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Admissions Policy

It is our intention to make The Beanstalk genuinely accessible to children and families from all sections of the local community. In order to accomplish this we will:

- Ensure that we are widely advertised on all local communities. We will place notices advertising the school in places where all sections of the community can see them.
- Describe the school and its practices in terms which make it clear that it welcomes fathers and mothers, other relations and carers, and people from all cultural, ethnic, religious and social groups, with and without disabilities.
- Monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- Make equal opportunities policy widely known.
- Be flexible about attendance patterns so as to accommodate the needs of individual children and families.
- Children usually start in the morning/afternoon group between 2 and 2½ years old and move into the morning group when there is a place for them and when they are considered by the staff to be ready to cope with the longer, more structured sessions.
- Spaces in the afternoon group are allocated on a first come first served basis with preference given to siblings.

Advertised in:

West 4 Kids
NCT Magazine
Angels and Urchins
Early Years Childcare Services Directory
Montessori Directory
Families West

Registration, Home Visit and Settling In Policy

Parents are encouraged to visit The Beanstalk in person prior to registration, to get a flavour of what we offer, and see the nursery in 'action'.

Once the child is enrolled at the Beanstalk, we will organise a home visit with the key person. During the home visit we aim to find out about your child's likes and dislikes, and other information that will help us in settling your child during the settling in period.

The Beanstalk has a key person system and the key person will be allocated to help continuity for parents and child and help your child settle in. During the first session or two, the parent/carer will usually stay. The child's first session is kept short and the visit is scheduled so that the child starts 30 minutes into the session, so that the key person can spend time with the child. We encourage parents to separate from children for brief periods to start of with, gradually building up to longer absences.

Children cannot play and learn successfully if they are anxious or unhappy. Our settling in procedures aim to help parents to help their children to feel comfortable at school, to benefit from what it has to offer and to be confident that their parents will return at the end of the session/day.

Parents as Partners Policy

Parents are the child's first educator. We respect and value our parents and we aim to have an open, honest and supportive relationship with the families of our nursery.

Communication

Your child's key person will keep you informed of your child's progress through informal chats and where necessary formal meetings. We have an open door policy, and generally encourage parents to have a brief chat with the child's key person every morning.

Parents can reach the school by phone or email at any time, and this is encouraged if parents are working and do not always drop off and pick up their child.

We hold a Montessori Information Meeting at the beginning of the school year, where we explain how we work within the Early Years Foundation Stage whilst still using the Montessori philosophy and materials.

We hold Parents Evenings once per term, and this is an opportunity for parents to get an update on children's progress and at the same time socialise with other parents.

Information

A newsletter is sent home with the children once per month and also electronically. The notice board in the entrance holds a wealth of information and there is a part of the notice board dedicated to parent's adverts.

Children's scrapbooks, key person's record keeping, observations and other information is available to parents at all times. We endeavour to make information available in other home languages or on audiotape, if needed.

Parents are always consulted and permission sought if The Beanstalk feel that a child needs additional support at any one time (see Special Educational Needs Policy).

Involvement

We seek parent's support and involvement – we value any contributions made and parents are invited to demonstrate their various skills and talents in any way possible.

We hold several Volunteer Days a term, and a parent can sign up to help out and support children's learning whilst at the same time get an insight into their child's day at school.

We encourage visitors from our local community, and seek to go out into the community whenever possible. During trips we often need parents to volunteer. We welcome and celebrate families' diverse backgrounds and enjoy the celebrations of cultural and religious festivals.

Transitions

We aim for a smooth transition between home and nursery, and work closely with parents and carers to achieve this. At the time the child is ready to leave us, we encourage parents to share information, such as the record keeping and child's scrapbook, with the child's next school.

Complaints Policy and Procedures

Here at The Beanstalk we always strive to maintain the highest quality early years education and childcare. We aim to provide a warm and caring environment where every child/family feels welcome and safe.

We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs, wishes and concerns. Our intention is to work in partnership with parents and the local community and we welcome suggestions on how to improve at any time.

Unfortunately, on some occasions you may feel unhappy with us, and should this arise please feel free to discuss your concerns with

- 1) Your child's key person
- 2) The Principal

We will meet with you and hold discussions trying to resolve your concerns.

If the problem is not resolved within a few weeks, the parent should put the concern or complaint in writing and request a meeting with the principal. Both parties should have someone present if required and an agreed written record of the discussion should be made.

Most complaints should be resolved informally at this stage, but if the matter is still not sorted out to the parent's satisfaction, the parent should again contact the principal.

If school and parent cannot reach agreement, it might be helpful to invite an external mediator, to listen to both sides and offer advice. This could be someone from the Early Years Childcare Service. These discussions will be kept confidential.

If you feel your complaint has not been dealt with correctly you have the right to contact:

Ofsted
The National Business Unit
Ofsted
Picadilly Gate
Store Street
Manchester
M12WD
Tel 0300 123 1231

Child non- collection Policy

If a child is not collected at the appointed time the following steps are taken:

- Parents/carer is telephoned at home/mobile/work
- Emergency numbers are contacted.

In the unlikely event that there is still no response, the child is kept on the premises while other avenues are explored. The child is always left with two members of staff.

If the child is not collected after an hour and a half after collection time and no contact has been made with parents or emergency contacts, social services will be called on **0208 753 6600**, **Out of hours service:** 020 8748 8588

- After 1 hr from notification (that is 2.5 hours from contractual picking up time) the social worker should intervene.
- Continued efforts to contact the parents should be made throughout this time.
- On arrival or contact from parents staff should remain calm and polite and listen to the explanation from the parent/s (there could be a feasible explanation). If the duty social worker had been informed about a suspected abandon child it is the staff duty to inform them otherwise.

Outings Policy and If a child is lost whilst on an outing

Visits to the local play ground and park are often made and an annual visit to a local venue, such as a farm trip or a museum. To ensure comfort and safety on such trips we ensure the following:

We adhere to the outings ratio of minimum 1:4 in the local community, and with children younger than three 1:2. If we go off on a day trip we always try to ensure a ratio of 1:2, so that children, staff and volunteers can all enjoy the day. The principal is always supernumery on trips and carry the first aid box, a mobile telephone, the register of children attending and their details, suitable snacks/drink and other essentials.

When coaches are used we always book a coach with seatbelts. This is not possible on local buses, which we use for trips to the local theatre or the shops.

A signed permission slip will be sought for each child on the outing.

A risk assessment is carried out prior to a trip, and if necessary, a couple of teachers make a prior visit to the location. Children are allocated an Adult for the Trip, all children carry stickers identifying the school and mobile no.

If a child is lost, staff will immediately inform security/staff of premises visited and the premises will be searched. Whilst search is carried out all children are kept safe with their teachers and volunteers, and will return to nursery as soon as possible, leaving the principal searching and liaising with premises staff. If child is not found, the surrounding area will be searched and police/parent and/or carer will be contacted.

Transport Policy

Teachers are not allowed to take children on outings in their own vehicles. When using public transport, permission is sought from parents and a risk assessment is carried out. If a coach company is used, we check they have adequate insurance and driver is vetted.

Risk Assessment for outing

Risk Assessment for outing to: _____

OUTING PROCEDURE

Place of Outing:

Names of all children attending the trip:

Names of all staff/adults attending the trip:

Checklist

- Potty
- Spare Clothes
- Nappies
- Wet Wipes
- Gloves
- Drinking cups
- Bottled water
- Children's labels
- First Aid Travelling Kit

Date of Visit:

Method of Travel on outward journey:

Method of Travel on return journey:

Local Police Station:

Local Hospital:

First Aiders:

Allergy procedures (if any children have an allergy, i.e. hayfever, please take their medication):

SENCO:

Outward journey details

- 1) Meet at the Beanstalk at:
- 2) Departure Time:
- 3) Bus Number/ Tube route:
- 4) Time of arrival at destination:

return journey details

- 1) Return journey time:
- 2) Departure bus/ tube route:
- 3) Time of arrival at the Beanstalk :

other information

Who organised the trip:

A preliminary visit has been made by:

Meeting point if lost:

Fire exit and assembly point:

Behaviour code when on trip:

Assessment completed by: _____

Signature: _____

Date: _____

Pre-visit check list when planning /preparing for outings

The Beanstalk Montessori Nursery School

Pre-visit check list when planning /preparing for outings

Visit to-----Visit Date-----

Room/Group-----Early Years practitioner-----

	Complete
1. Inform manager of any proposed visit to receive approval	
2. Make preliminary site visit or telephone contact obtain brochure	
3. Complete request for outing form and return to manager to obtain authorisation	
4. Do a risk assessment and submit to Manager	
5. Hold a planning meeting of the staff involved in the visit to Arrange. <ul style="list-style-type: none"> • Aims and objectives of the visit • Staff levels and roles • Transport arrangement • Grouping of children 	
6. Plan Nursery visit information sheets to be given to adult helpers	
7. Consider bad weather arrangements	

8. Establish clothing (be specific), food, equipment, money needed by the children and draft parental consent/ information letters	
9. Establish the transportation and visit rules to be told	
10. Make contact with the site that is to be visited to make general details and arrangements, etc	
11. Check if any children have medical Needs Allergies, special diets and ensures these needs can be met	

Signature ----- date-----

Print Name-----

Confidentiality Policy

Our work will sometimes bring us into contact with confidential information.

To ensure that those using and working in the school can do so with confidence, we will respect confidentiality in the following ways:

- 1) Parents will have ready access to the files and records of their own children, but will not have access to information about any other child.
- 2) Staff will not discuss individual children, other than for purposes of curriculum planning, group management, with people other than the parents/carers of that child.
- 3) Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to the person directly involved with making personnel decisions.
- 4) Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file.
- 5) Students on recognised courses observing in the school will be advised of our confidentiality policy and required to respect it.

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

Data Protection Policy

The Beanstalk is committed to a policy of protecting the rights and privacy of individuals (children, families, staff and others) in accordance with the Data Protection Act. The School needs to process certain information about its staff, children and other individuals it has dealings with for administrative purposes (eg to recruit and pay staff, administration, record keeping, collecting fees, and to comply with legal obligations to funding bodies and government). To comply with the law, information about individuals must be collected and used fairly, stored safely and securely and not disclosed to any third party unlawfully.

The policy applies to all staff and families of the School. Any breach of the Data Protection Act 1998 is considered to be an offence and in that event, the School's disciplinary procedures will apply. The Manager is responsible for ensuring that any personal data supplied to the School (such as registration forms for children, application forms for new staff) is accurate and up-to-date.

Data Protection Principles

All processing of personal data must be done in accordance with the eight data protection principles.

1. Personal Data shall be processed fairly and lawfully.
2. Personal Data shall be obtained for specific and lawful purposes and not processed in a manner incompatible with those purposes.
3. Personal Data shall be adequate, relevant and not excessively in relation to the purpose for which it is held.
4. Personal Data shall be accurate and, where necessary, kept up to date.
5. Personal Data shall be kept only for as long as necessary (see section on Retention and Disposal of Data).
6. Personal Data shall be processed in accordance with the rights of data subjects under the Data Protection Act. (see section on Data Subjects Rights)
7. Appropriate technical and organisational measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of data. (see section on Security of Data).
8. Personal Data shall not be transferred to a country or a territory outside the European Economic Area unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data. (Data must not be transferred without the explicit consent of the individual. Staff of the School should be particularly aware of this when publishing information on the internet, which can be accessed from anywhere in the globe. This is because transfer includes placing data on a web site that can be accessed from outside the EEA).

Data Subject Rights

Data Subjects have the following rights regarding data processing, and the data that are recorded about them:

- To make subject access requests regarding the nature of information held and to whom it has been disclosed.
- To prevent processing likely to cause damage or distress.
- To prevent processing for purposes of direct marketing.
- To be informed about mechanics of automated decision making process that will significantly affect them.
- Not to have significant decisions that will affect them solely by automated process.
- To sue for compensation if they suffer damage by any contravention of the Act.
- To take action to rectify, block, erase or destroy inaccurate data.
- To request the Commissioner to assess whether any provision of the Act has been contravened.

Wherever possible, personal data or sensitive data should not be obtained, held or disclosed unless the individual has given consent. The School understands 'consent' to mean that the data subject has been fully informed of the intended processing and has signified their agreement, whilst being in a fit state of mind to do so and without pressure being exerted upon them.

Security of Data

All staff are responsible for ensuring that any personal data (on others) which they hold are kept securely and that they are not disclosed to any unauthorised third party (see Section on Disclosure of Data for more details).

All personal data should be accessible only to those who need to use it. You should form a judgement based upon the sensitivity and value of the information in question, but always consider keeping personal data:

- in a lockable room with controlled access, or
- in a locked drawer or filing cabinet, or
- if computerised, password protected, or
- kept on discs which are themselves kept securely.

Care must be taken with deletion or disposal of personal data, and manual records should be shredded. Hard drives of old PCs should be wiped before disposal.

Disclosure of Data

The School must ensure that personal data are not disposed to unauthorised third parties which includes family members, friends, government bodies, and in certain

cases, the Police. All staff should exercise caution when asked to disclose personal data held by another individual to a third party. Best practice is to take contact details of the person making the enquiry and pass them onto the member of staff/parent concerned.

Personal data may be legitimately disclosed where one of the following conditions apply:

1. the individual has given their consent (eg a parent/member of staff has consented to the School corresponding with a named third party);
2. where the disclosure is in legitimate interests of the institution (eg disclosure to staff – personal information can be disclosed to other employees if it is clear that those members of staff require the information to enable them to perform their jobs);
3. where the institution is legally obliged to disclose the data (eg OFSTED and DCFS returns, ethnic minority and disability monitoring);
4. where disclosure of data is required for the performance of a contract (eg LEA on withdrawal of a child for Government Funding etc).

The Act permits certain disclosures without consent so long as the information is requested for one or more of the following purposes:

- to safeguard national security*
- prevention or detention of crime incl the apprehension or prosecution of offenders*
- assessment or collection of tax duty*
- discharge of regulatory functions (incl health, safety and welfare of persons at work)*
- to protect the vital interests of the individual, this refers to life and death situations.

*requests must be supported by appropriate paperwork.

When members of staff receive enquiries as to whether a named individual is a member of the school, the enquirer should be asked why the information is required. If consent for disclosure has not been given and the reason is not one detailed above (ie consent not required), the member of staff should decline to comment. Even confirming whether or not an individual is a member of the School may constitute an unauthorised disclosure.

The School may pass a message to the data subject asking them to contact the enquirer, or accept a sealed envelope/incoming email message and attempt to forward it to the data subject.

Retention and Disposal of Data

The School discourages the retention of personal data for longer than they are required. Considerable amounts of data are collected on current staff and children. However, once a member of staff or child has left the school, it will not be

necessary to retain all the information held on them. Some data will be kept for longer periods than others.

Children – in general registration details containing info about individual children are kept indefinitely and information would typically include name and address on entry and completion, reports and references to other schools. The School should regularly review the personal files of individual children.

Staff – in general, staff records containing information about individual members of staff are kept indefinitely and information would typically include name and address, positions held, leaving salary. Other information relating to individual members of staff will be kept by the Principal for 6 years from the end of employment. Information relating to Income Tax, Stat Maternity Pay etc will be retained for the statutory time period (between 3 and 6 years). The School should regularly review the personal files of individual staff members.

Information relating to unsuccessful applicants in connection with recruitment to a post must be kept for 12 months from the interview date. Recruitment procedures include keeping a record of names of individuals that have applied for, been short-listed, or interviewed, for posts indefinitely.

Disposal of Records

Personal data must be disposed of in a way that protects the rights and privacy of data subjects (e.g. shredding, disposal as confidential waste, secure electronic deletion).

Parental Responsibility Policy

Parental Responsibility is defined in The Children Act 1989 as: “All the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to a child and his property”

Parental Responsibility is only automatic to both parents if they are married and divorce does not nullify it.

There are other rules and regulations to consider – the details are as follows:

Parental responsibility is automatic to both parents when married
Divorce does not nullify parental responsibility
Parental responsibility for a child can only be withdrawn by a court order

Unmarried fathers

If a father is not married to the mother of their child, parental responsibility is not automatic. A father has parental responsibility if:

- Both parents registered the birth together (from December 2003)
- A Parental Responsibility Agreement has been arranged with the mother’s consent, certified by the Court
- A Parental Responsibility Order has been obtained from the Court
- A residence order has been obtained
- The father marries the child’s mother

An unmarried father of a child whose birth was registered before 1st December 2003 can re-register the birth with the mother in order to obtain parental responsibility.

If a person obtains a residence order in respect of a child then they will automatically obtain PR for that child. Therefore, a stepfather or other family relative who has a residence order will also have PR.

We also recognise that home situations can differ from family to family, e.g. there may be circumstances whereby contact is lost between child and a parent/carer.

Registration Documentation in Pre-school

Documentation for every child in the setting should clearly state WHO has parental responsibility for the child and who is the resident parent for the child. That parent should inform us of any change to consent in collecting the child.

If both parents are together at the time of registering the child for the setting, the setting will assume that both parents will be listed on the child’s records as being authorized to collect the child from the setting.

The Beanstalk will endeavour to ensure that both parents receive information from the setting about the setting and about their child’s progress.

If a non-resident parent turns up to collect a child unannounced, the following procedure will be followed:

The child's records will be checked to see if the parent is on the list of persons authorised to collect the child.

If the parent is not on the list authorised to collect the child, the parent will be asked for identification if unknown to the setting.

Once the identity of the parent has been established (or if already known) the child will be kept in the setting until the resident parent has been contacted and permission established for the unannounced parent to leave with the child.

If the resident parent does not give permission for the child to leave with the unannounced parent, the resident parent will be asked to collect the child themselves or arrange for an authorized person to collect the child.

If the unannounced parent is not willing to leave the setting without the child, the staff will contact the Police for further assistance.

The resident parent may be asked to resolve the situation before returning the child to the setting.

The Beanstalk does not accept that members of staff should be subjected to verbal abuse or physical violence of any nature. The Beanstalk will encourage Police intervention and offer support to staff that have suffered mental and/or physical trauma. Any assault on a member of staff will be treated extremely seriously and may result in criminal charges being brought.

Parental Responsibility – Letter to Parents

Dear Parents,

We have been advised that as childcare providers we need to know about the Parental Responsibility (PR) of the children in our care.

Parental Responsibility is defined in The Children Act 1989 as: “All the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to a child and his property”

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If a person obtains a residence order in respect of a child then they will automatically obtain PR for that child. Therefore, a stepfather or other family relative who has a residence order will also have PR.

We also recognise that home situations can differ from family to family, e.g. there may be circumstances whereby contact is lost between child and a parent/carer. If we talk about “Daddy” to a child who has never seen his/her Daddy or the parents have recently separated, this could prove distressing for the child and we would need to talk with care and consideration.

If you feel there is information that would enable us to provide greater care for your child’s happiness and well-being, please either write it down on the following form

or have a talk with me. Please be assured we have a strict Confidentiality Policy which will be adhered to.

If you have any questions, please do not hesitate to speak to the Principle or other member of staff and we will do our best to assist.

No Smoking Policy

We have a No Smoking policy at The Beanstalk and neither staff, students or visitors are allowed to smoke either indoors or in the garden. If staff are smokers, they can use their breaks to smoke, but must not return to the premises smelling of smoke.

Animals on Site Policy

Animals are from time to time allowed onto the premises. The animals are always kept with the safety of the children in mind – animals who could pose a threat to children are not allowed onto the premises. We do however encourage animals for educational purposes to visit the school, and a risk assessment is done prior to animals visiting. If animals are being kept at the school premises, we follow strict hygiene routines, and any handling of animals, is only done with thorough handwashing. Cleaning of cages etc is done by teachers only – with the same level of hygiene routine (gloves, handwashing and appropriate disposal of waste).

Transition Policy

1. Home Visits- Building a Strong Partnership from the Outset

At the Beanstalk we have introduced home visits for new children who are joining the nursery. The principal, accompanied by the key person of the child, will visit your home to build a relationship so that the child becomes familiar with the key person. We strongly believe that home visits make the transition positive and smooth. The time will be arranged with you prior to our visit. We will bring popular books and toys with us so that your child will make a link with our setting.

Home visits have several benefits for the child, family and settings:

- It enables the key person to build a relationship with the child and family.
- It provides the child and family with a familiar person to relate to right from the beginning
- It gives parents the opportunity to ask questions
- It enables parents and carers to find out about the setting's policies and procedures

2. Arrivals

Daily separation is the most common form of early transition from a parent or carer. Teachers will greet children and parents upon arrival. Drop off time is a great opportunity to have informal chats with the key person of your child if you have any concerns or need to pass any vital information on that day. Children feel secure in the regularity of daily routines; we therefore encourage the parent/carer to take 5-10 minutes to settle their child in the morning. Upon arrival the child puts their name card on the name board, puts fruit in the fruit basket and hangs their coat on the individual pegs provided. We also encourage parents/carers to say goodbye rather than sneak off.

3. Transition from Afternoon Session to Morning Session

Some children move to the morning group after attending the afternoon session after a term or two. This transition is given due thought as to whether we believe the child is ready and will benefit from longer sessions and attending a larger group. We thrive to meet your needs while keeping the child's needs as paramount.

We encourage parents/carers to arrange "play dates" with a child who will be moving to the morning group with your child. Having a "special friend" will make the transition smooth and less anxious for your child. Children who move to the morning group will join the Ladybird group and they will be introduced to the rest of the children at circle time.

4. Moving Between Groups- From Ladybirds to Butterflies

We work as a whole group and differentiation by age (Ladybird and Butterfly) is mainly used at circle times. Each term some children are added to the Butterfly group and the teacher welcomes them at circle time and introduces them to the group.

5. Transition to "Big School"

Children who soon will be moving to their new school are encouraged to stay for packed lunch for one or more days especially in the last term of their nursery stay. Due emphasis will be given when planning activities to get them ready for the transition. At circle time, the teacher will discuss about what to expect in the new school and use stories to familiarise the children. Parents are encouraged to bring in their new school's prospectus so that the teacher can talk about it with the child and we also encourage older siblings to visit in their uniform. At the Beanstalk we also welcome in the children's new teachers to build a relationship between old and new teachers. We believe this is one of the big transitions in the child's life and every effort is made to make it a happy and positive experience.

Transition Document for Parents

How to make the change easier for your child to cope with?

Starting school is a big leap for children and their parents, which is both exciting and daunting.

A change of environment and routine in any aspect of life can be unsettling for children and it's understandable that parents worry about how their child will cope with the transition from nursery to primary school, so it is a good idea to prepare the child and yourself for the change.

Helping your child with the transition to his/her school may minimize their stress enabling them to settle in to his/her school easier and quicker, giving them a head start when it comes to school learning and skills development.

The nursery and the school will play a huge role in preparing your child for this transition, but there are also things you can do to help. Some of them include

- Finding out as much as you can about the school
- Talking about the new school with your child will help the child get used to the idea of going to a new place and meeting new people
- Learning the class' teachers names
- Familiarizing your child with the school building whenever you pass it
- Being positive about starting the school, reminiscing about what you enjoyed when you were at school

Good personal skills are much more important than knowing numbers and letters and you can encourage social skills such as sharing, turn taking, asking for help by giving guidance and plenty of opportunities to interact with children and adults.

Teaching your child to be more independent will help your child to cope in the new school environment. Important skills include

- Fastening and undoing buttons and zips
- Putting on socks and shoes
- Using the toilet independently
- Turning on taps, washing and drying hands independently
- Tidying up after themselves
- Blowing her/his own nose

Some children may benefit from preparing a little booklet about their new school. This may include:

- a picture of the new school
- the school name
- the name of the head teacher and the class teacher
- visual time line for a school day
- things that the child may look forward to in her/his new school
- how to ask for help
- friends at school
- how will I travel to and from school
- school rules that help us know what to do and make a school a happy place
- how to make new friends e.g. smile, say hello, tell them your name, ask them their name, ask them what they like doing, tell them what you like doing, etc
- who to speak to if they worry about something

First Day

Parents may also feel overwhelmed by the child's first day at school, pride but also some sadness that the child is growing up. Try not to show your child that you are feeling upset. The night before the big day, involve your child in making sure everything is ready. Keep your goodbyes brief when you arrive at the school. Smile and reassure her that you will collect her later, your child may cry but this usually does not last long as there are so many exciting things to do at school, and you can always phone the school later to ask how she he is settling in.

It is very important that you are on time or early when you collect your child at the end of the day as it can be distressing for the child if you are not there.

Equal Opportunities Policy

The Beanstalk is committed to treating each individual as a person in his or her own right. All children are different, and it is this that creates their uniqueness and their individuality, which contributes to the richness of humanity. We believe that to be different does not mean being of **different worth**. We are all different, but we are all of **equal worth** – different but equal.

We believe that children and adults flourish best in an environment which is free from discrimination and prejudice of any kind. Discrimination must be recognised, challenged and eliminated whether it be based on status, sex, race, religion, colour, creed, marital status, ethnicity, nationality or political belief.

1. Admissions

We are open to every family in the community. We use the following system for accepting children from the waiting list:

Siblings and family members are given priority.

First come first served except in unusual circumstances.

Families joining the school are made aware of our Equal Opportunities Policy and each is provided with a copy of the Policy. *See Admissions Policy.*

2. Employment

We aim to ensure that all who wish to work in our school have an equal chance to do so.

Staff are appointed on their ability and we do not discriminate against any employee on the

grounds of sex, marital status, age, race, creed or colour. We actively welcome a racial and social mix of both staff and children within the school.

Commitment to implementing our Equal Opportunities Policy will form part of the job description for all staff. We believe that staff need to be good role models, demonstrating cooperation and respect for everyone who comes into the setting, ensuring that everyone must be treated fairly.

3. Training

We recognise the importance of training as a key factor in the implementation of an effective Equal Opportunities Policy. Therefore we strive to offer ample equal opportunities training for all staff. In accordance with the Borough of Hammersmith & Fulham guidelines, every staff member is sent on a minimum of four courses/training sessions per year provided by the Early Years and Childcare Service. In addition, one of the staff is assigned as 'Equal Opportunities Co-ordinator'.

4. Festivals

We aim to show respectful awareness of all the major events in the lives of the children and families in the school, and in our society as a whole, and to welcome the diversity of backgrounds from which we all come.

In order to achieve this:

- a) We aim to acknowledge all the festivals, which are celebrated in our area and/or by the families involved in the school.
- b) Without emphasis on any specific faith, children will be made aware of the festivals being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.
- c) Before introducing a festival, which the adults in the school are not themselves familiar, appropriate advice will be sought from people to whom that festival is a familiar one.
- d) Children and families who celebrate festivals at home, which are unfamiliar to the rest of the school, will be invited to share their festival with the rest of the group, if they wish to do so.
- e) Children will be encouraged to find out about a range of different festivals, together with the stories, celebrations and special food and clothing they involve, as part of the curriculum.

5. Anti-bias Curriculum

We strongly believe that children should be able to feel good and confident about themselves. Our curriculum is planned to empower children. Our equipment reflects anti-bias and ensures that all children feel valued and at home in our setting regardless of their background. Our curriculum aims to ensure cooperation and respect; to encourage children to look at others' point of view and stress similarities between people and races rather than emphasising the differences.

6. Resources

Resources will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-cultural society. Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group or people. Our staff are committed to being positive role models and through careful planning promote non-stereotyped roles. Books and posters will be selected to promote such images of men and women, boys and girls and challenge negative stereotypes.

7. Special Needs

We recognise the wide range of special needs of children and families in the community, and will ensure that we try to meet these needs. Planning for meetings and events will take into account the needs of people with disabilities. Help will be sought from the Additional Learning Needs and Opportunities Team. Staff will be provided with the necessary training and support in order for them to work with children with special needs. Curriculum and activities will be adapted and resources purchased when necessary to ensure and enable access for all children. See *Special Needs Policy*.

8. Direct Discrimination

Occasionally staff will have to deal with children who behave inappropriately or make discriminatory remarks and who bully other children. It is important that we do not ignore offensive remarks, even if children are just echoing what they may have heard elsewhere.

Discriminatory behaviour/remarks are unacceptable. The response will aim to be sensitive to the dealings of the victim(s) and to help those responsible to understand and overcome their prejudices. See also *Behaviour Policy*.

Swtha Reddy is our designated person for Equal Opportunities

How to react when children behave in discriminatory ways

For example, in a home corner, a group of girls say to a boy who wants to join them;

“We don’t want you here, because boys can’t play properly.”

The staff should take the following steps of action:

1. Stop the children playing.
2. Ask the children what they meant.
3. Tell the children what they have said is not appropriate.
4. Tell the children why their remarks are hurtful.
5. Correct any information that is untrue.
6. Support the other child or children and make sure that they know we care about them.
7. Mention the incident to key workers for the children involved.
8. If appropriate, this issue will be raised in a supportive group environment - e.g. circle time.

9. Language

Information, written and spoken, will be clearly communicated in as many languages as necessary. If requested, a prospectus can be made available as an audiotape. Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected.

A child’s key person and other practical activities at the Beanstalk are readily available and seen as a support for children learning English as an additional language and their families through encouragement to use labels in their languages, books, songs and props.

10. Food

Medical, cultural and dietary needs of the children will be met. Children learn through having opportunities to cook and taste a range of foods during cooking activities and festivals.

11. Meetings

The time, place and conduct of meetings will ensure that all families have an equal opportunity to be involved. If parents are unable to attend a parent's evening they are welcome to make an appointment in the morning with the child's key person.

12. Special Education Needs and Disability Act (SENDA), Disability Discrimination Act (DDA) and the Race Relations Act.

The Beanstalk sees as its duty under SENDA to ensure that less favourable treatment does not occur in the following areas:

The curriculum

Teaching and Learning

Lunchtimes

Preparing the children for 'big school'.

We, at the Beanstalk, also endeavour to ensure that the premises meet all requirements needed for disabled children and parents and adapt the facilities, for example with ramps, as necessary.

During circle time and through different topics, here at the Beanstalk we also promote racial equality, promote good race relations among children and eliminate any unlawful racial discrimination between children, staff and parents.

Health and Hygiene – Policy and Practice

We promote a healthy lifestyle and a high standard of hygiene in our day to day work with children and adults, This is achieved in the following ways:

Health

1. All snacks provided will be nutritious and pay due attention to children's particular dietary requirements
2. When cooking with children as an activity, the adults will provide healthy wholesome food, promoting and extending the children's understanding of a healthy diet.

Outdoor Play

1. Children will have the opportunity to play in the fresh air throughout the year.

Illness

1. Parents are asked to keep their children at home if they have any infection, and to inform the school as to the nature of the infection so that they can alert other parents, and make careful observations of any child who seems unwell.
2. Parents are asked not to bring to school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.
3. If the children of staff are unwell, they will not accompany their parents to school.
4. Cuts or open sores, whether on adults or children, will be covered with a clean dressing.
5. If a child is on prescribed medication the following procedures will be followed:

If at all possible the child's parents will administer the medicine. If not it must be clearly labelled with the child's name, dosage and any instructions.

Written information will be obtained from the parent giving clear instructions about dosage, administration of the medication and permission for a member of staff to follow the instructions.

All medications will be kept in a lockable cupboard.

A medication book will be available to log in: name of child receiving medication; times that medication should be administered; date and time when medication is

administered; together with the signature of the person who has administered each dose. A second witness signature will accompany the statement.

6. With regard to the administration of life saving medication such as insulin/adrenalin injections or the use of nebulisers, the position will be clarified by reference to the school's insurance company. In the case of The Beanstalk, insurance is through Sun Alliance and the contact is the Insurance Officer at Pre-School Learning Alliance National Centre.
7. The school will ensure that the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept sealed in their packages until needed.

Information sources

1. Parents will have the opportunity to discuss health issues with school staff and will have access to information available in the school.
2. The school will maintain links with health visitors and gather health information and advice from the local health authority information services and/or health agencies.

Hygiene

To prevent the spread of all infection, adults in the group will ensure the following good practices are observed:

Personal Hygiene

1. Hands washed after using the toilet.
2. Children with pierced ears are not allowed to try on or share other's earrings.
3. A large box of tissues available and children are encouraged to blow and wipe their noses when necessary. Soiled tissues disposed of hygienically.
4. Children encouraged to shield their mouths when coughing.
5. Individual towels available or paper towels used and disposed of appropriately.
6. Hygiene rules related to bodily fluids followed with particular care and all staff and volunteers aware of how infections including HIV infection, can be transmitted.

Cleaning and clearing

1. Any spills of blood, vomit or excrement wiped up and flushed away down the toilet. Rubber/disposable gloves always used when cleaning up any spills of bodily fluids. Floors and other affected surfaces disinfected using antiseptic (diluted according to the manufacturer's instructions).
2. Spare laundered pants and other clothing available in case of accidents and polythene bags available in which to wrap soiled garments.

3. All surfaces cleaned daily with an appropriate cleaner.

Food

We will:

1. Always wash hands under running water before handling food and after using the toilet.
2. Not be involved with the preparation of food if suffering from any contagious/infectious illness or skin problem.
3. Never smoke in the school
4. Never sneeze or cough over food.
5. Use different cleaning cloths for kitchen and toilet areas.
6. Keep snack covered.
7. Ensure waste is disposed of properly and out of reach of the children. Keep the lid on the dustbin and wash hands after using it.
8. Wash fruit and vegetables thoroughly before use.
9. Keep tea towels scrupulously clean
10. Keep all utensils clean and stored in a dust-free place, eg closed cupboard or drawer
11. Never use cracked or chipped china.

In case of accident

ALL accidents should be written into the accident book which is kept in the first aid box. Time, date and nature of accident should be recorded and the book then signed by a teacher. The parent should be shown the report and asked to sign it. The parent should then be asked to follow up with any comments later if necessary

Accidents requiring more than basic first aid should be reported immediately to parents and if necessary the child should be taken to a hospital emergency department. (Chelsea & Westminster is the nearest) A teacher will accompany the child to hospital and stay with her/him until her/his parent or carer arrives. Nothing should be given to the child to eat or drink and it is important to stay calm and call 999 as soon as possible. It is also important to keep the phone available and easily accessible while waiting for carers or an ambulance to turn up.

Records of Children's GPs and emergency contact numbers are kept at school.

A first aid box is kept in the classroom and another in the kitchen.

A children's first aid book is kept in the bookcase in the south classroom.

Diet – Policy and Practice

The sharing of refreshments can play an important part in the social life of the school as well as reinforcing children's understanding of healthy eating. We will ensure that:

1. All snacks provided are nutritious, avoiding large amounts of fat, sugar, salt, additive, preservatives and colourings.
2. All staff are informed of individual children's medical and personal dietary requirements. Strict measures are taken to avoid contact with food that can cause an allergy. The school is strictly no nuts and related items, such as sesame. We also ask parents to bring in soya/lactose free milk for children who need it. If children are gluten intolerant cooking will be done with alternative ingredients.
3. A multi-cultural diet is offered to ensure that children from all backgrounds encounter familiar tastes and that all children have the opportunity also to try unfamiliar foods (fruit, projects, parties etc.)
4. The dietary rules of religious groups and also of vegetarians/vegans are known and kept in appropriate ways (parties, festivals and cooking etc.)
5. We encourage parents to pack a healthy lunch and any perishables are kept in fridge or lunch boxes include ice-packs.

Safety – Policy and Practice

The health and safety of young children is of paramount importance. In order to ensure the safety of both children and adults (including staff, parents and volunteers), we assess and minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

This policy is based on the Pre-school Learning Alliance risk assessment processes, which follow five steps as follows:

- Identification of risk: Where is it and what is?
- Who is at risk: Childcare, staff, children, parents, cooks, cleaners etc.?
- Assessment as to the level of the risk as high, medium, low. This is both the risk and the likelihood of it happening: as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What you will need to do, or ensure others will do, in order to reduce the risk?
- Monitoring and review: how do you know if what you have said is working, or is it enough? If it is not working, it will need to be amended, or maybe there is a better solution.

Procedures

The Beanstalk will ensure that:

1. All children are supervised by adults at all times and will always be within sight of an adult.
2. A book is available at each session for the reporting of any accident/incident.
3. Regular safety monitoring will include checking of the accident and incident record.
4. All adults are aware of the system in operation for the children's arrivals and departures and an adult will be at the door during these periods.
5. Children will leave the group only with authorised adults.
6. Safety checks on premises, both outdoor and indoors, is made before every session.
7. Outdoor space is securely fenced and staff are allocated to spaced out areas in the garden.
8. Equipment is checked regularly and dangerous items repaired/discarded.
9. The layout and space ratios allow children and adults to move safely and freely between activities.
10. Fire doors are never obstructed.
11. Fires/heaters/electric points/wires and leads are adequately guarded and tests are carried out to ensure safety.
12. All dangerous materials, including medicines and cleaning materials are stored out of reach of children.
13. Children do not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials including matches.

14. Adults do not walk about with hot drinks or place hot drinks within reach of children.
15. Fire drills are held at least twice a term.
16. A register of both adults and children is completed as people arrive so that a complete record of all those present is available in any emergency.
17. There is no smoking on the premises indoors or outdoors.
18. A correctly stocked first aid box is available at all times.
19. Fire extinguishers are checked annually and staff should not be using them.
20. Whenever children are on the premises at least two adults are present.
21. Large equipment is erected with care and checked regularly.
22. Activities such as cooking and energetic play receive close and constant supervision.
23. On outings, the adult to child ratio is ideally one to two but at least one to four.
24. If a small group goes out, there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises.
25. Equipment offered to children is developmentally appropriate, recognising that materials suitable for an older child may pose a threat to younger/less mature children.
26. Internal safety gates/barriers are used as necessary.
27. The premises are checked before locking up at the end of the day.

Anna Cannavacciuolo is our designated Person for Health & Safety/Food Hygiene

Assessment Form

What are the hazards ?	Who might be harmed and how?	Likelihood and impact	What are you already doing?	What further action is necessary	Action by whom	Action by when	Done	Rating of remaining risk

	High Impact	Medium Impact	Low impact
High Likelihood	Risk A	Risk B	Risk E
Medium Likelihood	Risk C	Risk F	Risk G
Low likelihood	Risk D	Risk H	Risk I

Any risk that are identified as A-C, i.e. high impact and high likelihood should be addressed immediately, with action plan and contingency plan to set in place to lower the ranking risk. Any risks that are identified as G-I, i.e. low likelihood and low impact will not usually require action but should be kept under constant review.

FIRE DRILL

In the event of fire alert every classroom by blowing whistle and collect the register.

The children should be taken out of the nearest fire exit and muster on the lawn.
The register should be taken immediately.

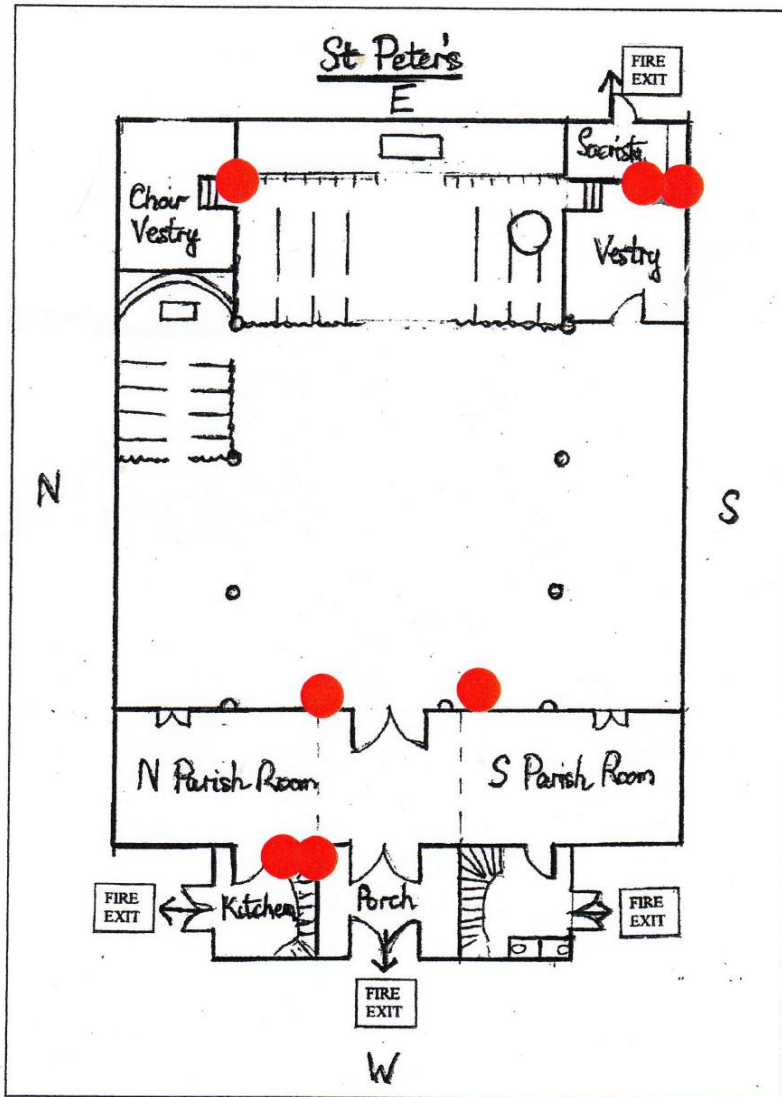
Do not attempt to put out any but the smallest of fires.

Shut all doors.

Call the fire brigade – 999.

Wait for the all clear.

**ST PETER'S CHURCH – PLAN SHOWING
THE FIRE EXITS
AND
FIRE EXTINGUISHERS**



 = LOCATION OF FIRE EXTINGUISHERS

 = PILLARS

 X FIRE BLANKETS IN THE KITCHEN

October 2006

Selecting Equipment/Toys – Policy and Practice

The learning materials, toys and equipment in the school provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration. The equipment we provide:

1. Is appropriate for the ages and stages of the children.
2. Offers challenges to develop physical, social, personal and intellectual skills.
3. Features positive images of people, both male and female, from a range of ethnic and cultural groups, with and without disabilities.
4. Includes a range of raw materials which can be used in a variety of ways and encourages an open-ended approach to creativity and problem-solving.
5. Will enable children, with adult support, to develop individual potential and move towards required learning outcomes.
6. Conforms to all relevant safety regulations and is sound and well made.

Outdoor Curriculum Policy

The garden is somewhere all children at The Beanstalk can extend their learning in a different way to inside.

The garden is a fantastic resource – and is used in all weathers, it can be used spontaneously and for an extended length of time.

All children and staff should have wellington boots and appropriate clothing for outdoor play at The Beanstalk.

Children must wear sun hats and sun cream in warm weather and staff will only re-apply sun cream to children who stay for packed lunch. These children have a permission slip signed by their parents.

Two members of staff set up the garden at the beginning of the morning – this is done on a rota system, so that all staff are part of the planning and resourcing of the garden. All staff evaluate the outdoor curriculum on a regular basis.

The staff doing the rota not only set the areas of the garden up, but also:

- Check the garden for litter, broken glass, fences and other dangerous obstacles.
- Make sure the garden is unoccupied.
- Check the weather conditions, to report to staff meeting at 8.45am, so that we know whether children will need wellies or not, if we should go out earlier etc.

The staff setting up the garden will ensure that all lifting and carrying of play equipment is done safely, as heavier equipment will require two members of staff.

When the children come outside, they are head-counted on the steps and are reminded to walk to the garden (north side of the church).

The children are also reminded of the garden rule which are:

- To walk on the paths and carry sticks with care.
- To play without pushing or pulling each other's clothes
- To play on grass and avoid the beddings and railings
- To climb the steps with care and avoid jumping from them

A head count is done before going back inside again. Any accidents that occur outside must be recorded in the accident book and parent informed at the end of the day.

All materials and equipment must be checked regularly and any broken equipment discarded or mended.

Whilst in the garden there will be a rota on a weekly basis where:

One member of staff will plan a focused activity and will play actively with the children

One member of staff will float and keep an eye on the gate

One member of staff will observe the children's play

All staff and children will tidy away together

ALL STAFF AND STUDENTS MUST LIFT CAREFULLY AND NEVER LIFT HEAVY ITEMS ON THEIR OWN.

We have a large garden with space to run freely, but we also set up different learning areas within the garden, so that children can access distinct areas where something special to that area take place.

CONSTRUCTION

Hollow blocks, cardboard boxes, tyres, cones (hard hats and construction tools for role play opportunities) but also small scale construction such as Lego, Cars and Garage and other small world play

WATER PLAY

Water tray, buckets, tubes, funnels, basters and sponges (to pour, transfer and experiment) and access to the water tap

Painting with water (paint rollers and brushes), Washing cars, trikes, chairs and dolls

SAND PLAY

Sand box with spades, spoons, buckets, containers, sand wheel

CLIMBING FRAME/BALANCING BEAM

To climb onto, hide inside, crawl through, pretend play/walk across, balance on one leg, jump off/swinging, experiencing risk

ART AREA

Art trolley with various art materials, easel and drying rack

QUIET AREA

Rug with cushions, books and cuddly toys – the tepee to hide inside (summer only)

GROWING AREA

Watering cans, plastic pots, soil, seeds and bulbs – camera and clipboard to record growth

MUSIC AREA

Instruments in a box, but also hanging pots and pans to play with wooden and metal spoons etc.

MINIBEAST GARDEN AND SENSORIAL GARDEN

To see the natural world, with logs, rocks, stones, tree stumps, twigs and weeds. Provide magnifying glasses and reference books.

TABLES FOR PUZZLES/WRITING/INDIVIDUAL WORK

WEATHER BOXES with resources and books with a rainy day or windy day theme for example.

PARACHUTE GAMES/BEAN BAGS/BALLS/HOOPS

TRIKES, SMALL PUSH ALONG CARS, HOBBY HORSES, BROOMS FOR SWEEPING

Safeguarding Children Policy and Procedures

Content

- 1. Introduction**
- 2. Definition, types of abuse and their signs and symptoms**
- 3. Understanding Safeguarding Children policy and procedure**
- 4. Our responsibility**
 - 4.1. To Safeguard and Protect children**
 - 4.2. Promote children's welfare**
- 5. Responding to disclosure of abuse**
- 6. Liaise with other bodies**
- 7. Support Families**
- 8. Procedures to respond to abuse or suspected abuse**
- 9. Record of Concern Form**
- 10. Possible Accidental and non-accidental bruising map**
- 11. Whistleblowing Policy**
- 12. Allegations made against Teachers and other Staff**

1. Introduction to Safeguarding Children Policy and Procedure

It is the duty and responsibility of The Beanstalk and its staff to protect children from abuse. One way of doing this is by setting out policy and procedures. By doing so it will enable those who work with children to identify the signs and symptoms of abuse and also know how to report abuse if they suspect that is occurring. Our policy is read and used by all adults in the setting.

Policy Statement

We recognise that child abuse occurs in all cultures, all religions and all social classes. Due to the hours of care we provide, staff will often be the first people to become aware of the problem. They may also be the first person to whom children may confide about abuse. All staff are aware of their individual roles and understand the procedures issued by Local Safeguarding Children's Board. This

statement lays out the procedures that will be taken if we have any reasons to believe that a child in our care is subject to emotional, physical, sexual abuse or neglect.

The Nursery has a duty to report any suspicions of abuse to Children's Services (Contact and Assessment Services on 020 8753 5392), which has a duty to investigate such matters. We would also inform Ofsted and the Local Authority. The Nursery will follow the procedures set out in the Local Authority Child Protection Documents, and as such will seek their advice on all steps taken subsequently.

The duty to safeguard children from significant harm is embodied in the Children Act 1989. The legislation came into effect in November 1991 and applies to all children living in the United Kingdom. The Children Act 1989 introduced the concept of "significant harm" as the threshold that justifies compulsory intervention in the family life in the best interest of children. Under the 1989 Children Act, local authorities have a duty to make enquires, or cause enquires to be made, where it has reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where enquiries are being made, the "core assessment" should concentrate on the harm that has occurred or is likely to occur to the child as a result of child maltreatment, in order to inform future plans and the nature of service requires.

Guidance issued by the Department of Health, Home Office and Department for Education and Employment entitled "Working Together to Safeguard Children, 1999" sets out how all agencies should work together to promote children's welfare and protection. Agencies involved in child protection work include Social Service, Education, and the Youth Service, Cultural and Leisure Services, Health Services, Day Care, the Police, Probation and voluntary and private sectors.

Children who have suffered and /or likely to suffer abuse or significant harm are often considered to be "children in need", as well as "children in need of protection". Under the Children Act 1989, children in need are children whose health and development is likely to be impaired without the provision of appropriate services. Children with disabilities are children in need for example. So are children who are looked after by local authorities and children whose names have been placed on the child protection register.

2. Definition of Abuse or Neglect

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.

Children from all cultures are subject of abuse and neglect. It is important that professionals are sensitive to differing child rearing patterns that vary across different racial, ethnic and cultural groups. Professionals should be aware of the

broader social factors that discriminate against black and minority ethnic people. These considerations should help to inform professional judgments about children's needs and parents' capacity to respond. Working in a multi-cultural, multi-ethnic society requires professionals and organisations to be committed to equality in meeting the needs of all children and families.

Types of abuse and their signs and symptoms

Working Together (DoH: 1999) identifies four kinds of child abuse-

Physical abuse: is intentionally causing physical harm to a child. This can include the use of physical force, hitting, biting, burning, shaking, squeezing and kicking the child. It may also include giving a child poisons, alcohol and inappropriate drugs, and attempted drowning or suffocation. Because children often have minor accidents, and regularly have bruises and grazes, it is important to try to distinguish between accidental and non-accidental injuries. This is not easy to do, but if a child constantly appears to have physical injuries, these should be recorded. The difference between genuine accidents and deliberate injuries is often the location of the injuries and also the frequency with which they occur.

Neglect: is the persistent failure to provide for the basic physical and psychological needs of child, likely to result in the serious impairment of the child's health or development. It also includes a lack of adequate stimulation or supervision of the child, failure to protect a child from danger or to look after a child when under the influence of alcohol or drugs. It may involve a parent or carer failing to provide adequate food, heating, shelter and clothing. These kinds of abuse and neglect can exist in isolation, or together, in various combinations.

Emotional abuse is where there is emotional harm to a child caused by verbal threats, criticism, ridicule, shouting or lack of love, affection and warmth. This is much more difficult to detect than physical abuse because there are no physical signs. However, a child who is constantly deprived of love and affection will often have difficulties making relationships with other adults and children, and therefore may well be bullied at school as well at home.

Sexual abuse involves forcing or enticing a child or young person, to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. It can include exposing children to pornography and unsuitable videos. A child is much more likely to be abuse by a family member or friends or someone he or she trust. Sexual abuse can cause life-long emotional damage to the child, leading to difficulties and mistrust in relationships, poor self-esteem and self-confidence and depressive illness. Often, children do not realise that what the adult is doing is wrong, but they may be aware that they have

“special relationship” with the abuser. The effects of abuse may not manifest themselves until the child become an adolescent or even later.

Signs and symptoms of Child abuse and Neglect

Physical Abuse

Visible Signs:

- Injuries to any part of the body
- Children who find it painful to walk, sit down, move their jaws or are in some other kind of pain
- Injuries which are not typical of the bumps and scrapes associated with children’s activities
- The regular occurrence of unexplained injuries
- The child who is frequently injured, where even apparently reasonable explanations are given

Behavioural Signs:

- Furtive, secretive behaviour
- Uncharacteristic aggression or withdrawn behaviour
- Compulsive eating or sudden loss of appetite
- The child who suddenly becomes ill co-ordinated
- The child who finds it difficult to stay awake
- The child who is repeatedly absent

What to listen for:

- Listen for confused or conflicting explanations of how the injuries were sustained
- Evaluate carefully what is said and preferably document it
- Consider if the explanation is in keeping with the nature, age and site of injury

What to consider:

- What do you know about the family
- Is there a history of known or suspected abuse
- Has the family been under stress recently
- Do you have any concerns about the family

Emotional Abuse

The recognition of emotional abuse is based on observations over time of the quality of relationships between parent/carer and the child

Watch for the parent/carer behaviours:

- Poor attachment relationship with the child
- Unresponsive or neglectful behaviour towards child’s emotional or psychological needs

- Persistent negative comments about the child
- Inappropriate or inconsistent developmental expectations of the child
- Parental problems that supersede the needs of the child
- Dysfunctional family relationships including domestic violence

Watch for child behaviours:

- Emotional indicators such as low self-esteem, unhappiness, fear, distress, anxiety
- Behavioural indicators such as attention seeking, opposing, withdrawn, insecure
- Physical indicators such as failure to thrive/faltering growth, delay in achieving developmental, cognitive or educational milestones

Sexual Abuse

There may be no recognisable signs of sexual abuse but the following indicators maybe signs that a child is or has been sexually abused:

Physical signs

- Signs of blood or other discharge on the child's underclothes
- Awkwardness in walking or sitting down
- Stomach pains
- Regression into enuresis (involuntary urination)
- Tiredness

Behavioural signs:

- Extreme variations in behaviour (e.g. anxiety, aggression or withdrawal)
- Sexually provocative behaviour or knowledge that is incompatible with the child's age and understanding
- Drawings and/or written work which are sexually explicit (indirect disclosure)
- Direct disclosure; It is important to recognise that children have neither the experience nor the understanding to be able to make up stories about sexual assault

Neglect

Indicators of neglect are recognisable in the child, in the parent/carer's behaviour and within the home environment

Physical signs:

- Abnormal growth including failure to thrive
- Underweight or obesity
- Recurrent infection
- Unkempt dirty appearance
- Smelly
- Inadequate/unwashed clothes
- Hunger
- Listlessness

Behavioural signs:

- Attachment disorders
- Indiscriminate friendliness
- Poor social relationships
- Poor concentration
- Developmental delays
- Low self esteem

Environmental signs:

- Insufficient food, heating and ventilation in the home
- Risk from animals in the household
- Inappropriate sleeping arrangements and inadequate bedding
- Dangerous or hazardous environment

3. Understanding Safeguarding Children Policy and Procedure

The Department of Health has produced a document entitled “Working together to Safeguard Children” which gives guidance to everyone working with children about how to protect them. Accordingly with the document, the School help protect them by following carefully the procedures of the settings:

- Signing visitors in and out
- Never letting a child go home with anyone other than the usual carer, unless a letter has been brought in or going home book has been signed.
- Checking that employees and people working with children have no criminal convictions.

According to the Government Guidance all those who come into contact with children and families in their everyday work, including practitioner who do not have a specific role in relation to child protection have a duty to safeguard and promote the welfare of children.

In order to do this, all those who come into to our school are made familiar with and follow the school’s procedures and protocols for promoting and safeguarding the welfare of children, and know who to contact to express concerns about a child’s welfare.

Where concerns are being raised about a child, the parents may be asked if they have noticed the physical signs or behaviour changes, because there might be a very simple explanation of the signs that you have noticed.

When concerns are being discussed, it is important to remember that there are many other events happening in a child’s life which could be causing behaviour changes and regression. These will obviously need to be made known to staff.

Confidentiality is extremely important in child protection, and it is important that nothing is discussed with anyone who is not directly involved.

Anneli Isherwood is our Safeguarding Children Officer

4. Our responsibility in line with Government Guidance

4.1. To Safeguard and Protect Children

4.1.1. CRB checks: all applicants for work, voluntary helpers and students will have an enhanced CRB check prior to commencing their position. All applicants for work will be interviewed and references checked. If there are gaps in employment, explanation will be sought. All appointments will be subject to a probationary period and will not be confirmed unless we are confident that the applicant can be safely entrusted with children.

4.1.2. Trainings: all staff will engage in training opportunities to ensure that they recognise the symptoms of possible physical, sexual, emotional abuse or neglect and are up to date with Procedures and Legislation requirements.

All staff undertakes two days basic training, or a Refresher inset day is arranged at least every 18 months. Staff will have the opportunity to attend Multidisciplinary Child Protection courses e.g. as arranged by the LSCB (Local Safeguarding Children's Board).

4.1.3. Prevent abuse by means of good practice

An adult will not be left alone with individual children for any length of time. An adult, who needs to take a child aside- for example for time out after inappropriate behaviour, will leave the door to the classroom ajar. Adults who are awaiting CRB clearance will be supervised closely and must not take children to toilet nor change nappies. Students will not take children to toilet or change nappies. Children will be encouraged to develop a sense of autonomy and independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.

4.1.4. Recording: the report of child abuse will contain the following information

It is essential that the staff member or volunteer records what they have seen or hear that had led them to believe that a child's welfare or safety is at risk. The designated person for child protection also needs to keep clear and concise records. There also needs to be a record of the action taken and why.

Staff/ volunteers should bear in mind that it is not their job to investigate an allegation.

Records should include the following details:

- Name of the child
- Parent's/carer's details
- The child's address
- Relevant telephone numbers
- What is said to have happened or what was seen
- When it occurred
- Who else was there
- What was said by those involved
- Was the child able to say what happened
- Exact word of the child
- Whether there is any actual evidence e.g. bruises, bleeding, change in behaviour
- Who was concerned
- Whether the parent/primary carer has given an explanation of any of our concerns
- Whether the parents have been advised
- Details of people to whom the information is passed
- The date, name and signature of the recorder
- Sign and date the record ensuring it is legible and written in black ink
- This must be stored securely in a locked filing cabinet.
- When an incident or event is reported it is paramount that the exact words that the child has used are noted immediately.
- Where the child is situated now.

Such records will be kept in a separate file and will not be accessible to people in school other than the principal, key worker or other member of staff as appropriate. This information will be shared with other professionals/agencies as required.

A Local Safeguarding Children Board (LSCB) for Hammersmith & Fulham, Kensington and Chelsea and Westminster, replaced the previous three LSCBs in April 2012.

The LSCB Team can be contacted on: 020 8753 3914

Anna Carpenter, Safeguarding and Quality Assurance Manager, London Borough of Hammersmith & Fulham, 020 8753 5125 **Anna.Carpenter@lbhf.gov.uk**

The numbers to contact in case suspected abuse:

Tel: 0208 753 6600

Fax: 0208 753 4209

Email: Familyservices@lbhf.gov.uk

Walk-in: Ground Floor, 145 King St, Hammersmith, W6 9XY

Out of hours service: 020 8748 8588

Contact and assessment service

Tel: 020 8753 5514, 6952, 5536

Fax: 0208 753 4209

Address: 2nd floor,
145 King Street,
Hammersmith,
W6 9XY

In case of an immediate concern for the well-being of a child we contact the Police on **999**.

In cases of serious harm or abuse to a child, the Principal will notify Ofsted on the following address/telephone no:-

Ofsted, Royal Exchange Bldgs, St Ann's Square, Manchester M2 7LA

Tel 08456 404040

4.2. To Promote Children's Welfare

The 1989 Act is the key legislative document for children and families that lays down the principles that child's welfare must be put first. The child's needs must be taken into account when making decision and parents responsibilities and rights must also be taken into consideration, although the child's rights and needs have precedence.

In our setting, different activities are carried out with children of all ages that are designed to help them keep safe from abuse. The aim of the activities is to make sure that children feel more confident about themselves and their bodies. Activities should never be carried out in a way that will never frighten children, but should provide children with strategies so that they know what to do if they have a problem.

We aim to reinforce the idea "stranger danger" in a day-to-day activities, on trips and through stories. In addition a visit from police officer, role-play, books/stories, exercise on what would make a child feel uncomfortable are some of the examples. This needs to be ongoing process achieved through the normal routines and activities of the day.

5. Responding to disclosure of abuse

When responding to disclosure of abuse it is very important that to listen to the child/and or closely observe their presentation /behaviour.

DO

- Do treat any allegations extremely seriously and act at all times as if you believe what the child is saying
- Do tell the child that they are right to tell you
- Do reassure them that they are not to blame
- Do be honest about your own position, who you have to tell and why
- Do tell the child what you are doing and when and keep them up to date on what is happening
- Do take further action – you may be the only person in a position to prevent further abuse – tell our nominated person immediately
- Do write down everything that was said and what was done
- Do seek medical attention if necessary
- Do inform parents/carers unless there is suspicion of their involvement (**except for the case of suspected sexual abuse or where harm may come to the child as a result of disclosure**).

DON'T

- Don't make promises you cannot keep
- Don't interrogate the child – it is not your job to investigate – this will be up to the police and social services, who have experience in this
- Don't cast doubt on what the child has told you, don't interrupt or change the subject
- Don't say anything that makes the child feel responsible for the abuse
- **DON'T DO NOTHING** – make sure you tell our nominated child protection representative – she will know how to follow this up and where to go for advice.

Good practice in responding to disclosure of abuse - staff need to:

- Stay calm: a staff may feel shocked, angry or helpless, but these feelings must not be transferred to the child, who needs you to be in control of the situation.
- Maintain eye contact and ensure that your eye level is the same as, or lower than the child's is.
- Listen, and allow the child to recall events spontaneously.
- Don't question the child or ask for details. This may be done later by someone who specialises in interviewing children.

Staff need to **avoid** saying:

- Why didn't you tell anyone before?
- Why? When? Who? Where? How?
- You should have.....Don't tell any one else...
- Are you sure that this is all true?

6. Liaise with other bodies

The school operates in accordance with local authority guidelines. Once it has been established that there is a cause for concern about a child, then the Head Teacher, who is responsible for child protection in the school will inform Social Service. The Police or NSPCC could also be informed.

Once Social Service has been informed, the Department will inform the Police and previous records will be checked. Social workers and Police will then decide on the course of action, and a joint investigation will be started.

The school will maintain ongoing contact with the registering authority, including names, addresses and telephone numbers of individual social workers, to ensure that it would be easy, in any emergency, for the school and the Social Services Department to work well together. Records must also be kept of the local NSPCC (The National Society for the Prevention of Cruelty to Children) contact, or other contacts as appropriate.

7. Support Families

The school will take every step to build up trusting and supportive relationships between families and staff and volunteers in the group.

Where abuse at home is suspected, the school will continue to welcome the child and family while check proceeds.

Confidential records kept on a child will be shared with the child's parents/ carers.

With the proviso that the care and safety of the child must always be kept paramount, the school will do all it can to support and work with the child's family.

Procedures to respond to abuse or suspected abuse

Any concern about a child is to be reported to the Nursery Manager and Designated Safeguarding Officer (Anneli Isherwood). In the absence of Safeguarding Officer, Deputy Manager (Anna Cannavacciuolo) or Deputy Manager (Barbara Ciwinska) needs to be informed.

The management team will then discuss the situation and depending on the circumstances the appropriate decision will be made whether to the allegation or concern need to be passed on to the local Hammersmith and Fulham Children's Services (Contact and Assessment Service on) or be discussed with the parents/carers first.

What happens next:

- a) Refer to Children's Services

Tel: 0208 753 6600

Fax: 0208 753 4209

Email: Familyservices@lbhf.gov.uk

Walk-in: Ground Floor, 145 King St, Hammersmith, W6 9XY

Out of hours service: 020 8748 8588

Contact and assessment service

Tel: 020 8753 5514, 6952, 5536

Fax: 0208 753 4209

Address: 2nd floor,
145 King Street,
Hammersmith,
W6 9XY

- b) Phone the Police
- c) Inform Ofsted
- d) Decide to continue observation and monitor the situation
- e) Not to take any further action

If a) or b):

Then the decision is to refer to the Contact and Assessment Service or the Police this must be made without delay. **If the referral is made by telephone, it needs to be confirmed in writing within 48 hours.**

Children's Services should acknowledge the written referral within one working day of receiving it.

If Children's Services will not respond within 3 working days they need to be contacted again.

The person who is contacting the Police or Social Services is required to:

- have all relevant information about the child ready: child's name, date of birth, ethnicity, address
- be prepared to answer relevant questions about the concern, including date(s), time(s), location(s), details of parent(s) or carer(s) including contact numbers, details of any discussion with the parents(s) or carer(s)
- know who she/he is talking to on the phone and record the name
- be clear about what is going to happen next and who is responsible to take the next step

c) Ofsted will be informed of any child protection situation including allegation of serious harm or abuse against a child committed by any person looking after children on the premises (whether on the premises or elsewhere) or any person working on the premises.

When contacting Contact and Assessment Service or Ofsted be specific and clear about the advice you require from them.

d) This will include observations, meetings with parents/carers (where minutes will be taken and filed away confidentially) and setting dates for improvements or further action.

The observations will be recorded separately from the child's profile observations.

Staff must take care to be very clear and objective in recording them.

The staff should always use child's own words (when possible), and **never** interpret them. These will be signed and dated and kept confidential.

The staff will be informed of and required to follow the observations.

Health Visitors, social workers or the family support agencies may be contacted.

(It is important that *no* assumptions are made that parents could not abuse their child because they appear pleasant).

Records of Concern

It is essential that the staff member or volunteer records what they have seen or hear that had led them to believe that a child's welfare or safety is at risk. The designated person for child protection also needs to keep clear and concise records. There also needs to be a record of the action taken and why.

Staff/ volunteers should bear in mind that it is not their job to investigate an allegation.

Record of Concern

The Beanstalk Montessori Nursery School

Record of Concern

Name of Child _____ **Date of Birth** _____
Address: _____

Parent/carer's details (including telephone number):

Name and position of person completing the form (print please)

Date and time of incident:

Location of the incident:

Incident: What was said to have happened or what was seen. Actual words used – observations. Any evidence: bruising, bleeding, change in behaviour. (use body map, if appropriate but do not adjust child's clothing to inspect injuries).

Names of witnesses and any other information (what was said by those involved?)

Action taken (including person contacted. Who else has been told about it? Where is the child now?)

Were the parents advised?

Signature

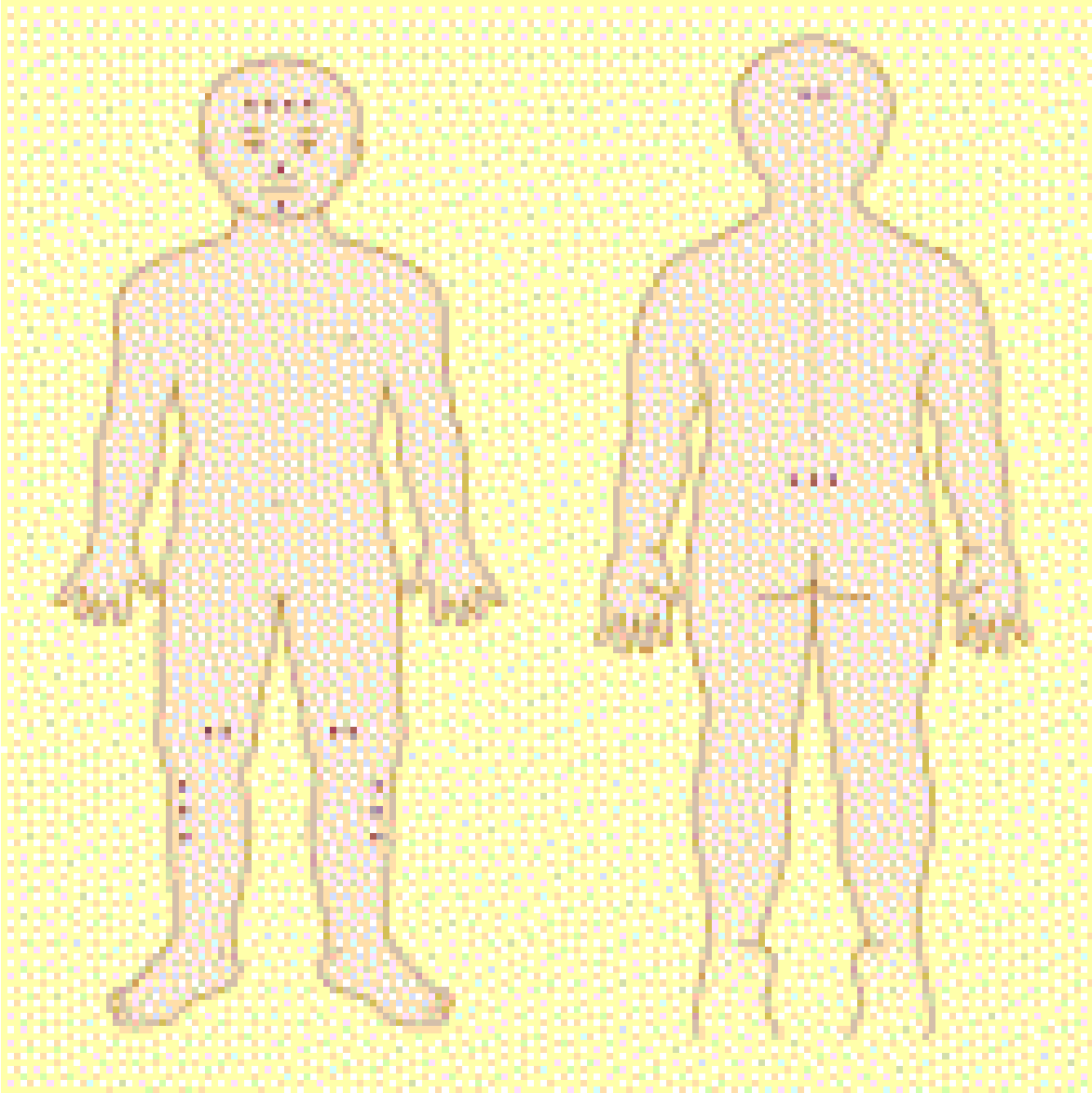
Date Completed

Manager's Signature:

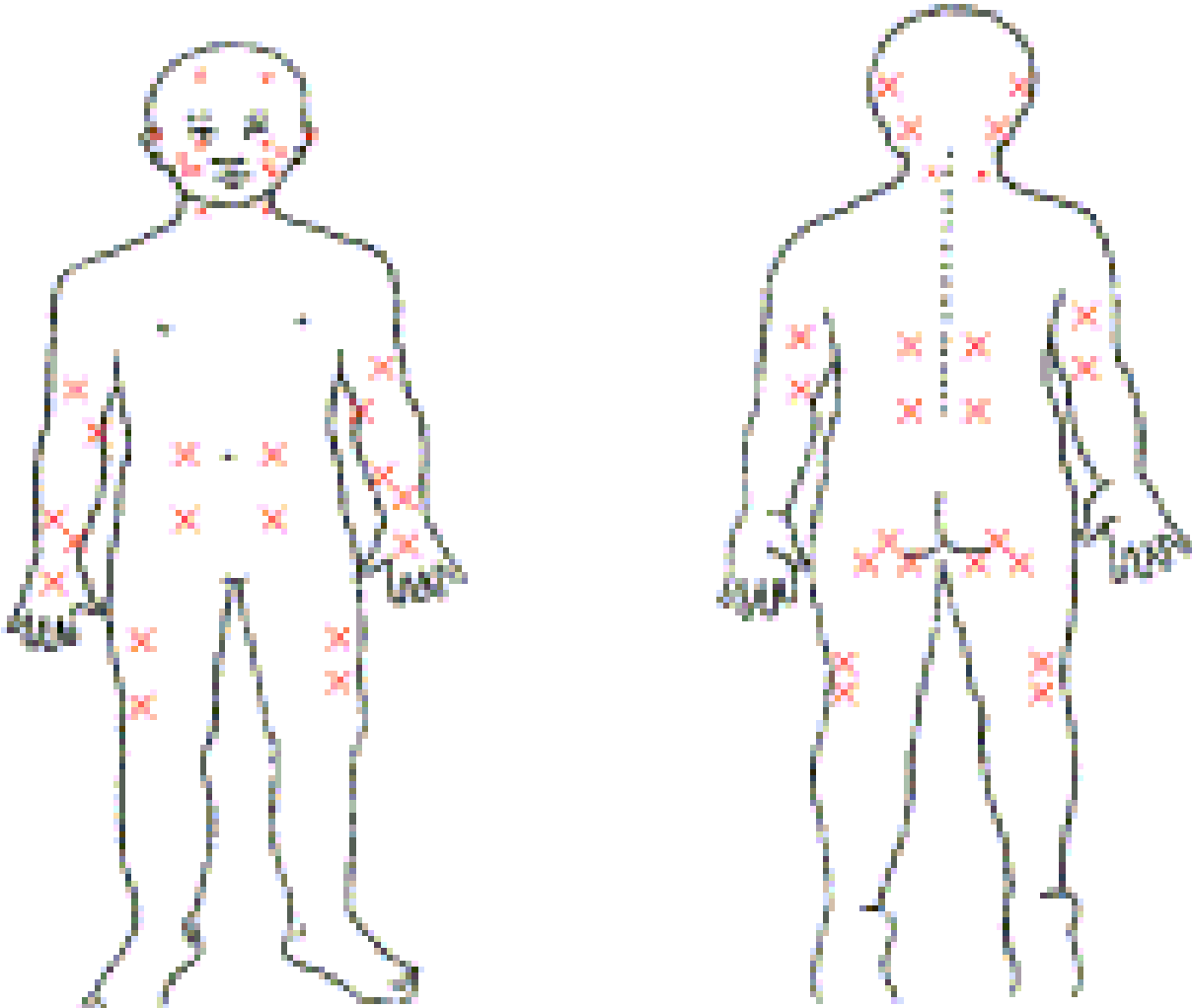
Date:

Possible Accidental and non-accidental bruising map

Possible Accidental bruising map



Possible non-accidental bruising



WHISTLEBLOWING POLICY

This policy guidance for The Beanstalk staff and should be read in conjunction with Child Protection/Safe Guarding Policy.

All members of staff are responsible for bringing matters of concern to the attention of senior management and/or relevant agencies.

Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation; these feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. All children need to be safeguarded to protect their welfare.

Reasons for whistleblowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistle blowing

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

What to do in case of a concern that a child may be abused?

Any concern about a welfare of a child is to be reported to the Principle and Designated Safeguarding Officer (Anneli Isherwood). In the absence of Safeguarding Officer, Deputy Manager (Anna) or Deputy Manager (Barbara Ciwinska) needs to be informed.

The management team will then discuss the situation and depending on the circumstances the appropriate decision will be made whether the allegation or concern need to be passed on to the local Hammersmith and Fulham Children's Services (Contact and Assessment Service on) or be discussed with the parents/carers first.

The decision may be to:

- a) Refer to Children's Services

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Fax: 0208 753 4209

Email: Familyservices@lbhf.gov.uk

Walk-in: Ground Floor, 145 King St, Hammersmith, W6 9XY

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Contact and assessment service

Tel: 020 8753 5514, 6952, 5536

Fax: 0208 753 4209

Address: 2nd floor,
145 King Street,
Hammersmith,
W6 9XY

- b) Phone the Police
- c) Inform Ofsted
- d) Decide to continue observation and monitor the situation
- e) Not to take any further action

What happens next?

- You should be given information on the nature and progress of any enquiries
- Your line manager has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith
- Malicious allegations may be considered a disciplinary offence

Self-reporting

There may be occasions when an employee has a personal difficulty, maybe a physical or mental problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Confidentiality cannot be guaranteed where personal difficulties raise concerns about the welfare of safety of children.

Further advice and support

It is recognised that whistleblowing can be difficult and stressful. Advice and support is available from your manager, or you can seek advice from the designated person for child protection in your organisation.

Procedures for parents found to be under the influence of alcohol or drugs

Should a parent/carer picking up children from the nursery present themselves as being under the influence of alcohol or drugs the following procedures will be undertaken.

- The practitioner will ask that someone stated in emergencies contact numbers comes with the parent/ carer to take responsibility of the child before a member of staff gives up his/her responsibility of the child.
- Should this not happen, we have professional duty to withhold a child from a parent/ carer, if we feel that child's safety might be compromised. We reserve the right to contact any relevant authorities that we may feel appropriate i.e. the police or social services.

Allegations made against Teachers and other Staff

If a teacher, volunteer or student has been alleged to have

- a) Behaved in a way that has harmed a child, or may have harmed a child
- b) Possibly committed a criminal offence against or related to a child;
- c) Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Any allegation should be reported straight away to the Principal, and if the Principal is the subject of the allegation or concern, reports must go direct to the Local Authority designated officer liaising with LSCB (Local Safeguarding Children's Board).

There may be three strands to consider:-

- A police investigation of a possible criminal offence
- Enquiry and assessment of children's social care about whether a child is in need of protection or in need of services.
- Consideration by the school of disciplinary action in respect of the individual.

The parents should be told of the incident as soon as possible. They must also be kept informed of the progress of the case.

The Principal must decide whether the member of staff should be suspended pending an enquiry. It is important to offer support to the individual during this time, maintaining confidentiality and to guard against any unwanted publicity.

The fact that a person resigns must not prevent an allegation being investigated. Report should possibly be made to DCFS with regard to List 99.

The Local Authority (LA) designate officer should be informed and consulted of the incident the same day. The Principal should not try to investigate the allegation at this stage. Only after consulting the LA officer, can the accused person be informed about the allegation. The accused must not be automatically suspended – only if the child is at risk of significant harm, or allegations need investigating by the police, or are so serious that there might be grounds for dismissal. The power to suspend lies with the Principal of the school.

If an allegation is determined to be false, and the member of staff is returning to work, they might benefit from some support from a mentor, or to phase in their return.

THE BEANSTALK SUPERVISION POLICY

Supervision is the accountable process which supports, assures and develops the knowledge, skills and values of an individual, group or team.

It is a statutory requirement to supervise our staff, volunteers and students at The Beanstalk. The purpose of supervision is to improve the quality of their work to achieve agreed objectives and outcomes.

The aims of supervision is to make all staff members feel supported in working towards a common goal, to have a framework to discuss on going issues and to develop staff competence. Supervision is linked to safer recruitment.

Recruitment >> Induction >> Supervision >> Appraisal.

Supervision should be on going, as well as linked to annual appraisals.

- To identify what has gone well and not so well – praise and constructive criticism to highlight areas for improvement.
- Setting measurable objectives/targets.
- Identify learning and development opportunities.
- Supervision takes many forms, such as ‘on the job’, ‘as and when’, or one to one supervision or peer coaching.
- Focus on discussions about key children and their wellbeing as well as their families.

Timings: New staff – weekly for the first month, and thereafter every six weeks.

After the first year – once a term.

Duration: 30 min minimum.

Agree an agenda that works for your setting. Review the last supervision notes.

Recording of the supervision meeting. Next meeting scheduled.

How to be a good supervisor?

Personal and constructive feedback, not too controlling, directed and with purpose, personal improvement and improvement for the setting. Performance linked to Job Description. Collaboration within the team. Retention of staff.

Take time to both observe and listen.

Benefits of Feedback

To know how you perform and highlight areas for improvement, celebrating what has been done well – praise! Identify training opportunities. Gives confidence, self-esteem, understanding, improvement and change.

Missing Child Policy

To avoid the possibility of children being able to leave the building without the protection of their parent/carer it is vital that everyone (parents/carers, staff and visitors):

- Ensures that the main door is closed behind them on entering or leaving the building/gate
- Ensure that other children do not leave the building when opening the door to enter or leave

At the Beanstalk, children's safety is our highest priority. Children learn best through exploration and play in a stimulating and safe environment. To maintain children's safety at all times, we ensure that access doors are kept locked and secured.

As a nursery, we adhere strictly to the minimum adult to child ratios as stipulated in the Statutory Framework for the Early Years Foundation Stage.

The Management Team at the nursery have a key role to play in monitoring ratios and ensuring children are properly supervised at all times.

Missing Child Procedure

In the unlikely event that a child goes missing, the following action is to be taken:

- Search immediate area
- Inform Nursery Principal/ Deputy and all members of staff
- Head count – by means of daily register
- The Principal/Deputy informs parents/carers if child not found or immediately after incident.
- Inform Duty Social worker (Tel: In Office hours: **0208 753 6600**, Out of Office hours: 02087488588).

- If child is not found contact Police immediately
- Inform Ofsted.
- Record times and details in office log book.

Mobile Phone and Cameras Policy

At the Beanstalk we have two cameras that are used in either classroom for the sole purpose of updating and documenting children's progress and development while at nursery.

On occasion, students have needed to bring their own cameras in to document observations of children that they make but this is only done once they have received written permission from the parents.

Photos taken on the Beanstalk cameras are never shared with any other except when published on the Beanstalk website after permission has been given from the parents/carers. Any person- other than teachers, principal or students- caught taking photos of the children, will be asked to stop.

Teacher's mobile phones must be stored securely in the cupboards and on silent.

Any video recording during occasions such as the Christmas Nativity or Sports Day is permitted as long as parents give written permission to do so.

SPECIAL NEEDS POLICY

Special Needs Policy Statement

We are committed to meeting all children's individual needs, both those known prior to admission and those which may emerge as a child develops. We will work with parents and other involved professionals to achieve the best possible outcome for each child.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 Children and Families Act 2014 and has been written with reference to the Equality Act 2010.

Aims of our Policy for children with SPECIAL EDUCATION NEEDS

At The Beanstalk we welcome children with Special Education Needs as part of our community and we will ensure that all children have an equal opportunity to engage in the curriculum.

Admission arrangements for children with SEN are the same as for all children.

Parents of a child with SEN can apply for a childcare place without any fear that the child will be discriminated against or be refused a place on the grounds of their needs.

This policy is closely associated to our Equal Opportunities Policy and they both form part of our Inclusion Policy.

Our system of observation and record-keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.

Our key person system ensures that each teacher is especially responsible for, and close to, about eight children at a time in the morning group and four in the afternoon group, so each child receives plenty of adult time and attention.

We work in liaison with agencies outside the school, including therapists, health visitors, psychologists, social workers, paediatricians and other specialists, to meet the children's specific needs.

Our staff attend training on special needs arranged by the local authority and other professional bodies.

We endeavour to have equipment, posters and books that depict SEN in a positive manner (see our Equal Opportunities policy).

Barbara Ciwinska is our Special Needs Co-ordinator (SENCO).

Definition of Special Education Needs

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significant greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in our nursery; or
- c) Are under compulsory school age and fall into one of the categories above or would do so if special educational provision were not made for them.

The child may have learning difficulty in one or more of the following areas:

- Cognition and learning;
- Social, emotional and mental and mental health
- Speech, Language and Communication;
- Physical, Sensory and medical

Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, mental and Emotional Health.

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Communication and Interaction

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

When is a child disabled?

A child is disabled if they have a physical or mental disability that has a substantial, adverse and long-term effect on his or her ability to carry out normal day-to-day activities. Those disabilities include sensory impairments and hidden disabilities such as mental illness, learning difficulties, dyslexia, conditions such as diabetes or epilepsy, and those with severe disfigurements.

(SEND and Disability Act 2010)

The Children and Families Act 2014 provides for:

- a clear and transparent 'Local Offer' of services across education, health and social care with children, young people and parents involved in preparing and reviewing it
- services across education, health and care to be jointly commissioned

- Education, Health and Care (EHC) plans to replace statements and Learning Difficulty Assessments (LDAs) with the option of a Personal Budget for families and young people who want one
- new statutory rights for young people in further education, including the right to request a particular institution is named in their EHC plan and the right to appeal to the First-tier Tribunal (SEN and Disability), and
- a stronger focus on preparing for adulthood including better planning for transition into paid employment and independent living and between children's and adults services

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

We follow a **Graduated Response** which is described below

GRADUATED RESPONSE

Initial Concern

The importance of early identification and assessment of children with SEN is particularly important in the area of early year's education. We will develop practises and procedures, which will aim to ensure that all children's SEN, are identified and assessed and the curriculum will be planned to meet their individual needs.

We recognise that some children will need additional support to ensure access to the whole curriculum. We will ensure that the needs of the children are identified and assessed and we will aim to provide the appropriate support strategies. In addition, if specialist advice and support is necessary, we will contact the appropriate external agencies.

The role of parents is vital in identification, assessment and response to their children's SEN. We will work in true partnership with parents, valuing their views and contributions and keeping them fully involved in the child's education.

This setting places great importance on identifying any special education needs as early as possible. The graduated approach will involve:

- Child's key worker's (or other member of staff) concern about a child
- Objective observations (dated) reflecting key worker's concern (different types of observations, in different situations and during different activities)
- Key worker will seek advice from Senco
- Key worker talks to the parents to share their concerns and asks the parent whether Senco can be involved
- The key worker differentiates the child's curriculum (adapts and differentiate activities, timing, etc, break down the target into small steps)
- Staff monitor and observes the child's progress closely, informing both of the parents and Senco of outcomes.

Review, together with the parents and Senco, whether and when the child needs to move to Early Years Action.

SEN Support

The SENCO and the child's key worker in consultation with the parents decide on the action needed to help the child to progress in the light of the earlier assessments and Targeted Plan is agreed. The action should enable the very young child with special educational needs to learn and progress to their maximum potential.

Targeted Plan (TP)

The SENCO and key worker will work in partnership with the parent to complete the TP Strategies employed to enable the child to progress should be recorded. They should include information about the short-term targets and the long-term goals that have been set for the child and the learning strategies and provision to be put into place and followed through. Detailed targets should be set focussing on the particular need of the child at the time, working closely alongside parents and key workers. Targets should be simple and achievable.

Reviewing the more detailed targets on the TP every 6-8 weeks is extremely important in order to support the child effectively.

Parents will be asked to consent to their child being placed on our special needs register (SNR). If a child starting at The Beanstalk is having input from one of the

supporting agencies, they will automatically be placed on the Special Needs Register.

Advice and support will also be sought from the Additional Needs and Opportunities Team (formerly Early Intervention Team).

At The Beanstalk if no or little progress has been made and targets have not been reached we can request help from external agencies in consultation with the parents. The agency concerned will be invited to the nursery, wherever possible, and provide advice where needed. They will be given detailed documentation and up to date information on a particular child and observe if and when necessary. They will then advise on new and appropriate targets for the child's TP and accompanying strategies, provide more specialist assessments, give advice on the use of new or specialised strategies or materials and in some cases provide support for particular activities.

However, in some cases the help given by the nursery through Early Years Action will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary to consider an Education, Health and Care (EHC) plan which may be appropriate in consultation with the parents and external agencies.

Education, Health and Care (EHC) plan

Behaviour Management Policy

At The Beanstalk we believe that children and adults flourish in an environment in which everyone knows what is expected of them and where children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop their self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:-

1. Ground rules governing the conduct of the class and the behaviour of the children will be discussed and agreed within the school and explained to all newcomers, both children and adults. All directions and corrections will be given to children in a positive way, e.g. "Keep the sand in the sand tray", not "Don't drop the sand on the floor!".
2. We will ensure that ground rules are applied consistently. We believe that the same reaction to the same situation each time gives children a feeling of security. It gives them the power to predict the future and an ability to avoid unhappy situations.
3. We will provide a positive model for the children with regard to friendliness, care and courtesy.
4. We will praise and endorse desirable behaviour such as kindness and willingness to share. We look to 'catch children being good', rather than focus on unwanted behaviour. This is something we also encourage parents to do at home.
5. We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

When children behave in unacceptable ways:-

1. Physical punishment, such as smacking or shaking, will be neither used or threatened.
2. Children will never be sent out of the room by themselves, if they need 'time-out', they are accompanied by an adult to support them and talk through why they have been taken out.
3. Techniques intended to single out and humiliate individual children such as the 'naughty chair' will not be used.
4. Children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern of behaviour, for example, if a child is hurt by another child.
 - a) Stop the Play

- b) Comfort the child that has been hurt
- c) Listen to both parties in order to establish what has happened.
- d) Talk through the situation with the children. Be on the child's level and ensure eye contact at all times. For children that find eye contact difficult or threatening, this should not be forced.
- e) Ensure they understand what is unacceptable about the behaviour.
- f) Encourage them to say sorry with eye contact, if age and situation appropriate.
- g) Some children might not be able to take in too much information at a time, therefore use simple language, e.g. 'stop', 'polite talking'

(Refer to Special Needs Policy for more information)

5. In case of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
6. Always reject the behaviour, not the child. Never label children as bad or naughty, either to them or to someone else.
7. Adults will not shout, or behave in a threatening way.
8. When talking to children about their behaviour, be close, calm and to their level.
9. Any inappropriate behaviour will be handled in a developmentally appropriate fashion, respecting the individual child's level of understanding and maturity.
10. Recurring inappropriate behaviour will be tackled by whole school in partnership with the child's parents, using objective observation records to establish an understanding of the cause.
 - a) Set limits: children need to be secure in knowing that you will not let either their behaviours or their feelings get out of control. You will neither let them hurt nor be hurt.
 - b) Key person will observe the child.
 - c) Share information with other teachers
 - d) Give praise as often as possible – notice behaviour you like and reward it.
 - e) Share with parents if the behaviour is reoccurring, or the behaviour is unacceptable, e.g. a 4 year old biting another child.
 - f) Work together with parents to promote positive behaviour
 - g) Continue observation and review with staff and parents
 - h) If behaviour continues, seek outside help.
 - i) Plan – do – review.
 - j) We are aware that some kinds of behaviour may arise from a child's special needs.

- k) Make children sensitive to their own feelings and to other people's. We will obtain feedback on how they are feeling and will get them to be aware that other people have feelings.

Designated person for behaviour is **Anna Cannavacciuolo**

Interactions between Adults

We believe that we adults act as a role model for children and therefore it is important to have positive interactions between adults in their surrounding environment.

In order to achieve this:

1. We must have mutual respect between,
 - a. Teachers/teachers
 - b. Teachers/other professionals
 - c. Teachers/parents
 - d. Carers/carers

Regardless of background, gender, marital status, creed and race.

2. All parents/carers are informed of our policy at their child's trial day and the policy book is available at the entrance for the parents/carers to consult at anytime.
3. All staff, volunteers and students are made aware of our policies and procedures and are consistent when putting these into practice.
4. All staff are informed of any changes of a child, i.e. moving house, medication, or if we see something that is out of character.
5. Adults support each other and if personal problems affect how we cope with our work, we try to share our difficulties, whilst still respecting confidentiality.
6. Any parents/carers/staff who have any concerns, please share them. It is easier to deal with a problem early on and if there is still a problem after a discussion with key person, team or principal, please refer to our complaints policy.

Student Placement Policy

We recognise that the quality and variety of work which goes on in a school makes it an ideal place for students on placement from school and college childcare courses as well as those on Diploma teaching practice or tutor fieldworker courses.

Students are welcomed into The Beanstalk on the following conditions:-

1. The needs of the children are paramount. Students will not be admitted in numbers which hinder the essential work of the school.
2. Students must be confirmed by their tutor as being engaged in a bona fide childcare course which provides necessary background understanding of children's development and learning.
3. Students required to conduct child studies must obtain written permission from the parents of the child to be studied.
4. Any information gained by the students about children, families or other adults in the school must remain confidential.
5. Unless registered as a fit person with a clean CRB check, students will not have unrestricted access to children.

GUIDELINES FOR STAFF, STUDENTS AND VOLUNTEERS

The following minimum standards of appearance and behaviour should be observed by all members of staff, students and volunteers at all times:-

- Clothes should be clean and tidy. Jeans may be worn, but no rips and bare midriffs.
- All staff should make every effort to be at school on time – Mondays 8am, Tuesday – Friday 8.15am. Preparation on the in/outdoor environment and a chance to discuss the days plans and have a chat are an integral part of the smooth running of any classroom and should not be missed. Staff should remain after each session until the classrooms, kitchen and toilets are clean and tidy, equipment checked to make sure all parts are found and to discuss any matters arising. This will usually be finished by 4.15 to 4.30pm.
- If you are unable to come to school for any reason please contact Anneli Isherwood on 0208 723 2200 by 7.30am or at school by 8.15am.
- If you are running late please try to call on the school no 0208 563 7508.
- Making and receiving phone calls during school hours must be kept for emergencies only. Mobile phones should not be used in the classrooms or in the garden, and should be switched off until the end of the school day (*See Mobile Phone & Cameras Policy*)
- Smoking is not permitted indoors or in the garden. If you are a smoker, please make sure that you do not come to school smelling of smoke.
- At the beginning of each session, staff should be standing to meet and greet parents and children, and be ready to direct children towards settling with an activity. Please avoid long chats and be mindful of children who find it difficult to settle.
- At the end of each session, all available staff should be on duty to ensure that the children are sitting on chairs until their names are called out. Try to check that they take all of their possessions home at this stage.
- Supervising the children's lunches form part of the day's duties. It is an ideal time to chat informally with them and other members of staff on the lunch rota. Other teachers take their lunch in the other classroom.

Health & Safety Aspects to Keep in Mind

- Always close and open doors extremely carefully to avoid injury to children, especially trapped fingers!
- Keep outside doors closed and bolted once the children have arrived.
- Ensure that you always bend knees when lifting, and always ask for help with heavier items.
- Make sure large scissors and other unsafe items are kept out of reach of children.
- Remind children of the ground rules, such as Walking in the classroom, and remember to act as a good role model at all times, ie no shouting.
- Familiarise yourself with the fire procedure and fire exits/meeting point.
- Keep garden tidy, and search for dangerous items/rubbish – also ensure gate is closed before children come outside.
- Keep hedges trimmed and remind children that beddings/railings are out of bounds.

- Observe good hygiene at all times, and remind children to do the same
- Make sure heaters are adequately guarded and not too hot – do not dry anything on top of radiators.
- Hot drinks should not be carried through classrooms, when children are present – cups must be placed out of children's reach
- Spills must be cleared up immediately to avoid accidents.

ICT Policy

At the Beanstalk we believe that it is important for children have the opportunity to explore the world of Information, Communication and Technology (ICT). This enables the children to understand and recognise the uses of everyday technology and other forms of communication such as interactive games, computers and toys.

It is important for children to have access to ICT wherever and whenever possible as it is an essential skill in today's society. Children need the opportunity to explore and experience with all types of technology. ICT in role play is a useful way in helping children to develop their understanding of information communication and technology in the real world e.g. playing with keyboards, telephones and cameras.

Children will learn for themselves whilst being taught the skills to enable them to build on what they know. By carefully planning our play areas to reflect the world in which we live, children will, through play, gain experience and an understanding of ICT.

Staff/Volunteer/Student Induction Checklist

To help you settle into your job the following checklist has been devised.

The Beanstalk Montessori Nursery School

Name: _____

Started: _____

Name of the
Principle: _____

Name of the Mentor
Group to be working in: _____

Induction Completed: _____

BEFORE POST IS OFFERED	Date
References received	
CRB clearance received	

GENERAL	Date
Introduce to all staff	
Security of the building and surrounding	
Shifts – discuss	
Punctuality – discuss	
Lunch breaks – discuss	
Home address and telephone no.	
Contact details – health/emergency contacts, etc.	
Attendance: - holidays - sickness	
Current responsibilities description	

FACILITIES	Date
Toilets	
Coat pegs	
Private telephone calls	
Kitchen	
Cupboards	
Outdoor shed	

	Date
Daily Routine for the rooms	
Medication/Accident Procedures	
Location of equipment in each room	
Duties of staff / responsibilities description - discuss	
To whom staff are responsible	
Location of cleaning equipment	
Relationship expected with children	
Relationship expected with parents	
Relationship expected with colleagues	

HEALTH AND SAFETY (see Day Nursery Procedures)	Date
Location of fire exits and evacuation procedure	
Location of first aid equipment and identify first aiders	
Food handling and hygiene	
Equipment:	

- safe use of	
- care of	
- handling and moving	
Health needs of particular children	

POLICIES AND PROCEDURES	Date
Safeguarding Policy	
SEN Policy	
Complaints	
Equal Opportunity Policy	
No smoking	
Drug and alcohol policy	
Disciplinary procedure	

NOTES:

Anti-Bullying Policy

Education Providers in England and Wales have the responsibility to tackle bullying in all forms under the Education Act 2002. Bullying may include harassment, discrimination or victimisation on the grounds of age, religion or belief, gender, race, sexual orientation or disability. All of these are unlawful. They may also be criminal offences.

At The Beanstalk, we are committed to providing a caring, friendly and safe environment for all children, so they can learn and develop in a relaxed and happy atmosphere. We believe that relationships are based on mutual respect, trust, caring and consideration for others. Bullying of any kind is unacceptable at our school. In the unlikely event that bullying does occur, all children should be able to tell a teacher. At The Beanstalk we emphasise how we are all friends and that words or actions can hurt and make others sad.

What is Bullying?

Bullying is the use of aggression with the intention of hurting another person.

Bullying can be:

Emotional

Physical

Racist

Sexual

Verbal

As a School, we have the responsibility to respond promptly to issues of bullying.

All staff, children and parents should have an understanding of what bullying is.

All staff should know what the school policy is on bullying, and follow it when bullying is reported.

All children and parents should know what the school policy is on bullying, and what they should do if bullying arises.

We take bullying seriously and it is not tolerated.

How to deal with bullying as a parent?

-talk to child about what has happened

-arrange to speak to child's key person.

-ask to see the Anti-Bullying Policy

-if not satisfied, ask to speak to Principal.

-if still not happy, contact local LEA.

If Staff and Parents act as Good Role Models there should be a way to show young children why it is wrong to bully others.

(Also see Behaviour Policy and Special Educational Needs Policy)

NAPPY CHANGING POLICY

All staff changing nappies will hold a full CRB/DBS.

No Student/Volunteers are permitted to change nappies

Children must never be left unattended on the changing mat

The nursery will provide wipes and nappy sacks when necessary.

Application of cream for nappy rash and any other noted conditions will be done with the written consent of the adult.

Staff will inform parents/carers of any noticeable rashes or irritations that have not already been documented.

NAPPY CHANGING PROCEDURE

Collect nappies and wipes and place at the end of the table behind child.

Put on disposable gloves and take out nappy sack

Place child on changing mat – where possible let child climb up with support.

Change nappy and clean child.

Place all used/soiled items on a nappy sack

Dress child and lift down from changing mat.

Wipe down mat and table with antiseptic cleaning wipes

Place all rubbish and gloves in nappy sack and tie up.

Spray room freshener if needed

Place nappy sack in outdoor bin and wash hands

Inform senior staff when changing supplies become low

NEVER LEAVE A CHILD UNATTENDED ON THE CHANGING MAT FOR ANY REASON