ensure that a pre-employment health check is completed, as well as obtaining a DBS Enhanced Disclosure. These together with the collection of all necessary references will be completed before staff start work.

Any offer made to a candidate will be conditional on all the pre employment checks being completed satisfactorily.

6.2. Induction

All members of staff will be given an induction programme which will clearly identify the school policies and procedures, including child protection, and make clear the expectations and codes of conduct which will govern how staff carry out their roles. This will give the opportunity to provide discussion of any relevant issues. The programme will ensure that all new staff are aware of the following policies and procedures and how to access them:

- Visitors
- Equal opportunities
- Registers
- Behaviour policy
- Using positive language
- Medicines/ medication books
- No nuts/ food restrictions – children with allergies/ list
- Accidents/ minor incidents book, head injury form, Riddor
- Major incidents
- No Smoking
- Lost child
- Safe guarding children/ DSL and deputy
- SEN / co-ordinator
- Confidentiality

All staff will read and sign to say that they have read and understood Keeping Children Safe in Education part one: safeguarding information for all staff (2025) at their induction to the setting and as part of their safeguarding training renewal.

The following Health and Safety concerns will also be covered:

- H&S officer
- Lifting
- Food hygiene
- Risk assessment/ awareness/ Hazard analysis
- Fire Drill – responsibilities
- First aid box
- First aid
- Signing in/ out
- Jewellery

6.3 ONGOING EMPLOYMENT

Derby Montessori School recognises that safer recruitment and selection is not just about the start of employment, but should be part of a larger policy framework for all staff. We will therefore provide ongoing training and support for all staff, as identified through performance management. We will also provide a range of opportunities where concerns can be raised, in order that staff feel that the school culture embraces safeguarding and communicates a clear framework to employees, parents and pupils. We will monitor issues as they arise, and through the use of such strategies as staff supervision and appraisals will seek to continually improve the school environment, for the benefit of both staff and pupils.

7. IMPLEMENTATION AND MONITORING

In order that Derby Montessori School's good practice and child protection policy and procedures are to be effective, they need to be integrated into current practice and implemented in a planned and staged way, which will involve:

- The dissemination of the safeguarding children message so that it reaches and influences all related organisations to safeguard the welfare of young people
- Operating sound recruitment procedures for paid and voluntary staff
- Identifying and enabling the appropriate safeguarding children training for staff;
- Remaining updated with legislation related to safeguarding children
- Measuring the impact of the policy and procedures on an annual basis
- Monitoring the policy and procedures
- Feedback from young people and families
- The number of personnel trained in safeguarding children awareness

APPENDIX I: FORM TO RECORD CONCERNS ABOUT A CHILD

Any member of the school staff, including volunteers, must record any concerns about a child or young person. This form must be completed as soon as possible after the discovery of the concern and send to the Designated Safeguarding Lead (DSL). If the concerns are immediate, please tell the DSL straight away.

Child's name:		Date of Birth:	
		Class/Year/Form:	
Concern identified by:		Role:	
Date of concern:		Time of concern:	
Witness/es:		Place of incident:	
Name of alleged person (s) responsible for the harm			
Not Known			
Pupil in this school/college			
Pupil in another school/college (Please specify)			
Family member			
Volunteer			
Member of staff			
Governor			
Other (Please specify)			
Please Note: A copy of this record must be kept on the personnel file for any volunteer, member of staff, governor or person connected with the school			

Concern/Incident/Disclosure: Why are you concerned about this child? What have you observed and when? What have you been told and when?

Please provide a description of any incidents or anything you have been told by a child, or another person. Remember to make clear what is fact and what is hearsay/opinion. Note the language/terminology used by the child, or adult, and be clear about who has said what. Continue on a separate sheet if necessary.

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Has any action already been taken in relation to this concern?

For example child taken out of class, first aid

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Name of person concerns reported to	Date

Action to be taken / recommendations from DSP

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Name of person completing form	Signature	Date and time

APPENDIX II: CHILD REFERRAL FORM TO CHILDREN'S SOCIAL CARE

Derby Children's Social Care Child Referral Form

This referral form should be used to support a telephone referral to Derby Children's Social Care and should be submitted within **48 hours of the call**. It can also be used to make non urgent referrals. Please mark '*Private and Confidential*' and post to First Contact Team at The Council House, The Council House, Corporation St, Derby DE1 2FS or email securely:

- using the CJSM network to ashtree@derby.gov.uk.cjasm.net or
- using the GCSX network to ashmail@derby.gcsx.gov.uk.

Section 1: Details of the child/family you wish to refer

Referral date:

Details of all children or young people living at the household

First Name	Surname	DOB/EDD	Gender	Ethnicity	Disability	Who has PR*

*Parental Responsibility

Family and other household members

First Name	Surname	DOB	Gender	Ethnicity	Disability

Household address

Postcode:

Telephone:

Section 2: The referrers contact details

Name	Job title/Role	Agency address
Phone number	Email	

- Have you spoken with someone in Children's Social Care already? Yes ☐ No ☐
- Are you likely to have on-going contact with this family? Yes ☐ No ☐

Section 3: Reason for referral

- Have you spoken with someone in Social Care already? Yes ☐ Date: No ☐
- Have you completed an Early Help Assessment? Yes ☐ No ☐

If 'Yes', complete sections 3, 6 and 7 only and attach a copy of the EHA and TAF documents to this referral form.

If 'No', why have you been unable to complete the EHA?

Reason for referral. Please give:

- A summary of the key issues, concerns and risks
- Your view on the level of urgency
- What, if anything, has been done in relation to this already
- Details of what you are asking for from Children's Social Care.

Please attach all relevant assessments or reports.

Threshold scaling

Using the information you have provided please tick the safety and well-being scale below to indicate what level of need you consider this referral suggests.

- ☐ **Low level need**
Where need is relatively low and where individual services and universal services may be able to address the child's needs without the involvement of other services.
- ☐ **Emerging need**
Where a range of early help services may be required. Co-ordinated through an Early Help Assessment where there are concerns for a child's well-being or a child's are not clear, not known or not being met.
- ☐ **Complex or serious needs**
Where without the intervention the child would become at risk of significant harm or the needs are such that without intervention the child's health or development would be seriously impaired. Help is provided as a child in need under Section 17 of the Children Act (1989) via a specialist in-depth assessment and following this at least initial co-ordination of services via the Social Worker.
- ☐ **Child protection concerns**
Where there is reasonable cause to suspect a child is suffering or likely to suffer significant harm because of abuse or neglect. Under Section 47 of the Children Act 1989, local authority Children's Social Care must make enquiries and decide if any action must be taken to protect the child.

Information sharing

- Have you discussed this referral with the child/young person? Yes ☐ No ☐
- Have you discussed the referral with the person with PR? Yes ☐ No ☐
- Has the child/young person/person with PR given their consent for other agencies to be contacted? Yes ☐ No ☐

If any agencies have been excluded from this, please state which:

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- Are you aware of any risks to staff from any member of the household? Yes ☐ No ☐

If 'Yes' please give details:

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Anonymity

There is an expectation that when making a referral, professionals inform the family of the referral and identify themselves as part of the referral process. Information regarding the identity of the referrer will normally be shared with the family. If you consider that identifying you as the referrer will place you at level of risk, please explain below. A Social Worker will discuss this with you.

- Do you need to remain anonymous? Yes ☐ No ☐

If 'Yes', please explain why?

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Section 4: Other family or household members or significant others

e.g. parents, stepparents, grandparents, half siblings, step siblings or adult siblings.

First name	Surname	DOB	Gender	Ethnicity	Disability	Relationship to child

Address if different

Name	Address and postcode

Section 5: Other professionals/agencies involved

Child/young person	Nursery/school/college	GP/Medical Centre

- Are other professionals or agencies involved other than the above? Yes ☐ No ☐

If 'Yes', the name and address/work base of the other professional/agency

Name	Address/workbase

END

Source: DSCB November 2015