



POLICIES & PROCEDURES

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ADMINISTERING MEDICINES

Policy statement

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

In many cases, it is possible for child's GP to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has not had a medication before, especially a baby/child under two, it is advised that the parent keeps the child at home for the first 48 hours to ensure there are no adverse effects, as well as to give time for the medication to take effect.

These procedures are written in line with guidance in *Managing Medicines in Schools and Early Years Settings*; the manager is responsible for ensuring all staff understand and follow these procedures.

The Manager is responsible for the correct administration of medication to children. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the manager then the most senior member of staff is responsible for the overseeing of administering medication.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- Only medication prescribed by a doctor (or other medically qualified person) is administered. It must be in-date and prescribed for the current condition (medicines containing aspirin will only be given if prescribed by a doctor Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - the full name of child and date of birth;
 - the name of medication and strength;
 - who prescribed it;
 - the dosage to be given in the setting;
 - how the medication should be stored and its expiry date;
 - any possible side effects that may be expected; and
 - the signature of the parent, their printed name and the date.

- The administration of medicine is recorded accurately on a medication form each time it is given and is signed by the manager/supervisor. Parents are shown the record at the end of the day and asked to sign the form to acknowledge the administration of the medicine. The medication form records the:
 - name of the child;
 - name and strength of the medication;
 - date and time of the dose;
 - dose given and method;
 - signature of the key person/manager; and
 - parent's signature.

Storage of medicines

- All medication is stored safely in a cupboard or refrigerated as required. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- The manager / supervisor is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting to be administered on a regular or as-and-when- required basis. Manager / supervisor check that any medication held in the setting is in date and return any out-of-date medication back to the parents.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
- If rectal diazepam is given, another member of staff must be present and co-signs the form.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.
- In extreme circumstances the manager/deputy may make the decision to administer emergency Calpol to children if a child's temperature is too high. An antihistamine such as Piriton may also be given if a child is suffering from acute hayfever.
- This will only be carried out if the manager has sought permission from the parent.

Children who have long term medical conditions and who may require ongoing medication.

- A risk assessment is carried out for each child with long term medical conditions that require ongoing medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions, key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff form part of the risk assessment.
- The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs.

- The risk assessment includes arrangements for taking medicines on outings and advice is sought from the child's GP if necessary where there are concerns.
- A health care plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child.
- The health care plan should include the measures to be taken in an emergency.
- The health care plan is reviewed every six months, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

- If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, including all the details that need to be recorded in the medication record as stated above.
- On returning to the setting the card is stapled to the medicine form and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.
- As a precaution, children should not eat when travelling in vehicles.
- This procedure is read alongside the outings procedure.

ADMISSIONS POLICY

Statement of intent

It is our intention to make Little Acorns accessible to children and families from all sections of the local community.

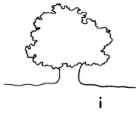
Aim

We aim to ensure that all sections of our community have access to Little Acorns through open, fair and clearly communicated procedures.

Methods

In order to achieve this aim, we operate the following admissions policy.

- We ensure that the existence of Little Acorns is widely advertised in places accessible to all sections of the community.
- We ensure that information about Little Acorns is accessible - in written and spoken form - and, where appropriate, in different languages. Where necessary, we will try to provide information in Braille, or through signing or an interpreter.
- We describe Little Acorns and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe Little Acorns and its practices in terms of how it treats individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English.
- We describe Little Acorns and its practices in terms of how it enables children with disabilities to take part in the life of the pre-school.
- We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- We make our equal opportunities policy widely known.
- We consult with families about the opening times of Little Acorns to avoid excluding anyone.
- We are flexible about attendance patterns to accommodate the needs of individual children and families.



BABY ROOM

Our baby room is a warm, caring, yet stimulating environment: rich in sensory opportunities. We understand the importance of rest and reassurance as much as providing new and exciting opportunities for babies. Our carefully selected team, experienced in caring for babies, provide a beautiful balance of cosy cuddles and exciting play.

We are committed to working with you as a family; continuing your babies current care routine is of utmost importance to us. We also provide regular, informal meetings with your baby's key person to update any routines, interests or changing needs. To support verbal communication between parents and the key person your baby will receive a 'daily update' using our communication app. This is a two-way communication service that enables both parents and carers to communicate whilst your baby is at Little Acorns. Your baby's key person will send you a photograph of your baby along with notes on feeds, sleeps, nappies, learning and your child's interests from that day. Whilst you can use it to provide exciting news, special events, achievements at home or any useful notes for your baby's key person.

We do require that if your child is still having milk feeds that you provide your regular formula, labelled with your child's name. All bottles and food will be prepared, mixed and warmed as they are needed, and we will of course keep the same routine as you have at home. If you are bringing in a lunch box, please ensure it has an ice pack to keep the food cold and safe.

Parents are also asked to provide nappies and wipes packed into your child's bag daily with a couple of changes of clothes along with a puddle suit, wellies and weather appropriate clothing for outdoor play.



BEHAVIOUR MANAGEMENT POLICY

Statement of intent

Little Acorns believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

Methods

- We have named persons who have overall responsibility for issues concerning behaviour. The persons responsible for behaviour are Michelle Tuddenham (Ascot) and Val Duffy (Bracknell).
- We require the named persons to:
 - keep her/himself up to date with legislation and research and thinking on handling children's behaviour;
 - access relevant sources of expertise on handling children's behaviour and check that all staff have relevant in-service training on handling children's behaviour. We keep a record of staff attendance at this training.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways that are appropriate for the children's ages and stages of development - for example distraction, praise and reward.
- We familiarise new staff and volunteers with Little Acorn's behaviour policy and its rules for behaviour.
- We expect all members of Little Acorns - children, parents, staff, volunteers and students - to keep to the rules, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of Little Acorns.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never leave children on their own without frequent monitoring.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our pre-school leader and are recorded in our Incident Book. A parent is informed on the same day and signs the Incident Book to indicate that he/she has been informed.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

- We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Challenging Behaviour/Aggression by children towards other children

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
- The designated person will contact children's social services if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child's challenging behaviour is an indication that they themselves are being abused.
- The designated person will make a written record of the incident, which is kept in the child's file; in line with the *Safeguarding children, young people and vulnerable adults* policy.
- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.
- Ofsted should be notified if appropriate. i.e., if a child has been seriously injured.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

Challenging unwanted behaviour from adults in the setting

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained, and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.
- a serious accident or injury to, or serious illness of, a child in our care and the action we take in response.

BITING POLICY

Statement of intent

Little Acorns Montessori Nursery recognises that young children, for a variety of reasons may attempt to bit other children. This can be part of a child's development, such a teething and can also be triggered when they don't have the words to communicate their needs, frustration and anger.

Aim

Staff will do all they can to prevent any biting incidents, but due to the speed and spontaneity of a child this is not always possible.

Methods

Strategies we use to try and prevent biting include:

- Accessible teething rings and toys
- Sensory activities
- Biting rings
- A stimulating environment

Biting Incidents

In case of a biting incident the following procedure will be followed.

- The child who has been bitten will firstly be comforted and checked for injury. If necessary first aid will be administered.
- An accident form will be completed and if deemed appropriate, parents may be informed via a telephone call.
- The bitten area will continue to be monitored for any changes.
- Confidentiality of all children involved will be maintained and no names will be disclosed.
- The child who caused the bite will be told in terms appropriate to them that biting is unkind, and be shown that it makes staff and the bitten child sad. An incident form will be completed and shared with the parents.
- If a child continues to bite, observations will be carried out to try and identify a cause. Eg. Tiredness or frustration. A meeting with parents may be held to discuss strategies to prevent this behaviour, and parents will be reassured that it is part of a child's development and not made to feel guilty.
- If a bite has broken the skin, both the biter and the bitten child may need treatment.

BRITISH VALUES IN EARLY YEARS POLICY

Statement of intent

Little Acorns believes that it is our duty to uphold fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

Aim

Little Acorns will cover these values putting into practice the ideas stated in our statutory guidance.

These areas are split into four parts:

Democracy – making decisions together

Rule of law – understanding rules matter as cited in Personal, Social and Emotional Development.

Individual liberty – freedom for all

Mutual respect and tolerance – treat others as you want to be treated

Methods

Democracy

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional development staff at Little Acorns will encourage children to see their role in the bigger picture, encouraging children to know that their views count, value each other's views and values and talk about their feelings, for example when they do or don't need help. When appropriate we will demonstrate democracy in action, for example, children sharing views on what the theme of the role play area could be with a show of hands. Little Acorns staff will support decisions that the children make and provide activities that involve turn taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of Law

As part of the focus on managing feelings and behaviour Little Acorns will ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. We will collaborate with children to create the rules and codes of behaviour, for example, to agree the rules about tidying up and ensure that all the children understand rules apply to everyone.

Individual liberty

As part of the focus on self-confidence & self-awareness and people and communities as cited in Personal, Social and Emotional development and Understanding the World children should develop a positive sense of themselves. At Little Acorns we will provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on obstacle courses, mixing colours, talking about their experiences and learning. We will also encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

Mutual respect and tolerance

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal, Social and Emotional development and Understanding the World we at Little Acorns aim to create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Our children will acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and we will share and discuss practices, celebrations and experiences.

We will encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

We will promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

CAMERA, MOBILE PHONE & SOCIAL NETWORK POLICY

Acceptable Use of Mobile Phones & Camera Policy

It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used.

Mobile Phones

Little Acorns Montessori allows staff to bring in personal mobile telephones for their own use.

Users bringing personal mobile telephones into Little Acorns Montessori must ensure there is no inappropriate or illegal content on the device.

All staff/students must ensure that their mobile telephones are left inside their bag throughout contact time with children. Staff bags should be placed in the cupboard/office unless requested by the Manager to move them to another appropriate location.

Mobile phone calls may only be taken during staff breaks or in staff members' own time. If staff have a personal emergency they are free to use the setting's phone or make a personal call from their mobile in the office.

If a member of staff is waiting for an emergency personal call then their phone may be left with the Manager who with permission will answer and then notify the member of staff.

Staff will need to ensure that the Manager has up to date contact information and that staff make their families, children's schools etc., aware of emergency work telephone numbers. This is the responsibility of the individual staff member.

All parent helpers will be requested to place their bag containing their phone in the cupboard and asked to take or receive any calls in the kitchen area.

It is the responsibility of all members of staff to be vigilant and report any concerns to the Manager and or Deputy Manager.

Concerns will be taken seriously, logged and investigated appropriately in line with our safeguarding policy.

Social Network

Staff must not post anything onto any social networking sites that could offend any other member of staff or parent using the nursery.

Staff cannot allow parents to view their page on social networking sites.

If any of the above points are not followed then the member of staff will face disciplinary action, which could result in dismissal.

Parents and Visitors /Workmen

In order to ensure the safety and welfare of children in our care, parents and visitors are kindly asked to refrain from using their mobile phones whilst in the nursery or when collecting or dropping off their children.

Mobile phones are to be left in the kitchen. If it is necessary for visitors/workmen to have their mobile phones to implement their role effectively then they are to be supervised at all times.

Cameras and tablets

Photographs are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements and are an effective form of recording their progression in the Early Years Foundation Stage. They may also be used on our website and/or by the local press with permission from the parents.

However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

Only the designated Little Acorns camera and or staff tablets are to be used to take any photos within the setting or on outings.

Images taken on these devices must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.

All staff are responsible for the location of their device, which should be placed locked in the cupboard or taken home at the end of the day. These should be password protected by each individual key worker.

Images taken and stored on these devices will be deleted immediately after their intended use. No photographs are retained after the child leaves the setting.

Under no circumstances must devices of any kind be taken into the toilet area without prior consultation with the Manager.

If photographs need to be taken in the toilet area i.e. photographs of the children washing their hands, then the Manager or Deputy Manager must be asked first and staff to be supervised whilst carrying out this kind of activity. At all times the camera must be placed in a prominent place where it can be seen.

Productions/Outings

Photographs may be taken during productions/outings if permission has been granted by the Manager as occasionally there are restrictions for safety reasons. If permission is granted, then photographs are only for parental/carers personal use and must not be placed on any social network sites.

Failure to adhere to the contents of this policy will lead to disciplinary/safeguarding procedures being followed.

CHILD PROTECTION & SAFEGUARDING POLICY

Aims

Our aims are to:

- create an environment in our school which encourages children to develop a positive self-image, regardless of race, language, religion, culture or home background;
- help children to establish and sustain satisfying relationships within their families, with peers and with other adults;
- encourage children to develop a sense of autonomy and independence;
- enable children to have the self-confidence and the vocabulary to resist inappropriate approaches;
- work with parents to build their understanding of and commitment to the welfare of all our children.

Liaison with other bodies

We work within the Area Children Boards Child Protection Procedure guidelines.

We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which affect the well-being of children.

We have procedures for contacting the local authority on child protection issues.

If a report is to be made to the authorities, we act within the Area Child Protection guidance in deciding whether we must inform the child's parents at the same time.

Methods

Staffing and volunteering

The named person who co-ordinates child protection issues at the Windsor Campus is **Michelle Tuddenham**.

The named person who co-ordinates child protection issues at the Priestwood Campus is **Valerie Duffy**.

- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the school are clearly informed of the need to carry out enhanced DBS checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and police checks for staff and volunteers to ensure that no disqualified person works at the school or has access to the children.
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the school.
- We take security steps to ensure that we have control over who comes into the school so that no unauthorised person has unsupervised access to the children. The designated person, the suitably trained deputy and the designated officer ensure they have relevant links with statutory and voluntary organisations with regard to safeguarding.
- The designated person (and the person who deputises for them) understands LSCB safeguarding procedures, attends relevant LSCB training at least every two years and refreshes their knowledge of safeguarding at least annually.
- All staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection concerns are reported to the local authority children's social care team or the NSPCC. They receive updates on safeguarding at least annually, and we discuss this regularly at staff meetings.

We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.

All staff understand that safeguarding is their responsibility.

- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2018) and can identify those children and families who may need early help and enable them to access it.
- All staff understand the thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm, according to arrangements published by the LSCB or safeguarding partners in areas where the safeguarding partners have replaced the LSCB.
- All staff understand their responsibilities under the General Data Protection Regulations and the Data Protection Act 2018, and understand relevant safeguarding legislation, statutory requirements and local safeguarding partner requirements and ensure that any information they may share about parents and their children with other agencies is shared appropriately and lawfully.
- We will support families to receive appropriate early help by sharing information with other agencies in accordance with statutory requirements and legislation.
- We will share information lawfully with safeguarding partners and other agencies where there are safeguarding concerns.
- We will be transparent about how we lawfully process data.
- All staff understand how to escalate their concerns if they feel either the local authority and/or their own organisation has not acted adequately to safeguard and know how to follow local safeguarding procedures to resolve professional disputes between staff and organisations.
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of cameras and mobile phones), whistle blowing and dignity at work.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age-appropriate way.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises.
- Volunteers must:
 - be aged 17 or over;
 - be considered competent and responsible;
 - receive a robust induction and regular supervisory meetings;
 - be familiar with all the settings policies and procedures;
 - be fully checked for suitability if they are to have unsupervised access to the children at any time.

- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the criminal records disclosure reference number.
 - certificate of good conduct or equivalent where a UK DBS check is not appropriate.
 - the date the disclosure was obtained; and
 - details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- From 31 August 2018, staff and volunteers in childcare settings that are not based on domestic premises are **not** required to notify their line manager if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children in accordance with the Childcare Disqualification and Childcare Regulations 2018, and Disqualification under the Childcare Act guidance effective from 31 August 2018.
- Staff receive regular supervision, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly.
- In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour outlined in the employee handbook.
- We notify the Disclosure and Barring Service of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- Procedures are in place to record the details of visitors to the setting.
- Security steps are taken to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Staff do not use personal cameras or filming equipment to record images.
- Personal mobile phones are not used where children are present.
- Parents sign a consent form and have access to records holding visual images of their child.
- Any personal information is held securely and in line with data protection requirements and guidance from the ICO.
- The designated person in the setting has responsibility for ensuring that there is an adequate online safety policy in place.
- We keep a written record of all complaints and concerns including details of how they were responded to.
- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
- The designated officer will support the designated person to undertake their role adequately and offer advice, guidance, supervision, and support.
- The designated person will inform the designated officer at the first opportunity of every significant safeguarding concern; however, this should not delay any referrals being made to children's social care or where appropriate the LADO, OFSTED or RIDDOR.

Disciplinary Action

Where a member of staff or volunteer is dismissed from the school or internally disciplined because of misconduct relating to a child, we notify the Department of Child Health administrators so that the name may be included on the List for the Protection of Children and Vulnerable Adults.

Training

The designated person will ensure that all staff are aware of the Child Protection Procedures as outlined in the "Statutory Framework for the Early Years Foundation Stage" 2021.

We seek out training opportunities for all adults involved in the school to ensure that they are able to recognise the signs and symptoms of possible physical, emotional, sexual abuse and neglect. We also ensure that all staff are made aware of the procedures for reporting and recording their concerns in the school. Little Acorns will ensure that all staff receive appropriate training.

Planning

The layout of the room allows for constant supervision. Where children need to spend time away from the rest of the group doors are left ajar.

Curriculum

We introduce key elements of child protection into our foundation stage curriculum, so that children can develop understanding of why and how to keep safe.

We create within the school a culture of value and respect for the individual.

We ensure that this is carried out in a way that is appropriate for the ages and stages of development of our children.

Mobile Phones

Mobile phones may be used in settings if their use is appropriate. The use of a mobile phone will not detract from the quality of supervision and care of children. Mobile phones have a place in settings, especially those without a landline or if the landline is unpredictable. They can often be the only means of contact and helpful in ensuring children are kept safe. The safety of children in childcare provision is paramount. Casual use of mobile phones is not appropriate when caring for children and staff are made aware of this and all personal mobile phones are locked away during school hours.

Complaints

We ensure that all parents know how to complain about staff or a volunteer action within the school. See 'Complaints Procedure'.

We follow the guidance as issued by Bracknell Forest Borough Council when investigating any complaint that a member of staff or volunteer has abused a child.

We also follow the procedures as stated in, 'What to do if you're worried a child is being abused'. D.H et al, 2003.

Disclosures

Where a child makes a disclosure to a member of staff, that member of staff will immediately talk to **Michelle Tuddenham** or **Valerie Duffy**.

Michelle Tuddenham will first collate information and then contact;

MASH (Multi-agency Safeguarding Hub) – **01344-352005**
Emergency Duty Team – **01344-786543**

A record will be made of:

- The child's name;
- The child's address;
- The age of the child;
- The date and time of the observation or disclosure;
- An objective record of the observation or disclosure;
- The exact words spoken by the child;
- The name of the person to whom the concern was reported, with date and time;
- The names of any other person present at the time

These records are signed and dated and kept in a separate confidential file. All members of staff know the procedures for recording and reporting.

Michelle Tuddenham and Val Duffy will ensure that in the event of either of them being absent all managers will be familiar with the procedure they must follow, and all other staff will know who to talk to if a problem occurs.

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- We ensure that all staff understand the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;
 - deterioration in their general well-being;
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside the setting.
 - We understand how to identify children who may be in need of early help, how to access services for them
- We understand that we should refer a child who meets the s17 Children Act 1989 child in need definition to local authority children's social work services
- We understand that we should refer any child who may be at risk of significant harm to local authority children's social work services.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
- We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.
- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation.

- The designated person completes online Channel training, online Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
- We are aware of the mandatory duty that applies to teachers, and health workers to report cases of Female Genital Mutilation to the police. We are also aware that early year's practitioners should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour-based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- If we become concerned that a child may be a victim of modern slavery or human trafficking we will refer to the National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children's social work service and/or police.
- We will be alert to the threats children may face from outside their families, such as that posed by organised crime groups such as county lines and child sexual exploitation, online use and from within peer groups and the wider community.
- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection and child in need concerns and follow the LSCB procedures, or when they come into force replacing the LSCB, we will follow the local procedures as published by the local safeguarding partners.
- Where such indicators is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the designated person. The information is stored on the child's personal file.
- If a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
- We refer concerns of children's welfare to the local authority children's social care team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board or when they come into force replacing the LSCB or the local safeguarding partners when their published safeguarding arrangements take over from the LSCB.
- We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way we speak to children or by asking questions of children although we may check out/clarify the details of what we think they have told us with them.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse or neglect is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account in an age-appropriate way, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- All staff know that they can contact the NSPCC whistleblowing helpline if they feel that or organisation and the local authority have not taken appropriate action to safeguard a child and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.
- All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
- We have a whistle blowing policy in place.

- Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistle blowing dilemmas.

Informing Parents

Parents are normally the first point of contact. If suspicion of abuse is recorded, parents are informed at the same time as the report, except where the guidance does not allow for this. In these cases, a parent is the likely abuser. Here the investigating officers will inform the parents.

Confidentiality

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Berkshire Children Boards.

Support to families

The school takes every step in its power to build up trusting and supportive relations among families, staff and volunteers in the group. The school continues to welcome the child and the family whilst investigations are being made in relation to abuse in the home situation.

With the proviso that the care and safety of the child is paramount, we do all in our power to support and work with the child's family.

Little Acorns Child Protection Statement

Michelle Tuddenham or manager on the day is the designated person responsible for child protection at Little Acorns Windsor Campus.

Val Duffy or manager on the day is the designated person responsible for child protection at Little Acorns Priestwood Campus.

All staff at Little Acorns are committed to the protection of children within their care.

Parent's attention will be drawn to our Child Protection policy and procedure during the registration period and a copy will be made available.

Staff will record any child entering the school who has any prior injuries in the incident book which parents will be asked to sign.

Staff will follow the Child Protection procedures as laid down in the guidance and in accordance with the 'What to do if you're worried a child is being abused' summary, (flow chart displayed on notice board).

It is the responsibility of all staff to report any concerns or worries they may have to Michelle Tuddenham, Val Duffy or Manager.

Worries and concerns will be discussed with parents except in the case of Sexual abuse or where it could put the child or other person at risk, or evidence being lost or destroyed.

Confidentiality and a regard to the Data Protection act will be adhered to at all times.

In the event of an allegation against a staff member the Berkshire Local Safeguarding Children Boards Child Protection Procedure will be followed, and OFSTED will also be informed.

SAFEGUARDING POLICY

Little Acorns has a duty to protect the children who always attend the childcare provision from abuse and neglect. The staff must always follow the guidelines according to the Local Authority Child Protection Procedure.

Our school wants to work with the children, parents, and the community to ensure the safety of children and to give them the very best start in life.

Safeguarding is an umbrella term for what we do to ensure children are safe from harm.

It means the protection of children within our settings from abuse and maltreatment, including child protection, recruitment of suitable people, medication, accidents, illness and emergencies, suitability of the premises and equipment, health and safety.

The Early Years Foundation Stage, Safeguarding and Welfare Requirements (2021 p.21 sections 3.4 – 3.8, England only) state “providers must be alert to any issues for concern in the child’s life at home or elsewhere. Providers must have and implement a policy and procedures to safeguard children.”

Parents want to be able to see that their childcare provider can provide a safe, secure environment for learning and children will learn and thrive at their best when they are healthy, safe and secure, with their individual needs met.

The purpose of this document is to assist all staff to safeguard and protect children who are at risk of abuse or neglect and promote their well-being. This policy and procedures should be read in conjunction with:

- Working Together to Safeguard Children 2015
- Keeping children safe in education 2021

The safeguarding of children is everyone’s business and settings have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This includes

- Preventing the impairment of children’s health or development
- Protecting children from maltreatment
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.

The Children Act 1989 defines a child as being up to the age of 18 years. This policy and the following procedures apply to all paid staff, volunteers and Directors working with in Little Acorns Montessori Limited.

Significant Harm

There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism, and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm (e.g. a violent assault, suffocation, or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child’s physical and psychological development. Some



children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical, or sexual abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the family's strengths and supports.

The following procedures outline the action to be taken if it is suspected that a child may be being abused, harmed, or neglected. **There are five categories of abuse: – Physical Abuse – Emotional Abuse – Sexual Abuse – Neglect and domestic Abuse.**

It is acknowledged that a child can be abused, harmed or neglected by family, in an institution or community setting by someone known to them, or less commonly, by a stranger, this includes someone in a position of trust such as a teacher or other professional.

Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the nursery is committed to ensuring that all its actions in respect for a child are compatible with this aim. If there are concerns about a child's welfare that do not meet the thresholds of child abuse the nursery will consider whether the Early Help approach should be considered. Remember early identification of concerns and the use of Early Help to develop a multi-agency plan for the child can reduce the risk of subsequent abuse.

Context

The content of this policy is applicable to all paid staff, volunteers, and Directors. The Directors and staff of Little Acorns Montessori fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our children from harm. All staff and Directors believe that our setting should provide a caring, positive safe and stimulating environment which promotes the social, physical and emotional development of the individual child. The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To support children who have suffered abuse in accordance with their agreed Child Protection Plan.
- To emphasize the need for good levels of communication between all members of staff.
- Carefully follow the procedures for recruitment and selection of staff and volunteers, ensuring that all adults within our setting who have access to children have been checked as to their suitability.
- To set out a structured procedure within the setting in cases of suspected abuse.
- Sharing information about child protection and good practice with children, parents and carers, staff and volunteers.
- To develop and promote effective working relationships with other agencies, such as MASH, Social services, foster families and any other adult or professional that may be working with the child and family.
- Sharing information about concerns with agencies who need to know and involving parents and children appropriately.
- To ensure all staff are aware of the setting are all aware of the code of conduct.
- Providing effective management for staff and volunteers through support, supervision, and training.



Equality

Some children's circumstances mean they are more vulnerable to abuse and/or less able to easily access services. These children often require a high degree of awareness and co-operation between professionals in different agencies, both in recognising and identifying their needs and in acting to meet those needs.

- All members of staff will develop their understanding of the signs and indicators of abuse and their responsibility for referring any concerns.
- All new members of staff will be given a copy of our child protection procedures as part of their induction into Little Acorns Montessori Limited.
- All members of staff will be given free online safeguarding and child protection training via Noodlenow.
- All members of staff will know how to respond to a child who discloses abuse. It is vital that our actions do not abuse the child further or prejudice further enquiries, for example: Stay calm, listen to the child, if you are shocked by what is being said try not to show it. Do not promise confidentiality, you can however promise privacy, reassure the child they have done the right thing, explain who you will have to tell and why.
If a child is making a disclosure the pace should be dictated by the child, do not ask leading questions for example, 'what did they do next?' It is our role to listen not to investigate.
- Use open questions such as 'is there anything else you wish to tell me'.
- Accept what they are telling you, do not make judgements.
- Reassure the child that they have done the right thing in telling you. Do acknowledge how hard it was for them to tell you.
- Do not criticize the perpetrator, this may be someone they love.
- Tell them what you will do next and with whom the information will be shared
- Pass this information on immediately to your Designated Person or Deputy Designated Person in his/her absence.
- All staff may raise concerns directly with MASH.

After a child has disclosed abuse the designated person should carefully consider whether it is safe for a child to return home to potentially abusive situation. On these rare occasions it may be necessary to take immediate action to contact MASH to discuss putting safety measures into effect.

Staff must report all information immediately, on the same working day, to the Designated Safeguarding Lead, or in their absence to the Safeguarding Deputy.

The conduct of staff when in a 1:1 situation with a child is managed in a way that would not lead any reasonable person to question their motives or intentions. All staff must ensure that their behaviour and their actions do not place children or themselves at risk of harm or of allegations of harm to children. All staff must be aware of the settings 'Whistleblowing Policy' and how to access it.

All parents/carers are made aware of the possibilities of staff members actions regarding child protection procedures.

All parents, as part of the child induction process, will be made aware of the Child Protection Policy which is on the nursery website www.littleacornsmontessori.co.uk

We will review our Child Protection Procedures annually.



Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Domestic abuse:

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people and witnessing domestic abuse is child abuse. It is important to remember domestic abuse:

- can happen inside and outside the home
- can happen over the phone, on the internet and on social networking sites
- can happen in any relationship and can continue even after the relationship has ended
- both men and women can be abused or abusers.



POSSIBLE SIGNS & SYMPTOMS OF ABUSE

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category. Guidance on recognising signs & symptoms of can be found in Working Together to Safeguard Children 2015. Also, students with learning difficulties often exhibit some of these signs (e.g. reluctance to get undressed for P.E., constant tiredness) which are not necessarily signs of abuse but symptoms of their condition. However, it must also be remembered that disabled children are 3 times more likely to experience abuse or neglect than non-disabled peers.

Physical Abuse – Unexplained injuries, bites, bruises or burns, particularly if they are recurrent – Improbable excuses given to explain injuries – Refusal to discuss the causes of injuries – Untreated injuries – Disclosure of punishment which appears excessive – Withdrawal from physical contact/aggressive behaviour – Arms and legs kept covered in hot weather (excluding for reasons of cultural dress – Fear of returning home – Fear of medical help – Self-destructive tendency – Running away

Emotional Abuse – Physical, mental, emotional or developmental lag – Domestic violence – Disclosure of punishment which appears excessive – Over-reaction to making mistakes or fear of punishment – Continual self-deprecation – Sudden speech disorders – Fear of new situations – Inappropriate responses to painful situations – Neurotic behaviours – Self-harm – Fear of parents being contacted – Extremes of passivity or aggression – Drug or solvent abuse – Running away – Compulsive stealing, scavenging

Sexual Abuse – Sudden changes in behaviour – Displays of affection which are inappropriate – Alleged promiscuity or sexualised behaviour – Fear of undressing – Regression to younger behaviour – Inappropriate internet use and possible 'grooming' concerns – Genital itching or other genital/anal pain/injury – Distrust of familiar adult – Unexplained gifts of money, mobile phones etc. – Depression and withdrawal – Apparent secrecy about social activities or the identity of "special friends" – Wetting or soiling, day and night – Sleep disturbances or nightmares – Chronic illness, especially throat infections and sexually transmitted disease

Neglect – Constant hunger – Poor personal hygiene – Constant tiredness – Poor state of clothing – Frequent lateness or non-attendance at setting – Untreated medical problems or unmet special needs – Low self-esteem – Neurotic behaviour – Poor social relationships – Deterioration in setting performance – Running away – Compulsive stealing or scavenging

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation, or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM.



Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

WHAT TO DO IF YOU SUSPECT THAT ABUSE MAY HAVE OCCURRED

- You must report the concerns immediately, on the same working day, to the designated Safeguarding Lead or their deputies.
- Clearly document **EXACTLY** what has been said, noticed or witnessed.

The role of the designated person is to:

- Obtain information from staff, volunteers, children, or parents and carers who have child protection concerns and to record this information.
- Assess the information quickly and carefully and ask for further information as appropriate.

They should also consult with Bracknell Forest services in the first instance:

- Early help
- MASH
- LADO

The designated Lead should make a referral to the MASH or the police without delay if it is agreed during the consultation or if there is an immediate risk to the child. The referral should be made to the MASH team in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the MASH team in that borough. A telephone referral should be made and confirmed in writing using a MASH referral form within 48 hours. The MASH team should acknowledge the referral within one working day and should be contacted if no acknowledgement has been received within 3 working days. Any referrals that are emailed to the MASH team should be followed up by a telephone call to confirm receipt. Following referral, the MASH team should, within one working day, consider the next course of action, record their decision in writing and notify the designated person. Suspicions will not be discussed with anyone other than those nominated above. It is the right of any individual to make direct referrals to the child protection agencies. If for any reason you believe that the designated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the child protection agencies directly.

Responsibilities

The Designated Safeguarding Lead or those deputising for them, is responsible for:

- Adhering to the Bracknell Forest LSCB, and Little Acorns Montessori Limited procedures regarding referring a child if there are concerns about possible abuse.
- Keeping full written chronological records of in setting concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Checking the attendance of children subject to a Child Protection Plan on daily basis.
- Ensuring that any child currently who is subject to a Child Protection Plan who is absent without explanation is referred to MASH.
- Ensuring that where any child currently who is subject to a Child Protection Plan leaves, their information is transferred to the new setting immediately and that the child's social worker is informed. A copy of the child's information will be retained by Little Acorns Montessori Limited.



Supporting Children

We recognise that a child who is abused or witness's violence and/or abuse may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

We recognise that the setting may provide the only stable, secure, and predictable element in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Little Acorns Montessori Limited will support all children through:

- The curriculum
- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- Promoting a caring, safe, and positive environment within the setting, giving children a sense of being valued.
- Ensuring children know there are adults in the setting whom they can approach if they are worried.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the setting by ensuring that appropriate information is forwarded under confidential cover to the child's new setting or school.

Confidentiality and Information Sharing

- We recognise that all matters relating to Child Protection are confidential
- Department for Education (DfE), information sharing protocols 2015 will always be adhered to.
- The Designated Safeguarding Lead, or staff generally will disclose any information about a child to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with the DSL and other agencies to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.

Supporting Staff

We recognise that staff working in Little Acorns Montessori Limited who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to discuss the situation with the Designated Safeguarding Lead and to seek further support as appropriate.

Safer Recruitment

At Little Acorns Montessori Limited we will ensure we practice Safe Recruitment by undertaking enhanced DBS checks of staff and volunteers who work with children, and ensure they sign up to the update service, this allows management to see any changes to a DBS at any time. Recruitment adverts will highlight the priority that the setting commitment to safeguarding. The setting will follow the guidance set out in Keeping Children Safe in Education 2020.



Allegations against staff

- We understand that a child or 3rd party may make an allegation against a member of staff.
- We understand that an allegation is wider than just those where it is considered that there is reasonable cause to believe that a child has suffered or is at risk of suffering significant harm. Some allegations may indicate that a staff member is unsuitable to work with children.

We will be guided by Working Together 2018 which defines an allegation as:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates that they are unsuitable to work with children.

If such an allegation is made, the member of staff receiving the allegation, or having the concern, will immediately inform the Manager/ DSL, this must be done immediately. The Manager/ DSL on all such occasions will discuss, on the same working day, the content of the allegation with Local Authority Designated Officer (LADO)

Useful telephone numbers

MASH (Multi-agency Safeguarding Hub) Mon – Fri 9am -5pm

Reading	01189 9373641
Slough	01753 690898/87591
West Berkshire	01635 503090
Bracknell Forest	01344 352020
Wokingham	01189 9088002
Windsor & Maidenhead	01628 683150

Pan-Berkshire out of hours

Duty team (7 days a week, 5pm- 9am) 01344 786543

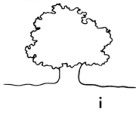
Child line 0800 1111

If the allegation made to a member of staff concerns the Manager/ DSL, the member of staff must make direct contact with the LADO. this must be done on the same working day.

The setting will not internally investigate until instructed by the LADO. The setting will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the setting and on the website.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff must be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Further information is available in our separate policy on whistleblowing.



Physical Intervention

Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that all times it must be the minimal force necessary to prevent injury to another person. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. Staff need to be aware that if a child sustains an injury because of physical intervention Child Protection processes must be adhered to.

Bullying

Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the setting environment and when away from setting when undertaking setting trips and visits.

Prevention

We recognise that the setting plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends, and an ethos of protection. The setting community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the setting whom they can approach if they are worried or in difficulty.

All other Relevant training is available

- Behaviour management
- Health & Safety
- Additional needs
- Breast ironing
- Non mobile babies
- Peer on peer abuse
- The rights of the child
- Intimate care and toileting

All policies are reviewed annually and when necessary. These can all be located in the office and via the Nursery website.



Management of Children Subject to Child Protection Investigation or Subject to a Child Protection Plan:

- Contribute to the child protection investigation and attend or contribute to the Strategy meetings.
- The Designated Person or deputy will attend the Initial Child Protection Conference to share any relevant information and provide a written report for the conference.
- If the child is placed on the Child Protection Plan, the Designated Person or deputy is responsible for ensuring that the setting participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences.
- Information will be shared with staff on a need to know basis but key personnel working with child should have sufficient information to support them in their work with that child.
- If a child with a Child Protection Plan has an unexplained absence from setting, the Designated Person will inform the Social Worker.

Support and Training

We are committed to the provision of safeguarding training for all our team members, paid and voluntary. In addition to the basic safeguarding training, the Designated Persons undertake training in inter-agency working at yearly intervals to keep their knowledge and skill up to date. All other staff undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at least at 3 yearly intervals. This will be supported every year with training and updates provided by the Designated Lead through staff meetings and Noodlenow. Staff will be required to sign that they have read Part One: Safeguarding information for all staff of “Keeping Children Safe in Education” 2021.

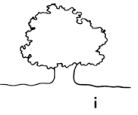
Record Keeping

DfE guidance says that the Designated Person will keep detailed, accurate, secure written records of referrals and concerns. These should be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from records available for examination by parents or children unless subject to a court order.

Bracknell Forest LSCB promotes high quality record keeping in respect of all concerns about children’s welfare. The records should be completed in a timely manner and include all relevant information such as dates, times, others involved, witnesses etc. All records should be signed and dated. The child’s confidential record should include a front sheet chronology of concerns to support the understanding of the impact of past concerns, patterns, and escalation of concerns.

If a child transfers to another setting or other educational establishment, the Designated Person should forward securely the child protection file to a named person at the receiving setting/establishment under separate cover from the academic records. The file should be marked ‘confidential, to be opened by addressee only.’

The Designated Person should retain a copy of the child protection file, this can be digital or paper, which should be stored in a secure area accessible only by appropriate senior staff members. Child Protection records about a student who has ceased to become of compulsory setting age should be archived and catalogued. Records must be kept until a child reaches 25 years of age; child protection records must be kept for 35 years after the child leaves the setting.



When making a referral, the referrer should keep a written record of:

- Discussions with child
- Discussions with parent/s
- Discussions with staff
- Information provided to the MASH
- Advice given and decisions taken (clearly times, dated and signed)
- The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.

Little Acorns Montessori Limited will ensure that we keep up-to-date personal data records of all the children by regularly reminding parents to inform us of any change in family circumstances and requesting an annual update.

Bruising Protocol for Immobile Infants

Bruising in infants is rare and must always result in an immediate consultation with Children’s Social Care . As far as possible Little Acorns will include parents or carers in the decision-making process, unless doing so would jeopardise information gathering (e.g. information could be destroyed) or if it would pose a further risk to the child.

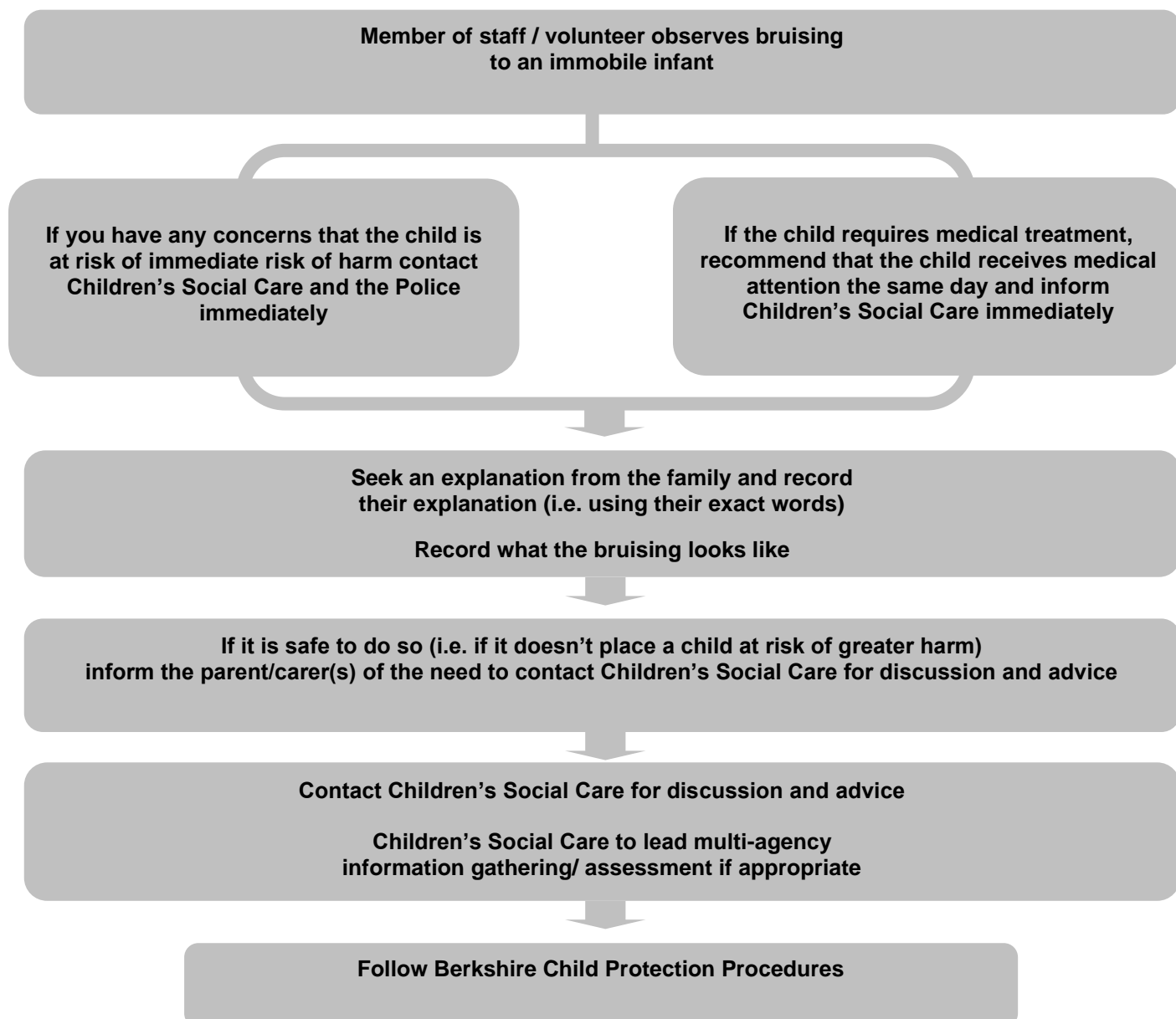
Bruising in immobile infants is rare and must always result in an immediate consultation with Children’s Social Care.

A bruise will never be interpreted in isolation and will always be assessed in the context of medical and social history, developmental stage and explanation given. Assessments will be led by Children’s Social Care and a lead medical professional.

All telephone referrals should be followed up in writing within 48 hours. Children’s Social Care will co-ordinate multi-professional information sharing and assessment.

A bruise/injury must always be assessed in the context of medical and social history, developmental stage and explanation given. Children’s Social Care and local acute or community Paediatrician will determine whether bruising is consistent with the explanation provided or is indicative of non-accidental injury.

The following Bruising Protocol will always be followed in these situation



Complaints Procedure

Statement of intent

Little Acorns believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our school and will give prompt and serious attention to any concerns about the running of the school. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns.

Aim

We aim to bring all concerns about the running of our school to a satisfactory conclusion for all of the parties involved.

Methods

To achieve this, we operate the following complaints procedure.

How to complain

Stage 1

- Any parent who is uneasy about an aspect of the school's provision talks over, first, his/her worries and anxieties with Val Duffy (Bracknell) or Michelle Tuddenham (Windsor).

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 of the procedure by putting the concerns or complaint in writing to Val Duffy or Michelle Tuddenham.
- Most complaints should be able to be resolved informally at Stage 1 or at Stage 2.

Stage 3

- The parent requests a meeting with Val Duffy and Michelle Tuddenham. Both the parent and the school should have a friend or partner present if required. An agreed written record of the discussion is made. All the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded.

Stage 4

- If at the Stage 3 meeting the parent and school cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussion confidential. S/he can hold separate meetings with the school personnel and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, within 28 days, a final meeting between the parent, the school leader, and the owner/chair of the management. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone presents at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Area Child Protection Committee.

Parents may approach Ofsted directly at any stage of this complaint's procedure. In addition, where there seems to be a possible breach of our registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the National Standards for Day Care are adhered to.

The address and telephone number of our Ofsted regional centre are:
Ofsted Piccadilly Gate, Store Street, Manchester. M1 2WD
Telephone: 0300 123 1231

These details are displayed on our pre-school's notice board.

If a child appears to be at risk, our pre-school follows the procedures of the Area Child Protection Committee in our local authority.

In these cases, both the parent and pre-school are informed, and the pre-school leader works with Ofsted or the Local safeguarding children's board to ensure a proper investigation of the complaint followed by appropriate action.

Records

A record of complaints against our pre-school and/or the children and/or the adults working in our pre-school is kept, including the date, the circumstances of the complaint and how the complaint was managed for at least three years.

Confidentiality Policy

Statement of intent

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality school care and education.

Aim

We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children.

Methods

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

- Parents have ready access to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- Any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need-to-know" basis.
- Personal information about children, families and staff is kept securely in a lockable file whilst remaining as accessible as possible.
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the pre-school, are advised of our confidentiality policy, and required to respect it.
- Some parents may share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely

All the undertakings above are subject to the paramount commitment of the pre-school, which is to the safety and well-being of the child. Please see also our policy on child protection.

Curriculum Policy

There are seven areas of learning and development that shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas; the prime areas are: -

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

We support children in four specific areas, through which the three prime areas are strengthened and applied. These specific areas are: -

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We also promote Montessori methodology. (See prospectus)

We provide a child orientated environment where the children learn through discovery.

Children are free to choose their activities and learn to make predictions and decisions.

The teacher’s role is to;

- Understand the children’s abilities and observe the children
- Plan the curriculum to meet the needs and abilities of the children
- Introduce language and support positive learning and to initiate new ideas and concepts

Aims of the nursery curriculum

1. To provide quality learning experiences for all the children. Learning which is structured, balanced, relevant to the child and related to the real world.
2. To provide a curriculum that takes account of and responds to, the children’s developmental needs and allows them to make progress related to their differing abilities. “What the child can do” will be our starting point.
3. To ensure the children have positive experiences of success at their own level now, in order to give them motivation and confidence for learning in the future.
4. To provide a curriculum that promotes the Foundation stage as identified in the “Statutory Framework”.
5. To provide a curriculum this provides equal learning and development opportunities for all children within the school.
6. To create a partnership with all parents to support and enhance the development of the children.

Curriculum Policy for Communication and Language

Aim

To develop, extend and enrich the skills of communication that the child has, in order to enable the child to function effectively as a member of society.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Communication and language permeate all areas of the nursery. The nursery as a whole is organised in order to promote and enhance development in communicating, speaking and listening and to promote positive images and role models for the children. Learning will be achieved via a mixture of adult directed and structured free play activities, delivered through cross-curricular activities and topic based themes.

Objectives

To provide a stimulating environment in which communication and language skills can be nurtured and developed. To provide visual, auditory and tactile experiences which will provide stimuli for all children.

Talking:

The programme of activities will provide opportunity for the children to use, explore, and develop skills in verbal communication.

The activities will support the children in forming relationships with both peers and adults in their ability to interact with others, and in the expression of thoughts and feelings. The children will experience the spoken word as a means of conveying information, sharing and receiving of ideas, and as a means of gaining insight into the world of imagination.

Listening:

To provide the children with opportunities to develop skills in listening in order to be able to process information, interact with others and begin to share in other's feelings and thoughts.

The activities will help the children to develop imagination and aesthetic awareness, and to develop the ability to respond to their own experiences and those of others.

Operating Policy

The nursery will be organised in order to facilitate the development of the following areas of language:

- Talking
- Listening

A programme of activities based upon structured free play and staff directed work will be implemented and there will be opportunity for the children to communicate with peers, nursery staff, other adults and visitors to the nursery.

The children will also experience the use of gesture and expression as a means of conveying information. Where appropriate, the nursery staff will support children in developing alternative strategies (such as Makaton signing) as a means of communication.

For children whose first language is not English, the nursery will offer support and show respect for the home

language and culture of the child through the use of labels, books, pictures and other equipment which reflects and values their home language and culture. If possible parents will be encouraged to come into the nursery to share their knowledge with children and staff, and offer support to the bilingual learner.

Where there are already significant delays in the development of language when a child starts nursery (as noted by parents, health visitor, doctor, etc.) or where a child does not appear to be making progress (as noted by staff and parents) then the nursery will consult with outside agencies such as speech therapists or the educational psychologist in order to ensure that the child receives the support that he/she needs.

Equipment will be carefully selected to represent the nursery's commitment to equal opportunity and will provide positive images for all the children.

Curriculum Policy for Physical Development

Aim

To provide opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. They must be enabled to develop an understanding of the importance of physical activity and making healthy choices in relation to food.

Objectives

To provide a balanced programme of activities to support the physical development and well-being of the children.

To provide sufficient space (indoors and outdoors), time and resources to allow effective physical development.

To provide time, opportunity and support for children with motor impairments or physical disabilities to develop their physical skills. If appropriate this will include working with outside agencies such as physiotherapists.

Operating Policy

The activities will include such areas as hygiene, healthy eating and exercise. These activities will permeate all areas of the nursery curriculum.

Confidence, self-responsibility, enjoyment and enthusiasm will be developed through structured free play and adult directed activities with the emphasis on supporting individual progression.

Provision will be made for the children to manipulate large and small pieces of equipment in order to develop both fine and gross motor control.

They will be encouraged to respond physically to verbal, auditory and visual stimuli such as music, stories, pictures, etc.

The equipment will be organised in order to develop an awareness of issues of health and safety and the children will be encouraged to think about and discuss such aspects.

Skills of co-operation turn taking and team building will be developed throughout the curriculum with adult support provided where appropriate.

Programme of Work

Programmes of work will be based upon a mixture of general and topic activities. The children may participate in such activities as an individual or as part of a group and in free play or adult directed situations.

Curriculum Policy for Personal, Social and Emotional Development

Aim

To promote and develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Objectives

To provide the children with opportunities to observe, interact and learn about each other's lives through a balanced programme of activities.

Operating Policy

When the child starts nursery, staff will work in partnership with parents in order to find out about the child's experiences, culture and home background. A profile of each child will be built up, using information supplied by parents as the starting point.

The child will be supported in developing self-esteem, through shared experiences and by being given opportunities to learn about the lives of others around them.

There will be opportunity to participate in local and wider community visits, thus developing individual and communal responsibility.

Awareness of the national and global environment will be developed through the use of visitors to the nursery (parents, grandparents, workers, etc.), artefacts, books, photographs and information technology.

The children will be provided with experiences which:

- promote the development of independence, confidence and self-respect
- promote the development of responsibility for their own learning
- enable them to concentrate and persevere in their learning and seek help when necessary
- support them in making decisions
- enable them to resolve conflict through negotiation
- help them to form effective social relationships with other children and adults
- help them to take turns and share
- help them express their feelings
- provide opportunities to express their opinions, and to consider and respect those of others
- help them develop an understanding of right and wrong
- promote the development of equal opportunities and respect for people of other cultures and beliefs
- enable them to succeed

In providing such experiences the adults in the nursery will:

- be aware of the role models which they themselves provide for the children
- value the home lifestyle, culture and circumstances pertaining to the individual child
- share an agreed view about the nursery ethos
- encourage parents and other community members to share in the life of the nursery

Curriculum Policy for Literacy

Aim

We aim to promote and develop children's ability to link sounds to letters and begin to read and write. Children will be given access to a wide range of reading materials including books, poems and other written materials to ignite their interest.

Objectives

Reading:

To foster an enjoyment of books within the children.

The activities will enable the children to develop skills in using books as a means of gathering information, and as a means of gaining and sharing pleasure.

Writing:

To provide opportunity for children to explore and develop skills in using writing as a means of communication.

The children will experience the use of writing as a means of conveying information, expressing their thoughts, ideas and feelings, and as a means of recording and ordering facts and information.

The programme of activities will help the children to develop an awareness of how language is constructed and the children will be encouraged to listen to and form sounds and letters.

Curriculum Policy for Mathematics

Aim

To foster enthusiasm, confidence and the development of knowledge in exploring, using and applying a broad range of mathematical concepts. To provide opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

Objectives

To provide all children with broad and varied experience in which problem solving, reasoning and numeracy skills and concepts can be created, supported and nurtured.

Operating Policy

The children will have an opportunity to observe peers and adults using and applying mathematical skills and concepts in everyday situations and in nursery based activities. Math's is not seen as a separate area but rather as part of the whole curriculum and potential for developing mathematical awareness is built into all the activities provided by the nursery.

The children will have the opportunity to explore the properties of a wide range of materials in a range of contexts which will include much free play experience with and without adult input, and experience of real life situations such as shopping, cooking, sharing etc.

Confidence and enthusiasm will be supported through sensitive adult input which will provide for open ended questioning and the development of mathematical thinking and language.

Programme of Work

Learning will be achieved via a mixture of subject, cross-curricular and topic based activities. The curriculum will be delivered through both adult led and structured free play activities.

The activities will include opportunity for topic based and general activities these will encourage the children to explore, investigate and question.

Activities will involve the use of both natural and made material, selected to support the children's learning. The activities will be of a free play or teacher directed nature, and will be based upon structured play.

Where play is properly structured, and there is sensitive intervention and language input from adults, the child can gain knowledge of mathematical concepts and language in an incidental manner.

The children need many experiences of sorting, matching and comparing a wide variety of objects and materials in order that they can begin to count systematically and understand the true meaning of number. There are certain concepts that the child needs to understand, and in planning nursery activities we aim to provide the children with practical experience to enable the development of this understanding.

In planning these activities, we are very much aware that each child is an individual and that not all children will grasp concepts and ideas at the same rate or level. It is of utmost importance that the child is allowed to explore and experiment before being given more structured activities - ideally there will be four stages of development in the mathematical experience of the children: -

- Children should be allowed to play with as many activities and materials as possible without adult intervention.
- Children play with materials that have been deliberately provided by the adult in order to encourage the acquisition of certain concepts, but still without adult intervention.
- Children play with materials of their own choice with the active involvement with materials selected, guided and led by the adult.

Curriculum Policy for Understanding the World

Aim

To enable the children to develop the knowledge, skills and understanding they need to make sense of their physical world and their communities through opportunities to explore, observe and find out about people, places, technology and the environment.

Objectives

To provide the children with first-hand experiences that encourages observation, exploration, prediction, problem solving, critical thinking, decision making and discussion.

To provide a range of indoor and outdoor activities that stimulates children's curiosity and interest.

To provide opportunities for children to become aware of the similarities and differences between themselves and other people and to understand that all people deserve to be treated with respect.

To provide support in helping children communicate and record their observations and predictions orally and in other ways (e.g. drawings or models).

To find out about and identify the uses of everyday technology and use programmable toys to support their learning.

Operating Policy

The curriculum will be implemented in order that the children have opportunity for practical investigation with a wide range of equipment and tools, in structured free play, individual, group and adult directed situations.

The children will be encouraged to question, hypothesis, predict and observe, and to form opinions based upon their experiences.

Programme of Work

The programme of work will take the form of a mixture of topic based and general activities. The children will be able to explore properties of materials and tools in an open-ended manner. Parental and community links will be developed to further support learning and to allow them to begin to know about their own cultures and beliefs and those of other people.

Curriculum Policy for Expressive Arts and Design

Aim

To enable the children to express their ideas and feelings and to promote the development of the imagination, curiosity, exploration and play. To enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.

Objectives

To provide a stimulating environment and to value originality, creativity and expressiveness.
To provide a wide range of activities that children can respond to by using their senses, developing ideas and expressing those ideas in a wide variety of way.
To use resources from a variety of cultures to stimulate different ways of thinking.
To accommodate children's cultural or religious beliefs relating to forms of art or methods of representation.
To provide children with sensory impairment with opportunities to experience and respond to different stimuli (e.g. sounds, objects) in a variety of ways.
The children will have opportunity to explore a wide range of materials and media which will enable them to begin to appreciate and understand the many different forms and purposes that creative activity covers.

Operating Policy

Programme of work will be planned for each area of creative development, including exploration of colour, texture, shape, form and space in two or three dimensions.

The children will have access to, and opportunity to handle, equipment covering a variety of techniques and interpretations.

They will be encouraged to explore freely by themselves, with peers, and with sensitive adult input, in order to extend the knowledge and skills required to make informed choices and develop personal interpretation. They will be encouraged to use their imagination in art and design, music, imaginative play and role-play and stories.

Programme of Work

The programmes of work will be based upon a mixture of general and topic activities. These will be planned to ensure a broad and varied experience is provided for the children.

The children will have opportunity to explore in an open-ended manner the properties of a wide range of materials/media. The staff will bear in mind that it is the process, and not the end product, which aids creative development.

Developmental Movement Play Policy

Statement of intent

Developmental movement play (DMP) is about helping young children to build & make use of their felt sense of themselves and the world they live in – the foundation for everything they will be and do on their future lives.

Little Acorns has a commitment to DMP and the principles it recognising that all practice has to follow the Early Years Foundation Stage (EYFS).

Aim

- To include opportunities for children to have spontaneous movement in everyday planning.
- To provide a safe and stimulating DMP environment and resources.
- To value and support the children's movement play experiences.
- To help children learn how to keep themselves and others safe.
- To notice and provide extra support when necessary
- To talk about careful arms and careful legs with children particularly children new to the setting.
- No shoes allowed – some younger children may need support.
- To clearly follow the Pre School's safeguarding policy, all staff have DBS checks carried out with current guidelines and all staff have attended universal safeguarding training as a minimum

Method

DMP shows why adult respect for children must include a respect for the movement behaviours which can be so readily labelled "silly". It also helps children to develop physical & emotional respect for each other.

Drugs and Alcohol Policy

Our setting has a policy that no alcohol is to be consumed on the premises.

- Staff are not permitted to consume alcohol during their contracted hours of work or to care for the children if they have consumed alcohol prior to commencing work.
- The same applies to all drugs other than those prescribed by a doctor and considered appropriate for intake while working with children.
- Staff will ensure that all drugs are stored correctly.
- Staff will promote positive role models in health and safety practices in relation to alcohol and drugs.
- Should a member of staff be found under the influence of alcohol or drugs of any illegal form before or during the opening hours, they will be immediately asked to leave the premises and told to return home. Thereafter the normal disciplinary procedures will begin.
- This will ensure that staff are able to always respond appropriately to children.

We also have a pre-school collection policy for a parent/carer under the influence of alcohol or drugs. The following guidelines will apply:

- We will manage the incident tactfully to ensure that the professional relationship with the family is maintained.
- If a senior staff member has any concerns regarding the child's welfare, we would endeavour to speak to the parent/carer about their child's needs.
- We will ensure that there are two staff present when speaking to a parent so that staff should not jeopardise their own safety or others in these situations.
- If the parent/carer arrives at the pre-school under the influence of alcohol or drugs, we will ask that someone comes with the parent/ carer to take responsibility of the child before a member of staff gives up his/her responsibility of the child.
- If no responsible adult comes with the parent, we will contact someone from the 'Who can collect' form, if this fails then we will contact the police.
- A full written report will be made of the incident.

Your child's safety is our main concern and as such this will determine the course of action taken.

'e' SAFETY POLICY

Statement of intent

Little Acorns recognises its duty to ensure that children are protected from potential harm. All staff have a shared responsibility to ensure that children can use the internet and related technologies appropriately and safely as part of the wider duty of care to which all adults working with children are bound.

Internet abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones, such as cyberbullying, grooming, sexual abuse, sexual exploitation, exposure to pornographic images or emotional abuse.

Aim

Little Acorns aims to ensure that children stay safe and secure when using the internet and/or related technologies by:

- Raising awareness amongst staff and parents/carers of the potential risks associated with online technologies, whilst also highlighting the many educational and social benefits
- To provide safeguards and rules for acceptable use to guide all users in their online experiences
- To ensure adults are clear about procedures for misuse of any technologies both within and beyond Little Acorns.

Methods

The use of the internet and related technologies enables Little Acorns not only to communicate with parents and carers but also to have access to a wealth of resources and support.

Little Acorns uses tablets, iPads, educational apps and games to enhance the learning experience of children and as an online tool for staff to track and share achievement with parents/carers.

Procedure

- The named person with overall responsibility for 'e' safety is Val Duffy, they are required to keep themselves up to date with legislation and research and to ensure that all staff have relevant training and support in order to maintain the security of the network and safeguard children.
- Little Acorns ICT infrastructure/system is secure and not open to misuse or malicious attack.
- Anti-virus software is installed and maintained on all setting machines and portable devices.
- Filtering is applied and updated on a regular basis. The member of staff with the responsibility for 'e' safety will allow or block access to sites and manage user internet access. The Designated Person for Safeguarding will monitor this.
- Age appropriate content filtering is in place across the setting, ensuring that staff and children receive different levels of filtered internet access in line with user requirements.
- Any changes to filtering levels are documented and include the reason for the requested change, the date and name of staff member concerned.
- Any problems or faults relating to filtering are reported to Designated Person for Safeguarding and to the broadband provider immediately and recorded on the 'e' Safety Incident Log.
- Users may only access Little Acorns network through a rigorously enforced password protection policy, in which passwords are regularly changed. Staff should keep their passwords confidential and not allow unauthorised access to equipment.
- The use of the setting's network is regularly monitored in order that any deliberate or accidental misuse can be reported to the 'e' safety lead and Designated Person for Safeguarding.

- Personal staff mobile phones or devices (e.g., iPad or iPhone) will not be used for any apps which record and store children's personal details, attainment, or photographs. Only Little Acorns issued devices will be used for such activities, ensuring that such devices are used appropriately and encrypted. If such devices are taken off site, this is done with prior agreement with Val Duffy and reasons for this recorded.
- Children's data will be stored securely.
- The setting provides all staff with access to a professional email account to use for all work related business, including communication with parents and carers. This allows for email content to be monitored and protects staff from the risk of allegations, malicious emails or inappropriate contact with children and their families.

Social Networking

Little Acorns recognises that social networking sites (e.g. Facebook and Twitter) can be a useful advertising tool and an effective way of engaging with parents/carers. Due to the public nature of social networking and the inability to keep content truly private, great care will be taken in the management and use of such sites

- Identifiable images of children will not be used on social networking sites.
- To maintain professionalism, staff should not link their personal social networking accounts to the setting's page.
- Privacy settings will be set to maximum and checked regularly.

Children's Use:

Internet and related technology use will be always supervised by an adult and any games or apps used must be from a pre-approved selection checked and agreed by the Manager and Safeguarding Officer.

- Online searching and installing/downloading of new programmes and applications is restricted to authorised staff members only. Children will not be allowed to search or install anything on a setting device.
- Parental controls are established on all internet enabled devices that children have access to, blocking or preventing access to any harmful, illegal, or inappropriate content.

Parents/Carers

Little Acorns will offer support to parents/carers to enable them to provide a safe 'e' environment at home. This will include signposting to web sites such as NSPCC and CEOP.

Conduct

All staff working at Little Acorns are expected to maintain high standards of conduct and behaviour both within and outside of their professional responsibilities. Their roles and responsibilities which require them to work with children, young people and their families, some of whom may be vulnerable or at risk, carries a duty of care and places staff in a position of power and trust. For this reason, staff should carefully consider their personal use of social networking sites and review not only the level of private information that they share online but also the suitability of any content in respect of their professional role. All communications should acknowledge and maintain respectful professional boundaries and be transparent and open to scrutiny.

Any situations where a staff member feels they, or a user, may have compromised their professionalism should be reported to the Manager or Deputy Manager immediately.



If it is suspected that a member of staff has misused social networking in an abusive or illegal manner, a report must be made to the Manager or Deputy Manager, Little Acorn's Safeguarding Officer and Little Acorns Safeguarding and Staff Conduct Policies and Procedures followed.

If proven, any inappropriate behaviour by a member of staff will be the subject of a disciplinary process and, if necessary, a criminal investigation which could result in the individual being barred from working with children and young people

Emergency Evacuation and Fire Safety

Statement of intent

Little Acorns believes that the health and safety of children is of paramount importance. We make our school a safe and healthy place for children, parents, staff, and volunteers.

Aim

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The persons in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant.

Methods

Our emergency evacuation procedures are approved by the Fire Safety Officer and are:

- displayed on the premises
- explained to new members of staff, volunteers, and students.
- practised regularly at least once every six weeks
- records are kept of fire drills and the servicing of fire safety equipment

Procedure for Practise Drill

Practise drills include:

- Children being familiar with the sound of the fire alarm
- Children and staff knowing where the fire exits and assembly points are.
- Children being led from the building to the assembly point
- Children and staff being accounted for
- Time taken to get the children out safely
- Who calls the emergency services and when in the event of a real fire.
- How parents are contacted

The fire record book contains:

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

Equality and Diversity Policy

Statement of intent

Little Acorns is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

Aim

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued.
- include and value the contribution of all families to our understanding of equality and diversity.
- provide positive non-stereotyping information about different ethnic groups and people with disabilities.
- improve our knowledge and understanding of issues of equality and diversity; and
- make inclusion a thread which runs through all the activities of the pre-school.

The legal framework for this policy is:

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1975;
- Sex Discrimination and the Equality Act 2010
- Children Act 1989; and
- Special Educational Needs and Disability Act 2001.

Methods

Admissions

Little Acorns is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We do not discriminate against a child with a disability or refuse a child entry to our pre-school because of any disability.
- We ensure that all parents are made aware of our equal opportunities policy.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the pre-school and in the curriculum offered.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- The applicant who best meets the criteria is offered the post, subject to references and vetting and barring checks. This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality and diversity.

Curriculum

The curriculum offered in Little Acorns encourages children to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- making children feel valued and good about themselves.
- ensuring that children have equality of access to learning.
- reflecting the widest possible range of communities in the choice of resources.
- avoiding stereotypes or derogatory images in the selection of materials.
- celebrating a wide range of festivals.
- creating an environment of mutual respect and tolerance.
- helping children to understand that discriminatory behaviour and remarks are unacceptable.
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities; and
- ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

Valuing Diversity in Families

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the pre-school.
- We encourage parents/carers to take part in the life of the pre-school and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer.

Food

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

Equipment and Resource Policy

Statement of intent

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment.

Aim

We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interests, and aptitudes.

Methods

In order to achieve this aim:

- we provide play equipment and resources which are safe and - where applicable - conform to the BSEN safety standards or Toys (Safety) Regulation (1995);
- we provide enough equipment and resources for the number of children.
- we provide resources which promote all areas of children's learning and development, which may be child- or adult-led.
- we select books, equipment and resources which promote positive images of people of all races, cultures, and abilities, are non-discriminatory and avoid racial and gender stereotyping.
- we provide play equipment and resources which promote continuity and progression, provide sufficient challenge, and meet the needs and interests of all children.
- we provide made, natural and recycled materials which are clean, in good condition and safe for the children to use.
- we provide furniture which is suitable for children and furniture which is suitable for adults.
- we store and display resources and equipment where children can independently choose and select them.
- we check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end of each session. We repair and clean, or replace any unsafe, worn out, dirty or damaged equipment.
- we keep an inventory of resources and equipment. This will record the date on which each item was purchased, and the price paid for it; we use the inventory to-review the balance of resources and equipment so that they can support a range of activities across all areas of play, learning and development; and record the dates and results of checking the resources and equipment.
- we provide adequate insurance cover for the pre-school's resources and equipment.
- we use the local library and toy library to introduce new books and a variety of resources to support children's interests; and
- we plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.

Food Hygiene Policy

(Including the procedure for reporting food poisoning)

Statement of intent

We provide and/or serve food for children on the following basis

Snacks.

Packed lunches.

We maintain the highest possible food hygiene standards regarding the purchase, storage, preparation and serving of food.

We are registered as a food provider with the local authority Environmental Health Department.

Methods

The person in charge and the person responsible for food preparation understands the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business.

This is set out in

Safer Food, Better Business (Food Standards Agency 2011). The basis for this is risk assessment of the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination. All staff follow the guidelines of Safer Food, Better Business.

At least 2 members of staff involved in the preparation and handling of food have received training in food hygiene.

- The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently. (See Safer Food, Better Business.)
- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.
- Food preparation areas are cleaned before use as well as after use.
- There are separate facilities for handwashing and for washing up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc. are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.

When children take part in cooking activities, they:

- are always supervised.
- understand the importance of hand washing and simple hygiene rules.
- are kept away from hot surfaces and hot water; and
- do not have unsupervised access to electrical equipment, such as blenders etc.

Reporting of food poisoning

Food poisoning can occur for several reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.

Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation. Any confirmed cases of food poisoning affecting two or more children looked after on the premises are notified to Ofsted as soon as reasonably practicable, and always within 14 days of the incident.

General Data Protection Regulation Policy

Statement of intent

The General Data Protection Regulation (GDPR) is designed to protect the privacy of individuals and replaces the previous Data Protection Directives that were in place. It was approved by the EU Parliament in 2016. It also requires that an individual's data is not processed without their knowledge and are only processed with their explicit consent. This includes both staff and children. The General Data Protection Regulation requires the setting to strike the right balance in processing personal information so that an individual's privacy is protected. Applying the principles to all information held by the pre-school will typically achieve this balance and help to comply with the legislation.

It requires that any personal information about an individual should be processed fairly & lawfully and collected for specified, explicit and legitimate purposes.

Little Acorns Montessori Limited is committed to protecting the rights and freedoms of individuals with respect to the processing of children's, parents, visitors, and staff personal data. The Data Protection Act gives individuals the right to know what information is held about them. It provides a framework to ensure that personal information is handled properly. Little Acorns Montessori Limited is registered with the ICO (Information Commissioners Office) under registration reference: ZA161231 and has been registered since 26th January 2016.

General Data Protection Regulation Principals

To comply with the act, the setting must observe the eight 'General Data Protection Regulation principles', ensuring that:

1. Personal data shall be processed fairly and lawfully
2. Personal data shall be obtained only for one or more specified and lawful purposes and shall not be further processed in any manner incompatible with that purpose or those purposes.
3. Personal data shall be adequate, relevant, and not excessive in relation to the purpose or purposes for which they are processed.
4. Personal data shall be accurate and, where necessary, kept up to date.
5. Personal data processed for any purpose or purposes shall not be kept for longer than is necessary for that purpose or those purposes.
6. Personal data shall be processed in accordance with the rights of data subjects under this Act.
7. Appropriate technical and organisational measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.
8. Personal data shall not be transferred to a country or 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.

GDPR means that Little Acorns Montessori Limited must:

- Manage and process personal data properly.
- Protect the individual's rights to privacy.
- Provide an individual with access to all personal information held on them.

In practice, it means that the setting must:

- have legitimate grounds for collecting and using the personal data;
- not use the data in ways that have unjustified adverse effects on the individuals concerned.
- be transparent about how they intend to use the data, and give individuals appropriate privacy notices when collecting their personal data.
- handle people's personal data only in ways they would reasonably expect; and
- make sure they do not do anything unlawful with the data

Personal data is information that relates to an identifiable living individual that is processed as data. Processing amounts to collecting, using, disclosing, retaining, or disposing of information. The General Data Protection Regulation principles apply to all information held electronically or in structured paper files.

The principles also extend to educational records – the names of staff and children, dates of birth, addresses, national insurance numbers, medical information, SEN assessments and staff development reviews.

Sensitive personal data is information that relates to

- race and ethnicity,
- political opinions,
- religious beliefs,
- membership of trade unions,
- physical and mental health,
- sexuality
- criminal offences

Sensitive personal data is given greater legal protection as individuals would expect certain information to be treated as private or confidential – for example, a pre-school manager may have a pre-school e-mail account that is made publicly available on the school’s website whereas their home e-mail account is private and confidential and should only be available to those to whom consent had been granted.

It is important to differentiate between personal information that individuals would expect to be treated as private or confidential (whether legally classified as sensitive personal data) and personal information you can make freely available. For example: the pre-school manager’s identity is personal information, but everyone would expect it to be publicly available. However, the pre-school manager’s home phone number would usually be regarded as private information.

Rights of individuals under GDPR

The General Data Protection Regulation includes the following rights for individuals:

The right to be informed

Little Acorns Montessori Limited is a registered childcare provider with Ofsted and as so, is required to collect and manage certain data. We need to know parent’s names, addresses, telephone numbers, email addresses, date of birth and National Insurance numbers. We need to know children’s’ full names, addresses, date of birth and birth certificate number. For parents claiming the free nursery entitlement we are requested to provide this data to Bracknell Forest Council; this information is sent to the Local Authority via a secure electronic file transfer system. We are required to collect certain details of visitors to our pre-schools. We need to know visits names, telephone numbers, addresses and where appropriate company name. This is in respect of our Health and Safety and Safeguarding Policies.

As an employer Little Acorns Montessori Limited is required to hold data on its employees; names, addresses, email addresses, telephone numbers, date of birth, National Insurance numbers, photographic ID such as passport and driver’s license, bank details. This information is also required for Disclosure and Barring Service checks (DBS) and proof of eligibility to work in the UK. This information is sent via a secure file transfer system to UKCRBs for the processing of DBS checks.

The right of access

At any point an individual can make a request relating to their data and Little Acorns Montessori Limited will need to provide a response (within 1 month). Little Acorns Montessori Limited can refuse a request, if we have a lawful obligation to retain data i.e. from Ofsted in relation to the EYFS, but we will inform the individual

of the reasons for the rejection. The individual will have the right to complain to the ICO if they are not happy with the decision.

The right to rectification

Under the GDPR, all individuals have the right to rectify any personal data held by an organisation. This applies when the information is inaccurate or incomplete.

The right to erasure

You have the right to request the deletion of your data where there is no compelling reason for its continued use. However, Little Acorns Montessori Limited has a legal duty to keep children's and parent's details for a reasonable time before they can be erased. This data is archived securely offsite and shredded after the legal retention period. There is a full Risk Assessment in place for transportation and storage.

The right to restrict processing

Parents, visitors and staff can object to Little Acorns Montessori Limited processing their data. This means that records can be stored but must not be used in any way, for example reports or for communications.

The right to data portability

Little Acorns Montessori Limited requires data to be transferred from one IT system to another; such as from Little Acorns Montessori Limited to the Local Authority, to shared settings and to an Online Learning Journal. These recipients use secure file transfer systems and have their own policies and procedures in place in relation to GDPR.

The right to object

Parents, visitors and staff can object to their data being used for certain activities like marketing or research.

The right not to be subjected to automated decision-making including profiling

Automated decisions and profiling are used for marketing-based organisations. Little Acorns Montessori Limited does not use personal data for such purposes.

Subject Access Request

The General Data Protection Regulation entitles an individual the right to request the personal information a pre-school holds on their behalf – this is known as a Subject Access Request (SAR) and includes all and any information held by the pre-school, not just that information held on central files or electronically, so it could also include correspondence or notes held by others in the pre-school.

- SARs must be responded to within 1 month of receipt.
- The SAR should be made in writing by the individual making the request.
- The pre-school can refuse or charge for requests that are manifestly unfounded or excessive

Parents can make SARs on behalf of their children if the children are deemed to be too young or they have consented to their parents doing so on their behalf.

Storage and use of personal information

All paper copies of children's and staff records are kept in a locked office at Little Acorns Montessori Bracknell Campus and a locked filing cabinet and cupboard at Little Acorns Montessori Winkfield campus. Members of staff can have access to these files, but information taken from the files about individual children is confidential and apart from archiving, these records remain on site at all times. These records are shredded after the retention period.

Information about individual children is used in certain documents, such as, a weekly register, medication forms, referrals to external agencies and disclosure forms. These documents include data such as children's names, date of birth and sometimes address. These records are shredded after the relevant retention period.

Little Acorns Montessori Limited collects a large amount of personal data every year including; names and addresses of those on the waiting list or from prospective parents. These records are shredded if the child does not attend or added to the child's file and stored appropriately.

Information regarding families' involvement with other agencies is stored in paper format. This information is kept in a locked office and Little Acorns Montessori Bracknell campus and in a locked filing cabinet at Little Acorns Montessori Winkfield campus. These records are shredded after the relevant retention period.

Upon a child leaving Little Acorns Montessori Limited and moving on to school or moving settings, data held on the child may be shared with the receiving school. Such information will be sent via a secure file transfer system or at a School transition meeting. For children attending schools outside Bracknell Forest Council the parent/carer will be given the data to deliver to the receiving school.

Little Acorns Montessori Limited ensures that access to all Office computers and Online Learning Journals is password protected. When a member of staff leaves the company these passwords are changed in line with this policy and our Safeguarding policy. Any portable data storage used to store personal data, e.g. USB memory stick, are password protected and/or stored in a locked filing cabinet.

Staff Responsibilities

What staff need to know and understand:

- How to manage, keep and dispose of data
- The settings procedures in relation to children's records, email, social media, taking photos in the pre-school, mobile technology and the pre-school website.
- When they are allowed to share information with others and how to make sure it is kept secure when shared.

Access to staff personal data

- Employees are allowed to have access to all personal data about them held on manual or computer records under the Data Protection Act (1998). The Act requires the organisation to action requests for access to personal data within one month.
- Should an employee request access to their personal data, the request must be addressed in writing to the relevant line manager. The request will be judged in the light of the nature of the personal data and the frequency with which they are updated. The employee will be informed whether or not the request is to be granted. If it is, the information will be provided within one month of the date of the request.
- In the event of a disagreement between an employee and the line manager regarding personal data, the matter should be taken up under the charity's grievance procedure.
- The right of employees to see information held about them is extended to information held in paper record-keeping systems as well as computerised systems.
- There are some exemptions; for example, employees will not be able to see employment references about them supplied in confidence, nor will people involved in negotiations with the data controller be able to see information about the data controller's intentions in relation to those negotiations.
- Employee data cannot be used for direct marketing (including fundraising) if the data subject objects.

It is your responsibility to report suspected breaches of security policy without delay to the settings data protection team.

Bracknell campus

Designated Data Protection Officer- Val Duffy
Designated Data Controller- Michelle Tuddenham

Winkfield campus

Designated Data Protection Officer- Michelle Tuddenham
Designated Data Controller- Val Duffy

All breaches of information security policies will be investigated. Where investigations reveal misconduct, disciplinary action may follow in line with Little Acorns Montessori Limited disciplinary procedures.

Legal Framework

General Data Protection Regulation 2018 <https://ico.org.uk/>

Data Protection Act 1998

Computer Misuse Act 1990

Freedom of Information Act 2000

Human Rights Act 1999

The Children Act 2004, 2006 (Every Child Matters)

Statutory Framework

Statutory Framework for the Early Years

Section 3: The Safeguarding and Welfare requirements 3.67-3.7

Health and Safety Policy

Statement of intent

Little Acorns believes that the health and safety of children is of paramount importance. We make our school a safe and healthy place for children, parents, staff, and volunteers.

Aim

We aim to make children, parents, and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

Methods

The member of staff responsible for health and safety is Michelle Tuddenham. She is competent to carry out these responsibilities. She has undertaken health and safety training and regularly updates her knowledge and understanding. We display the necessary health and safety poster in the kitchen

Risk assessment

Our risk assessment process includes:

- checking for hazards and risks indoors and outside, and in our activities and procedures. Our assessment covers adults and children;
- deciding which areas need attention; and
- developing an action plan which specifies the action required, the timescales for action, the person responsible for the action and any funding required.

We maintain lists of health and safety issues which are checked:

- daily before the session begins.
- weekly; and
- annually - when a full risk assessment is carried out.

Insurance Cover

We have public liability insurance and employers' liability insurance. The certificate is displayed in the main lobby

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults can adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part they play in the daily life of the pre-school.
- As necessary, health and safety training is included in the annual training plans of staff and health and safety is discussed regularly at staff meetings.
- We have a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Children's safety

- Only persons who have been checked for criminal records by an enhanced disclosure, vetting and barring checks and are registered with Ofsted as child carers have unsupervised access to the children, including helping them with toileting.
- Adults do not normally supervise children on their own.
- All children are always supervised by adults.
- Whenever children are on the premises at least two adults are present.

Security

- Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers, and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during pre-school sessions.

Windows

- Low level windows are made from materials which prevent accidental breakage or are made safe.
- Windows are protected from accidental breakage or vandalism from people outside the building.
- Windows above the ground floor are secured so that children cannot climb through them.

Doors

We take precautions to prevent children's fingers from being trapped in doors.

Floors

All surfaces are checked daily to ensure they are clean and not uneven or damaged.

Kitchen

- Children do not have unsupervised access to the kitchen.
- All surfaces are clean and non-porous.
- There are separate facilities for handwashing and for washing up.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- When children take part in cooking activities, they:
 - are supervised at all times.
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment.

Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switchgear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded, and the children are taught not to touch them.
- Storage heaters are checked daily to make sure they are not covered.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

- All resources and materials which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor area

Our outdoor area is securely fenced.

- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides, and pesticides.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand pit is covered when not in use.
- All outdoor activities are always supervised.

Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up to date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the school which includes play room(s), kitchen and toilets.
- We have a schedule for cleaning resources and equipment, dressing up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - checking toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes; and
 - ensuring sole use of flannels and towels.

Activities

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the pre-school.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials - including paint and glue - are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

Food and drink

- Staff who prepare and handle food receive appropriate training and understand - and comply with - food safety and hygiene regulations.
- All food and drink is stored appropriately.
- Adults do not carry hot drinks through the play area(s) and do not place hot drinks within reach of children.



- Snack and meal times are appropriately supervised and children do not walk about with drinks.
- Fresh drinking water is always available to the children.
- We operate systems to ensure that children do not have access to food/drinks to which they are allergic.

Outings and visits

- We have agreed procedures for the safe conduct of outings.
- Procedures to be followed on outings are contained within our operational plan.
- A risk assessment is carried out before an outing takes place.
- Parents always sign consent forms before major outings.
- Our adult to child ratio is high, normally one adult to two children.
- The children are appropriately supervised to ensure no child gets lost and that there is no unauthorised access to children.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.

For those children remaining at pre-school, the adult to child ratio conforms to the requirements of the National Standards for Day Care.

Animals

- Animals visiting the pre-school are free from disease, safe to be with children and do not pose a health risk.
- Our pre-school pets are free from disease, safe to be with children and do not pose a health risk.

Fire safety

- Fire doors are clearly marked, never obstructed, and easily opened from inside.
- Smoke detectors/alarms and firefighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and
 - practised regularly at least once every six weeks.
- Records are kept of fire drills and the servicing of fire safety equipment.

First aid and medication

At least two members of staff with a current first aid training certificate (relevant to infants and young children) are on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children.

Our first aid kit:

- complies with the Health and Safety (First Aid) Regulations 1981;
- is regularly checked by a designated member of staff and re-stocked as necessary;
- is easily accessible to adults; and
- is kept out of the reach of children.

At the time of admission to the pre-school, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

Our Accident Book:

- is kept safely and accessibly.
- all staff and volunteers know where it is kept and how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

Ofsted is notified of any injury requiring treatment by a General Practitioner or hospital, or the death of a child or adult.

Any injury requiring General Practitioner or hospital treatment to a child, parent, volunteer or visitor is reported to the local office of the Health and Safety Executive.

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

- any accident to a member of staff requiring treatment by a General Practitioner or hospital; and
- any dangerous occurrences (i.e. an event which does not cause an accident but could have done).

Children's prescribed drugs are stored in their original containers, are clearly labelled and are inaccessible to the children.

Parents give prior written permission for the administration of medication. The administration is recorded accurately, and parents sign the record book to acknowledge the administration of a medicine.

If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

Sickness

Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents - or other authorised adults - if a child becomes ill at pre-school.

Ofsted is notified of any infectious diseases which a qualified medical person considers notifiable.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues which need to be addressed.

Records

In accordance with the National Standards for Day Care, we keep records of:

- adults authorised to collect children from pre-school.
- the names, addresses and telephone numbers of emergency contacts in case of children's illness or accident.
- the allergies, dietary requirements and illnesses of individual children.
- the times of attendance of children, staff, volunteers and visitors.
- accidents; and
- incidents.

In addition, the following policies and documentation in relation to health and safety are in place.

National Standard 6: Safety

- Risk assessment.
- Record of visitors.
- Fire safety procedures.
- Fire safety records and certificates.
- Operational procedures for outings.
- Vehicle records including insurance.
- List of named drivers.

National Standard 7: Health

- Administration of medication.
- Prior parental consent to administer medicine.
- Record of the administration of medicines.
- Prior parental consent for emergency treatment.
- Accident record.
- Sick children.
- No smoking.

Hygiene, Sickness, and Infection Control Policy – Enhanced for Covid19 procedures and any pandemic.

This policy is part of our 'System of controls', it has been formulated using information from ,NHS Direct, the Statutory Requirements of the Early Years Foundation Stage (EYFS) and is part of the Nursery's Health and Safety documentation. Further information can be obtained from the Government Coronavirus Guidance online, NHS online advice and the NHS 111 service.

We aim to safeguard the health of Nursery children, parents, and staff through: -

- Clear and comprehensive Risk Assessment, Policies and Procedures.
- Effective communication with parents
- Helping the children to learn about how to keep healthy and developing their independence in self-care routines
- Rigorous hygiene and infection control practices.
- Exclusion of children and adults who are unwell for nursery, including those with Covid 19 Symptoms and/or infections.
- Prompt and appropriate identification and exclusion for/treatment of infections

Policy:

- The Nursery Management Team ensure that all staff have appropriate resources and knowledge through induction procedures, policies, training, meetings, and memos.
- The Nursery manager will ensure that all parents receive details of this policy.
- The Nursery Management Team will keep a record of illness' and will use this information to ensure appropriate hygiene measures within the Nursery, information for parents and to determine if there is a need to gain advice from the Health Protection Team or report to Ofsted. In the case of Covid-19, a set procedure is followed.
- The Nursery Management Team ensure that there is a team of 'bank staff' to assist in covering staff absence due to illness wherever possible.
- Nursery staff ensure that all areas, equipment, and resources are clean through efficient hygiene practices (schedules and risk assessment) and routines.
- Nursery staff ensure that they follow Nursery Procedures for effective hand, toilet and nappy hygiene whilst maintaining the highest quality of care for all Nursery children.
- Nursery staff help to raise the children's awareness of good hygiene practices by consistently teaching them about the importance of hand washing, cleaning teeth, nose wiping and disposal of tissues (catch it, bin it, kill it), spread of infection through coughing and sneezing and using the toilet correctly.
- Nursery parents are requested to ensure that their children are fit and healthy to attend Nursery, to inform the Nursery if their child has been unwell and to collect their child from Nursery if they become ill.

The Nursery do not wish to exclude a child for health reasons unless necessary and are keen to work with parents in information sharing. The Nursery are aware that children can display a variety of symptoms e.g. loose stools due to teething or food intolerances, which may not lead to the child requiring time off. However, during the coronavirus outbreak, a child who has any covid19 symptoms must be kept away from nursery and

follow the recommended government advice for self-isolation and testing along with our own, nursery policy (which may occasionally be different).

Little Acorns Montessori will refuse to receive a child who appears to have Covid19 symptoms or is sick, unwell, or unfit for the Nursery session on arrival. Parents and carers will be required to collect an unwell child from Nursery.

Children must be kept away from the Nursery if they are suffering from the following:

- **Coronavirus, Covid19 Symptoms** – Any symptoms including a temperature, new/persistent cough, or lack of appetite.
- **Chicken Pox** – child must remain away from the Nursery from five days from the onset of the rash/spots. The spots must be dry before returning, meaning that in very bad cases children may need longer than five days off before they can return.
- **Mumps** – child must remain away from the Nursery until five days after the swelling first appeared.
- **German measles**- child must remain away from the Nursery for six days after the onset of the rash.
- **Sickness** – child must remain away from the Nursery until well again and must be symptom free for a minimum of 48 hours.
- **Diarrhoea** – child must remain away from the Nursery until well again and must be symptom free for a minimum of 48 hours.
- **Other contagious illnesses which put others at risk** – please seek advice from the Nursery or consult a doctor.
- **Antibiotics** – children with infections requiring antibiotic treatment can attend their Nursery sessions, if they are well enough in themselves. Staff can administer antibiotics that are prescribed by a doctor provided that the first dose is administered away from nursery and the child kept away from nursery for the first 12-24 hours of treatment.

If a child becomes unwell during their time at Nursery, the Manager will contact the child's parent/carer to take the child home.

If a child needs to take prescribed medicine whilst in the care of Little Acorns Montessori, the following procedure applies:

- A first dose of antibiotics must be administered by the child's parent and the child kept away from nursery for the first 12 hours.
- Medication is handed over to a member of Nursery staff and recorded in the medicine book by the child's parent. The parent/carer must give written details of the dosage and times. This must be signed by the parent/carer and the time of the child's last dose must be recorded.
- Medicines must be clearly labelled with the prescription label, and the expiry date checked.
- Medicines will be stored in a medicine compartment in the fridge.
- Medication will be administered by a member of staff with a minimum Level 3 qualification and witnessed by another member of staff. The time will be recorded and signed.
- At the end of the child's session, the parent/carer is required to take the medicine home and will be asked to check and sign the medicine record.

Management and staff at Little Acorns are fully aware of the pressures caused to families when a child requires time away from the Nursery due to illness. However, whilst being sympathetic, we must also safeguard the health of all Nursery users. Parents who wish to contribute to this policy can speak to a senior member of staff.

Healthy Lifestyle Policy

Statement of intent

Children need to develop a positive attitude to food and healthy lifestyles. The early years is an important time to shape children's food preferences and habits as this can have a positive impact on their health.

Little Acorns will promote healthy eating and support its users to make positive changes that can have a positive impact on their health.

Little Acorns wish to promote healthy lifestyles by developing healthy eating habits for children in partnership with their parents/carers by

Aim

- Supporting parents/carers and children to understand what constitutes a healthy, balanced diet
- Enabling adults and children to experience a wide range of healthy foods from a variety of cultures.
- To ensure food is prepared safely
- Providing opportunities for staff and children to sit together and share snacks/meals in a social environment
- Acting as positive role model
- Supporting parents/carers to understand the health issues that may arise from obesity, lack of exercise,
- Signposting those parents/carers who wish to make positive changes in their lifestyles to appropriate services for support.

Methods

Little Acorns will endeavour to sensitively support parents/carers who wish to adopt a healthier lifestyle. We will signpost adults to enable them to access support.

Meals and snacks provided for children are either free from or low in sugars and salt. Highly processed foods and those with artificial additives are also avoided. Fresh fruit will usually be provided for snacks, but vegetables, bread sticks and crackers may also be offered.

All staff are aware of good hygiene practice to prevent the spread of infection and will be informed of current hygiene procedures. Staff handling food will have a Food Hygiene qualification and be aware of the appropriate methods of preparing and handling food and will encourage all adults and children to wash their hands before any food is prepared and/or eaten.

On registration, staff will ask parents/carers about their child's dietary needs and preferences including allergies. This information will be recorded and acted upon.

During sessions only milk and water will be on offer to children.

Families will be encouraged to provide a healthy balanced lunch for their children.

Little Acorns will organise meal and snack times so that they are social occasions in which children and staff participate and where children have opportunities to develop independence e.g. helping to set up and clear away and feed themselves.



To protect children with allergies we discourage children from sharing and swapping their food with one another

Staff will act as positive role models with reference to healthy eating. The consumption of sugary drinks and fast food is discouraged.

The setting follows and signposts parents to appropriate evidence-based healthy eating advice and local services through BFC Children's Centre.

Workshops may be delivered on site by BFC Children's Centre to enable parents to understand the importance of healthy eating for themselves and their family.

Induction Training Policy

A new member of staff will observe at least one typical session before they begin work.

They will have one on one training for the area of learning which they will use most frequently.
All new staff must familiarise themselves with the school's policies and procedures.

New staff must attend a Safeguarding, Prevent, Manual Handling, Food Hygiene and First Aid course as soon as possible.

There will be a trial period; the length of this will be dependent on the experience, qualifications, and role of the new member of staff.

All new staff will be issued with an induction pack which will include Health and Safety Policy and a contract to be signed once the trial period is completed.

There will be a review of each person's induction and an appraisal completed at this time.

All staff will be made aware of the complaints procedure and should they have a complaint to make they can;
Discuss the issue with Jonathan Duffy, Michelle Tuddenham or Val Duffy
Or phone an Officer of the Borough on 01344-351 211

Lost Child Policy

Policy statement

Children's safety is our highest priority, both on and off the premises. Every attempt is made, through carrying out the outings procedure and the exit/entrance procedure, to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

Procedures

child going missing on the premises

- As soon as it is noticed that a child is missing, the key person/staff alerts the setting leader.
- The setting leader calls the police and reports the child as missing and then calls the parent. The setting leader will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The setting leader talks to the staff to find out when and where the child was last seen and records this.
- The setting leader contacts the chair, director or owner and reports the incident. The chair, director or owner comes to the setting immediately to carry out an investigation, with the management team where appropriate.

Child going missing on an outing

This describes what to do when staff have taken a small group on an outing, leaving the setting leader and/or other staff back in the setting. If the setting leader has accompanied children on the outing, the procedures are adjusted accordingly.

What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The setting leader or manager is contacted immediately (if not on the outing) and the incident is recorded.
- The setting leader contacts the police and reports the child as missing.
- The setting leader contacts the parent, who makes their way to the setting.
- Staff take the remaining children back to the setting.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The setting leader contacts the chair, director or owner and reports the incident. The chair, director or owner comes to the setting immediately to carry out an investigation, with the management committee, (where appropriate).
- The setting leader or member of staff may be advised by the police to stay at the venue until they arrive.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The setting leader together with a representative of the management team, speaks with the parent(s).
- The chair, director or owner, carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The key person/staff member writes an incident report detailing:

- The date and time of the report.
- What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
- When the child was last seen in the group/outing.
- What has taken place in the group or outing since the child went missing.
- The time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- The insurance provider is informed.

If child cannot be found immediately, Police and OFSTED will be notified.

Lockdown and Major Incident Policy/Procedure

Lockdown

If a trespasser threatens the premises or the local area Lock-Down procedure will be activated.

Parents and carers of all children at school will be notified by text. If these main carers are not available, then an alternative person on the contact sheet will be contacted.

Once we have been informed by emergency services or local authority that it is safe to leave the premises all parents will be contacted to come and collect their child/children.

Major Incident Procedure

The school will stay open and operate as normally as possible.

Emergency services will immediately be notified.

Parents and carers of all children at present at school that day will also be notified immediately. If these main carers are not available, then an alternative person on the contact sheet will be contacted.

OFSTED will be notified directly on **0300 123 1231** and will be informed of the incident.

A written report will be made in full and kept on record.

Medication Procedure

When dealing with medication of any kind in the nursery, strict guidelines should be followed.

Prescribed medication

- A child who has been prescribed antibiotics cannot return to Nursery until they have been taking the medication for 24 hours to ensure that there is no adverse reaction to the medication.
- Any prescribed medicines should be stored in the original container from the GP with the GP's dosage clearly labelled on the bottle, with both prescribed date and expiry date for staff to see
- Prescribed medicine can only be given to the person named on the bottle for the dosage stated
- The parent or guardian of any child requiring prescribed medication should allow a senior member of staff to have sight of the bottle. The staff member should note the details of the administration on the medication form. Another member of staff must check these details
- The parent or guardian should give prior written permission for the administration of each and every medication and a written record will be kept of all medicine administered.
- The parent or guardian should sign and date daily to confirm the agreed dosage for that day
- The parent or guardian should be asked when the child had last been given the medication before coming to nursery; this information should be recorded on the medication form. Similarly, when the child is picked up, the parent or guardian will be given precise details of the times and dosage given throughout the day. The parent's or guardian's signature must be obtained at both times
- A senior member of staff will administer the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form. (It is important to note that staff working with children are not legally obliged to administer medication)
- If the child refuses to take the appropriate medication then a note should be made on the form
- Where medication is "essential" or may have side effects, discussion with the parent should take place to establish the appropriate response
- Wherever possible ask parents to request that GPs prescribe the least number of doses per day, i.e. 3 x daily, rather than 4 x daily.

Non-prescribed medication

- The nursery will not administer non-prescribed medication, with the exception of pain and fever relief or teething gel, but only with prior written consent from the parent/carer and only when there is a health reason to do so.
- If a child needs liquid paracetamol or similar during their time at nursery, such medication should be treated as prescribed medication with the onus being on the parent to provide the medicine. This medicine will need to be brought in by the parent but must be in the form of sachets and not bottles. If bottles are provided, these must be unopened. The nursery can keep a supply of liquid paracetamol in sachets/bottle on the premises in a locked medicine cabinet. Staff must follow the prescribed medication procedure for this.
- The only non-prescribed cream that will be applied to a child will be for the treatment or prevention of nappy rash e.g. Sudocreme and prior written permission must be obtained from the parent/guardian. Sunscreen will also be applied with prior permission.
- If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, you should decide if the child is fit to be left at the nursery. If the child is staying, the parent or guardian must be asked if any kind of medication has already been given, at what time and in what dosage
- As with any kind of medication, staff must ensure that the parent or guardian is informed of any non-prescribed medicines given to the child whilst at the nursery, together with times and dosage given
- The nursery DOES NOT administer medication unless prior written consent is given for each, and every medicine and a written record will be kept of all medication administered.

Medication given prior to nursery sessions

In the event that medication has been administered prior to the child attending nursery, parents will be asked to complete a medication form detailing the medication given, times, dosage and any possible side effects.

Injections, pessaries, suppositories

Parents of any child who has diabetes, needs an epi-pen for allergies or who suffers from epilepsy, or any other life-threatening condition should discuss with manager/room leader **prior** to starting nursery. Specialised training needs to be delivered to staff so that they have a better understanding and are confident and able to administer the required medication. A trained Nurse who specialises in certain conditions should train the staff and present a certificate to clarify they are able to carry out the procedures. Children should **not** start Nursery until this training has been undertaken by the staff and a Health Care Plan filled in by parent stating the needs of the child.

As the administration of injections, pessaries and suppositories represents intrusive nursing, they should not be administered by any member of staff. (If this causes a problem in providing appropriate care of a child, please consult Ofsted).

Notifiable diseases

If the setting has reason to believe that any child is suffering from a notifiable disease identified as such in the Public Health (infectious diseases) Regulations 1988, we will inform Ofsted. We will act on any advice given by the Health Protection Agency and inform Ofsted of any action taken.

For any public pandemic that occurs The Old Station Nursery will monitor regular updates from HPA and seek advice and guidance from the Local Early Years Authority Website, in the best interests of families and staff who use the setting.

Staff medication

The first aid box for staff should be kept in a readily accessible position, but out of reach of the children.

First aid boxes should only contain items permitted by the Health & Safety (First Aid) Regulations Act 1981, such as sterile dressings, bandages, and eye pads. No other medical items such, as Paracetamol should be kept in the first aid box.

Storage

All medication for children must have the child's name clearly written on the bottle and be kept in a medicine cabinet which is kept always locked, other than when medicines are being issued or received. The key to the medicine cabinet must be always kept safe and out of reach of the children.

Any antibiotics requiring refrigeration must be kept in an airtight Tupperware container, in either the kitchen or milk kitchen fridge, in an area inaccessible to children.

All medications should be in their original containers or they will not be given. All prescribed medicines should have the pharmacist's details and notes attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with any expiry dates, before staff agree to administer the medication.

Any use of preparations such as sun cream, lotions and nappy creams will be discussed with parents and their key carer at the first settling session. Written consent to administer them will be documented on their child's file.

Multi-agency Working Policy

Statement of Intent

Little Acorns understands the benefits of and is committed to multi-agency working. We ensure that we have close links with agencies and professionals, such as Social Care, Health Visitors, Speech Therapists, Special Education Needs Co-ordinators, Physiotherapists, Occupational Therapists, Community Paediatrics, Child & Adolescent Mental Health (CAHMS), Educational Psychologists, Police, Bracknell Forest Council advisors, Pre-school Alliance etc. and we call on them for advice and support when necessary.

Aim

We aim to ensure that children in our pre-school achieve the five outcomes for children identified in the Children Act 2004.

The five outcomes are:

- Be Healthy – physical and mental health and emotional well-being
- Stay Safe – prevention and protection from harm and neglect
- Enjoy and Achieve – education, training and recreation · Make a positive contribution to society
- Achieve Economic and Social Well-being.

The following principles will underpin all our work with children and young people. Our approach will be:

- child centred
- rooted in child development
- support the achievement of best possible outcomes for children
- holistic in approach
- ensure equality of opportunity
- actively involve children and families
- build on strengths as well as identifying and addressing difficulties
- be multi/inter-agency in approach
- be a continuing process rather than an event
- be designed to identify and provide the service required, and to monitor the impact its provision has on a child's developmental progress · be informed by evidence.

Providing Services

All policies and services take account of the need to safeguard and promote the welfare and the five outcomes of children, young people, and vulnerable adults; and so far, as possible will be informed by the views of children, young people, vulnerable adults and their families or carers.

This means that Little Acorns, in collaboration with its partners, will provide a range of preventive and statutory services to safeguard and promote these outcomes by ensuring that services to children, young people, vulnerable adults and their families or carers are provided safely and effectively, and are accessible.

Working Together

Good interagency and multi-disciplinary working is promoted and maintained both within Little Acorns and with other organisations. Standards of practice in work with children, young people, vulnerable adults and their families or carers are regularly reviewed in line with relevant national Guidance.

This means:

- Ensuring that Bracknell Forest Safeguarding Children Board is provided with appropriate support to carry out its duties in partnership with other local organisations in Bracknell.
- Commissioned organisations providing services to children, young people, vulnerable adults, their families, or carers and to schools will demonstrate standards of safeguarding compliant with those of the Bracknell Safeguarding Children Board.
- Information is shared efficiently and effectively in respect of issues that may affect the safety and welfare of children, young people, or vulnerable adults. Clear protocols are in place and understood by staff, so ensuring that information is shared appropriately and as the law prescribes.
- Concerns are shared early to try and prevent any problems escalating.

Staff Awareness

All staff employed by the setting who have access to children, young people, vulnerable adults and their families or carers, and those who have access to sensitive information, will have induction and on-going training so that they know of the appropriate procedures and personnel in place, and of their role in responding to concerns about children, young people, vulnerable adults, and other safeguarding matters. Additionally, line management and/or supervision is in place to appropriately support staff.

Safe Employment

Robust procedures are in place to ensure staff, that have access to children, young people and vulnerable adults or access to sensitive information about children, young people and vulnerable adults are employed safely.

We achieve this by:

- Ensuring our recruitment and vetting procedures prevent unsuitable people from having contact with children, young people, and vulnerable adults.
- Staff who work or have contact with children, young people, vulnerable adults and their families or carers have appropriate safeguarding and safe working practices training, including induction, consistent with their role and function. This training will reflect the necessity for effective multi-agency and inter-professional working – both within the setting and with other organisations.

Nappy Changing Policy

Statement of intent

We wish to include all children in our setting and understand that children arrive at pre-school at different stages in their development and that some children may still be in nappies or trainer pants. We work with parents towards toilet training unless there are any medical or developmental reasons why this would be inappropriate.

Procedures

- Staff make a list of personalised changing times for the children in their care who are in nappies or 'pull-ups'.
- Key persons where possible changes a child's nappy, but if not available another key worker that that child's feels comfortable with will change the child.
- Changing area is a safe area to lay children.
- Each child must provide their own nappies or pull ups and changing wipes.
- Our staff put on gloves and aprons before changing starts and the areas are prepared. Paper towel is put down on the changing mat freshly for each child. Gloves are not always required for a wet nappy where there is no risk of infection, however, gloves are always available for those staff who choose to wear them. Gloves are always work for a 'soiled' nappy.
- Babies and young children are changed within sight of other staff whilst maintaining their dignity and privacy at all times.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- Children are encouraged to take an interest in using the toilet / potty; they may just want to sit on it and talk to a friend who is also using the toilet.
- Children are encouraged to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Anti-bacterial hand wash liquid or soap should not be used for young children; young skin is quite delicate and anti-bacterial products kill off certain good bacteria that children need to develop their own natural resistance to infection.
- Staff are gentle when changing; they avoid pulling faces and making negative comments about 'nappy contents'.
- Staff do not make inappropriate comments about children's genitals when changing their nappies.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and pull ups are disposed of hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed if able to do so and bagged for the parent to take home or disposed of if heavily soiled.
- We have a 'duty of care' towards children's personal needs. If children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect and could result in a disciplinary matter.

Needlestick Policy

RISKS AND PROCEDURES ASSOCIATED WITH NEEDLESTICK/SHARPS/SPLASH INJURIES AND HUMAN BITES

Risks of bloodborne viruses associated with needlestick/sharps/splash injuries and human bites

Bloodborne viruses (BBVs) are infectious agents that some people carry persistently in their blood. They can cause severe disease in some cases and few or no symptoms in others. The virus can be spread to another person and this may occur whether the carrier of the virus is ill or not. The main BBVs of concern are Human Immunodeficiency Virus (HIV), hepatitis B and hepatitis C.

Bloodborne viruses are spread predominantly by direct contact with the blood of an infected person, not by normal social contact and daily activities e.g. coughing, hugging, sharing toilets, food and crockery.

Transmission of BBVs may occur in a number of ways in educational establishments, including:

- Human bites, where blood has been drawn
- Accidental or malicious inoculation of blood by a contaminated sharp such as a hypodermic needle, epipen or lancet
- Blood splashes to mucous membranes e.g. eyes and mouth
- Contamination of broken skin where clothes have been soaked in blood

Safe disposal of sharps in educational establishments

On discovering a needle in the nursery grounds, guard the needle and summon help from another member of staff.

Request that the sharps retrieval kit (see below) be brought to the location.

- Do not attempt to recover discarded needles while wearing sandals or other open shoes, if the needle is dropped, it could injure your foot. It is also inadvisable to retrieve discarded needles with bare legs for the same reason.
- Never handle needles with your bare hands, always wear protective gloves – even when using tools to move needles.
- Sweep up needles with a dustpan and brush or use a pincer tool, and place them directly into a sharps box.
- Take the sharps box to the needle not vice versa.
- Do not hold the sharps box while depositing the needle, open it and place it on an even surface.
- Inform the manager as soon as possible of any needles found.

Needlestick injuries from hypodermic needles is a risk for certain workers from the careless or malicious disposal of needles. Those who clean areas used by the public and those who work with persons who normally use syringes, eg: in sheltered housing, should be risk-assessed for the likelihood of injury and any necessary control measures should be implemented. Under no circumstances should hypodermic needles be removed with bare hands.

The risk of infection depends on whether the needle is infected and how much material enters the bloodstream. There is also a risk of tetanus if the needle has been contaminated by soil.

Anyone finding a hypodermic needle in a public area should contact the Council's cleansing contractors who, wearing suitable protective clothing, will place it in a "sharps" container for disposal as clinical waste by incineration. Contact should be made via Forestcare out of normal working hours.



Forestcare Emergency Response
Available 24 hours a day, 7 days a week
Tel: 01344 786500
Fax: 01344 353236

Injuries and exposure

Persons receiving injuries or exposed to circumstances where there is reason to believe that infection could have occurred should seek immediate medical advice from their General Practitioner, the Council's Occupational Health Adviser or the Accident and Emergency Department of the nearest hospital.

No Smoking Policy

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors

Procedures

All staff, parents and volunteers are made aware of our No-smoking Policy.

We display no-smoking signs.

The No-smoking Policy is stated in our information for parents.

We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.

Staff who smoke do not do so during working hours, unless on a break and off the premises.

Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

Operational proceedings for Outings

1. Before Little Acorns will consider an offsite outing, the venue will be risk assessed; including
2. A letter to parent notifying them of proposed major outings and requesting consent for outing.
3. Appropriate staffing levels maintained and request for parent volunteers.
4. On day of outing:
 - Essential records & equipment are taken by managers
 - For example:
 - Contact telephone numbers, first aid kit, mobile phone
 - Pre-arranged meeting time and place
 - Register taken on arrival
 - Children group with named key workers
 - 2 staff to take children to bathrooms at pre-arranged times
 - Register taken before departure

Parental Involvement Policy

We believe that children benefit most from pre-school education and care when parents and pre-schools work together in partnership.

Our aim

- To support parents as their children's first and most important educators.
- To involve parents in the life of the pre-school and their children's education.
- To support parents in their own continuing education and personal development.

Method

In order to fulfil these aims:

- we are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;
- Through access to written information and through regular informal communication, we inform all parents about how the group is run and its policies. We check to ensure parents understand the information which is given to them;
- we encourage and support parents to play an active part in the management of the pre-school;
- we inform all parents on a regular basis about their children's progress;
- we involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's records via the Family app;
- we provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the group;
- we inform parents about relevant conferences, workshops and training;
- we hold meetings in venues which are accessible and appropriate for all;
- we welcome the contributions of parents; in whatever form these may take;
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure; and
- We provide opportunities for parents to learn about the pre-school curriculum and about young children's learning, in the pre-school and at home.
- we will keep parents informed about how EYFS is delivered in the setting and we can signpost parents to where they can find out more information
- We will consult with parents to capture their opinions regarding satisfaction of our setting.
- We will ensure that all parents are included.
- We will ensure that information for parents is made available in ways which are accessible to them.
- We encourage parents to be involved in settling their child into the setting.
- We aim to consult parents about the activities we provide and we will share ideas for home learning.

Preventing Extremism and Radicalisation Policy

Introduction

Little Acorns Montessori is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at Little Acorns Montessori recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Little Acorns Montessori's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002

Our Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "London Child Protection Procedures" and DfES Guidance "Keeping Children Safe in Education, 2015"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

1 the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.

School Ethos and Practice

When operating this policy Little Acorns Montessori uses the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our children see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at Little Acorns Montessori we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore, at Little Acorns Montessori we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times children may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by children or staff will always be challenged and where appropriate dealt with in line with our Behaviour for Learning Policy for pupils and the Code of Conduct for staff.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by children of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where children have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Children accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Children voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Little Acorns will closely follow any locally agreed procedure as set out by the Local Authority and/Bracknell's Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching and by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all our teaching approaches help our children build resilience to extremism and give children a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

This approach will be embedded within the ethos of our school so that children know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.

We will help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a child is being directly affected by extremist materials or influences we will ensure that that child is offered mentoring. Additionally, in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Little Acorns Montessori we will promote the values of democracy, the rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs. We will teach and encourage children to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is

indeed our most fundamental responsibility to keep our children safe and prepare them for life in modern multi-cultural Britain and globally.

We recognise, however, that the ethos of our school is to encourage children to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore, by delivering a broad and balanced curriculum, augmented using external sources where appropriate, we will strive to ensure our children recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help children develop the critical thinking skills needed to engage in informed debate.

Whistle Blowing

Where there are concerns of extremism or radicalisation children and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. See Whistleblowing Policy

Child Protection/Safeguarding

Please refer to our Child Protection/Safeguarding Policy for the full procedural framework on our Child Protection duties.

Staff at Little Acorns Montessori will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)

Therefore, all adults working in Little Acorns Montessori (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead.

Training

Training on Safeguarding and Child Protection will be organised for staff at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and Bracknell's Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend training courses as necessary. This will include training on extremism and radicalisation and its safeguarding implications.

Recruitment

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Referral Process

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead will make a referral to the appropriate body.

Monitoring and Review

This policy will be monitored annually.

This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the governing body.

See Also: Whistleblowing Policy, Child Protection/Safeguarding Policy, Safer Recruitment Policy

Privacy Notice Data Protection Act 1998

Early Years Settings, Schools, Local Authorities (LAs), the Secretary of State for Education and the Department for children, schools and families (Dcsf), the government department which deals with education and children's services, the Qualifications and Curriculum Authority (QCA), Her Majesty's Chief Inspector for Schools and the Office for Standards in Education (Ofsted), and the National Assessment Agency (NAA) all process information on children and pupils in order to help administer education and children's services and in doing so have to comply with the Data Protection Act 1998. This means, among other things, that the data held about children must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The **Early Years Setting** holds information on children in order to support their development, to monitor their progress, to provide appropriate pastoral care, and to assess how well the Setting as a whole is doing. This information includes contact details, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. From time to time Early Years Settings are required to pass on some of this data to LAs, the Dcsf and to agencies that are prescribed by law, such as QCA and Ofsted. In particular, at age five an assessment is made of all children (the Foundation Stage Profile) and this **information is passed to the Local Authority and receiving maintained school.**

The **Local Authority** uses information about children for whom it provides services to carry out specific functions for which it is responsible. For example, the Local Authority will make an assessment of any special educational needs the child may have. It also uses the information to derive statistics to inform various decisions. The statistics are used in such a way that individual children cannot be identified from them.

The **Qualifications and Curriculum Authority** uses information about children to administer national assessments such as the Foundation Stage Profile. Any results passed on to the DfES are used to compile statistics on trends and patterns in levels of development. The QCA can use the information to evaluate the effectiveness of the national curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

Her Majesty's Chief Inspector for Schools and Ofsted use information about the progress and performance of children to help inspectors evaluate the work of Early Years Settings, to assist them in their self-evaluation, and as part of Ofsted's assessment of the effectiveness of education initiatives and policy. Inspection reports do not identify individual children.

The **National Assessment Agency** uses information for those, relatively few, Settings undertaking the Foundation Stage Profile. The resulting data is passed on to the NAA which also uses information in working with schools, the QCA, and Awarding Bodies, for ensuring an efficient and effective assessment system covering all age ranges is delivered nationally.

The **Secretary of State for Education** and the **Department for Education and Skills** use information about children and pupils for research and statistical purposes, to allocate funds, to inform, influence and improve education policy and to monitor the performance of the education and children's services. The DfES will feed back to LAs information about children for a variety of purposes that will include data checking exercises and use in self-evaluation analyses.

Information about children may be held to provide comprehensive information back to LAs to support their day-to-day business. The DfES may also use contact details from these sources to obtain samples for statistical surveys: these surveys may be carried out by research agencies working under contract to the Department and

participation in such surveys is usually voluntary. The Department may also match data from these sources to data obtained from statistical surveys.

The DfES may also disclose individual child and pupil information to independent researchers into the educational achievements of pupils who have a legitimate need for it for their research, but each case will be determined on its merits and subject to the approval of the Department's Chief Statistician.

Children, as data subjects, have certain rights under the Data Protection Act 1998, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves. If you wish to access the personal data held about your child, then please contact the relevant organisation in writing:

- the Early Years Setting at the Windsor or Priestwood Campus
- the Local Authority at: Information Compliance Officer, Bracknell Forest Borough Council, Easthampstead House, Bracknell, RG12 1AQ;
- the QCA's Data Protection Officer at QCA, 83 Piccadilly, LONDON, W1J 8QA;
- Ofsted's Data Protection Officer at Alexandra House, 33 Kingsway, London WC2B 6SE;
- the National Assessment Agency Data Protection Officer at NAA, 29 Bolton Street, London W1J 8BT;
- the DfES's Data Protection Officer at DfES, Caxton House, Tothill Street, LONDON, SW1H 9NA.

In order to fulfil their responsibilities under the Act the organisation may, before responding to this request, seek proof of the requestor's identity and any further information required to locate the personal data requested.

Record Keeping

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

Developmental records

Online journals are kept on each child. These records help staff develop the various skills in the appropriate way.

Each child will have his/her own Learning and Development Story; this story contains progress reviews, records of achievement and learning, observations and photographs which capture moments and sequences of your child's activity, interests and explorations. In addition, these records will enable a Foundation Stage transfer form for each child to be completed and sent to the child's next school. This is a statutory requirement. Your child's Learning & Development Story is available to see at any time and is kept up to date on a weekly basis. Little Acorns is using on-line Learning Journals. Each parent will receive an email allowing access to their child's/children's learning journals. Parents will only be able to see children linked to them by the setting manager Val Duffy and Michelle Tuddenham.

Personal records

These include registration and admission forms, signed consent forms, correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.

These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in an office or other suitably safe place.

Parents have access, to the files and records of their own children, but do not have access to information about any other child.

Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.

We retain children's records for three years after they have left the setting, except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 18 years (see chart below). These are kept in a secure place.

Record type	Retention period	Status	Authority
Children's records - including registers, medication record books and accident record books pertaining to the children	Until the child reaches the age of 21 - or until the child reaches the age of 24 for child protection records	Recommendation	Limitation Act 1980 Normal limitation rules (which mean that an individual can claim for negligently caused personal injury up to 3 years after, or deliberately caused personal injury up to 6 years after the event) are postponed until a child reaches 18 years of age
Records of any reportable death, injury, disease or dangerous occurrence	3 years after the date the record was made	Requirement	The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) (as amended)

Other records

We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.

Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.

Students or others on recognised qualifications and training, when they are observing in the setting, are advised of our Confidentiality Policy and are required to respect it.

Recording and Reporting of Accidents and Incidents

(Including the procedure for reporting accidents and incidents to the HSE under RIDDOR requirements)

Policy statement

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

Procedures

Our accident Forms:

- are kept in a safe and secure place;
- are accessible to staff, who all know how to complete it; and
- are reviewed at least half termly to identify any potential or actual hazards.

Reporting accidents and incidents

Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve:

- food poisoning affecting two or more children looked after on our premises;
- a serious accident or injury to, or serious illness of, a child in our care and the action we take in response; and
- the death of a child in our care.

Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.

Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.

We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR (the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

- any work-related accident leading to an injury to a child or adult, for which they are taken to hospital;
- any work-related injury to a member of staff, which results in them being unable to work for seven consecutive days;
- when a member of staff suffers from a reportable work-related disease or illness;
- any death, of a child or adult, that occurs in connection with activities relating to our work; and
- any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident, but could have done; such as a gas leak.

Information for reporting incidents to the Health and Safety Executive is provided in the Pre-school Learning Alliance's Accident Record publication. Any dangerous occurrence is recorded in our incident book (see below).

Our incident book

- We have ready access to telephone numbers for emergency services, including the local police. We ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
- We keep an incident book for recording major incidents, including those that are reportable to the Health and Safety Executive as above.
- These incidents include:

- a break in, burglary, or theft of personal or the setting's property;
 - an intruder gaining unauthorised access to the premises;
 - a fire, flood, gas leak or electrical failure;
 - an attack on member of staff or parent on the premises or nearby;
 - any racist incident involving staff or family on the setting's premises;
 - a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on the premises;
 - the death of a child or adult, and
 - a terrorist attack, or threat of one.
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
 - In the unlikely event of a terrorist attack, we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety and Emergency Evacuation Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.
 - In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, the emergency services are called, and the advice of these services are followed.
 - The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

Risk Management Policy

We are committed to ensuring that the environment we provide for both children and our employees is free from any hazards which have the potential to put children and adults at risk of harm and injury.

As a service provider to children we have a duty to abide by Health & Safety Legislation and the requirements of the Statutory Framework for the Early Years Foundation Stage.

As an employer we have a duty to ensure that the working environment is free from any hazards which may pose a risk to a member of staff as stated in the Health & Safety at Work act 1974.

All staff have a responsibility for identifying and highlighting any potential hazards to the Management and Michelle Tuddenham the Health & Safety Officer for Little Acorns.

Staff must take immediate steps to put into place any remedial steps (i.e. removing children from a particular area) needed in order to reduce any potential risks to children or staff until it has been reported to Management and Health & Safety Officer

In order to fulfil our responsibilities, we will:

- Provide an environment and equipment that is fit for purpose (including hygiene requirements)
- Ensure that staff receive the relevant instruction, training and supervision necessary
- Put in place reporting methods to ensure that all staff are aware of how to report a potential hazard
- Carry out regular checks of premises and equipment
- Undertake the Health & Safety five-point process to identify, assess, monitor, report and review any potential hazard within the setting
- Undertake regular reviews of any areas that need to be checked on a regular basis and keep detailed records of reviews
- To carry out a full risk assessment before taking the children off the premises

Safeguarding Children Through Safer Recruiting

Little Acorns are committed to safeguarding the welfare of children; we expect all staff and volunteers to share this commitment. All staff and volunteers have a responsibility in ensuring that the environment is safe and secure for children, and Little Acorns expects that staff will take reasonable steps to ensure the safety and well-being of children and young people. Failure to do this may be regarded as neglect.

Our Safer Recruitment Policy draws upon guidance in the DCSF “Safeguarding Children and Safer Recruitment in Education” (2007) document.

“Working Together to Safeguard Children,” and “Section 11 of the Children Act 2004” places a statutory duty on all “who provide services for, or work with children” or young people, to “safeguard and promote the welfare of children.”

Aim

- To safeguard children by adopting recruitment and selection procedures that will help deter, reject or identify people who might abuse children, or are otherwise unsuited to working with them.
- To strive to secure a safe and secure environment for children by ensuring all staff are suitably trained, (and are committed to on-going training)
- To plan the recruitment process to ensure adequate time is assigned to follow safeguarding procedures, such as obtaining references before interviews.
- To have a consistent and thorough process of obtaining, collating, analysing and evaluating information from and about applicants, and to investigate discrepancies and anomalies.
- To take advice from The Local Safeguarding Children’s Board in any child safeguarding matters

The measures described below will be adopted for anyone who works in the setting, whether they come into regular contact with the children, including regular volunteers, and those on workplace training or experience. Where a volunteer’s role will be a one off, such as accompanying the staff and children on an outing, measures will be unnecessary, if the volunteers will not be left alone and unsupervised in charge of a child or children.

Recruitment Procedures refer to guidance from Bracknell Forest Local Safeguarding Children’s Board-Safeguarding Children Together-Safer Workforce checklist and DCSF “Safeguarding Children and Safer Recruitment in Education” (2007) document – Recruitment and Selection Checklist.

- Advertisements for posts will make clear Little Acorns’ commitment to safeguarding and promoting the welfare of children, and will make clear what mix of qualities, qualifications and experience a successful candidate will need to demonstrate. The advertisement will also include reference to the need for the successful applicant to undertake an Enhanced Disclosure, via CRB, as well as the usual details of the post and salary, qualifications etc., and will state that the post is exempt from the Rehabilitation of Offenders Act 1974.
- The job description will refer to the responsibility for safeguarding and promoting the welfare of children, and a commitment to inter-agency working.

- The person specification will include specific reference to suitability to work with children and describe the competencies and qualities that the successful candidate should be able to demonstrate.
- The application form, job description, and any other information will clearly set out the extent of the relationships and contact with children, and the degree of responsibility for children that the person will have in the position to be filled.
- The application form will contain a statement of the personal qualities and experience that the applicant believes are relevant to the post advertised, and how they meet the specification.
- The application form will also include an explanation that the post is exempt from the Rehabilitation of Offenders Act 1974, and that all convictions, cautions and bind-overs, including those regarded as spent, must be declared. The applicant will also be expected to sign a statement that they are not on List 99, disqualified to work with children, and have no convictions, cautions, or bind-overs.
- Independent professional and character references that answer specific questions to help assess an applicant's suitability to work with children will be obtained, and any concerns arising from this will be followed up. One referee should be the applicant's current or most recent employer. Where an applicant who is not currently working with children, but has done so in the past, then a reference will be sought from the employer by whom the person was most recently employed in work with children. (This also applies to any voluntary work that the applicant may have done) The reference will ask if the prospective candidate has been involved in any disciplinary offences regarding children, or subject to child protection concerns, and the outcome of any enquiry or disciplinary action. References will not be accepted from relatives or people writing in the capacity of friends. In addition to this, the referee will be requested to
 1. Confirm the details of the applicant's current post, salary, and sickness record,
 2. Comment about the applicant's performance history and conduct
 3. Detail any concerns that have been raised about the applicant that relate to the safety and welfare of children, and the outcomes of those concerns, e.g., whether the allegations or concerns were investigated and the conclusion.
 References will be followed up with a telephone call to verify authenticity.
- Providing false information is an offence and could result in the application being rejected or dismissal if the applicant has been selected and possible referral to the police.
- Candidates will attend a face-to-face interview that explores their suitability to work with children, and their suitability for the post. All candidates will be assessed equally against the criteria contained in the person specification. The interview will be conducted by at least two interviewers who have the authority to make decisions about the appointment, and notes will be taken. The interviewers will have attended training on Safer Workforce training or will take guidance from the Local Authority Support Officers, who will be able to support the selection process. The interviewees will meet prior to the interview to agree on a set of questions to be asked, and issues to be explored, such as the candidate's attitude towards children, and their ability to support safeguarding and promoting the welfare of children. The candidate will be asked at interview if they wish to declare anything in light of the CRB disclosure, and references that will be taken up, if not already done prior to interview. The candidate will also be asked, as part of the interview process, to perform a practical activity in the setting, so that their performance and interaction with children and staff can be assessed.

- The applicant's identity will be verified. (e.g., passport, photo card driving licence, plus separate proof of current address, birth certificate and marriage certificate) Application forms will obtain full identifying details of the applicant, including current and former names, date of birth, current address, and National Insurance number. Foreign Nationals, interviewing for the post, will be asked to prove that they have permission to work in the UK, and the evidence will be checked. In addition, it may be necessary to make further checks as (...name) consider appropriate, due to the person having lived outside the UK. In addition, criminal records information will be sought from countries where the applicant has lived or worked.

(Further information re immigration and work permits can be found at www.gov.uk)

- The applicant's qualifications (where appropriate) will be verified and applicants will be expected to provide details of the awarding body and date of award.
- The applicant's previous employment history and experience will be checked. A full history in chronological order since leaving secondary education, including training, part time work and voluntary work, with start and end dates, and explanations for periods not in employment, education or training, and reasons for leaving employment will be sought.
- In accordance with the Equality Act 2010, the applicant will not be asked pre-employment health questions at the interview. Conditional offers of employment will be dependent on receiving satisfactory health checks of candidate's medical fitness to carry out the duties of the job.
- The mandatory check List 99 and an Enhanced Disclosure via DBS will be actioned. Successful applicants will be required to provide an Enhanced DBS disclosure.
- Little Acorns will not rely solely on criminal record and List 99 checks to screen out unsuitable applicants, as many individuals who are unsuitable to work with children will not have any previous convictions.
- A declaration of any family or close relationship to existing employees or employers will be made by applicant if applicable.
- An offer of appointment will be made to the successful candidate, conditional upon
 1. the receipt of at least 2 satisfactory references
 2. verification of identity
 3. a check of List 99, and satisfactory DBS Disclosure
 4. verification of candidate's medical fitness
 5. verification of qualifications

- There will be an induction programme for all newly appointed staff and volunteers. The purpose of the induction is to:
 1. provide training and information about Little Acorns' policies and procedures, and to ensure new staff have access to "What to do if you're worried a child is being abused", Berkshire Child Protection Procedures, LSCB Safeguarding cue card, training in the Common Assessment Framework and information sharing, effective inter agency working, guidance in keeping accurate and up to date records, which staff member is responsible for child protection issues, and the "Whistle Blowing" process, to ensure a safeguarding children culture is adopted and embedded into continuing practice.
 2. provide support for newly appointed staff, in a way that is appropriate for their role
 3. confirm the conduct expected. Newly appointed staff and volunteers will be given a copy of Little Acorns' written policy on the expected standards of behaviour and the boundaries of appropriate behaviour expected of staff.
 4. provide information about how and with whom any concerns about issues should be raised, and to provide opportunities for the new member of staff to discuss any concerns, or ask questions about their role and responsibilities, and who to report Safeguarding or allegation related concerns to outside of the organisation, i.e., Duty in Children's Social Care, LADO, the Police.
 5. enable the person's line manager to recognise any concerns or issues about the person's ability or suitability for their role, and to address them immediately.
 6. explain other relevant personnel procedures, e.g., disciplinary, capability and whistle blowing.
 7. arrange attendance at child protection training.
 8. continue with performance management, and ensure safeguarding is given a high priority.
 9. adhere to local LSCB "Procedures for dealing with allegations of abuse against members of staff and volunteers" including arrangements for notifying the Local Authority Designated Officer" (LADO)

Legal framework

Primary legislation

- Children Act (1999, 2004)
- The Childcare Act (2006)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- Safeguarding Vulnerable Groups Act (2006)
- The Equality Act (2006, 2010)
- Disability Discrimination Act (1995, 2005)
- Race Relations Act (1976) and Amendment (2000)
- Sex discrimination Act (1976, 1986)

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Human Rights Act (1999)



Little Acorns is committed to ensuring that we have genuine equality of opportunity, and staff are encouraged to take action which eliminates discrimination and promotes equality of opportunity. Our recruitment and selection process will be fairly applied and be consistent to all applying for positions at Little Acorns, regardless of gender, race, marital status, national or ethnic origin, nationality, disability, sexuality, age, religion.

CRB disclosure

- If a CRB disclosure reveals information that
 1. a candidate has not disclosed in the course of the selection process
 2. the candidate is found to be on List 99, PoCa List, or the CRB disclosure shows that they have been disqualified from working with children by a court
 3. an application has provided false information in, or in support of, his or her application
 4. there are serious concerns about the applicant's suitability to work with children.

then the facts will be reported to The Local Safeguarding Children's Board and the police, and we will follow and act on their advice.

The Role of the Key Person and Settling In Policy

Statement of intent

We want children to feel safe, stimulated, and happy in Little Acorns and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the pre-school.

Aim

We aim to make Little Acorns a welcome place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

Methods

- Before a child starts to attend the school, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and handy hints documents).
- Home visits are offered to parents to introduce ourselves in the child's home environment.
- At the beginning of every term, we offer a stay and play session to all new children and their parents. We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we work with his/her parents to decide on the best way to help the child to settle into the pre-school.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session.
- Within the first six weeks of starting, we allocate each child with a key person who will discuss and work with the child's parents to create their child's record of progress.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up to date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

The progress check at age two

The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance A Know How Guide: The EYFS progress check at age two.

- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).

- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

Sharing Sensitive Information Policy

Statement of Intent

Little Acorns recognises our responsibility to keep sensitive information safe & secure, respecting the privacy rights of the individual.

Aim

Little Acorns may decide to share this information with other professionals if we consider to be in the best interests of the child to do so. In these circumstances, we may do this either with or without the consent of the parent.

Method

- Decision & reasons to share sensitive information will be recorded. Equally, we will record our reasons if we decide not to share.
- We will inform the person to whom the information relates to that we are sharing their information unless there are circumstances where we feel informing the person of our decision about them may place another at risk of harm.
- We will record with whom we have shared the information & for what purpose.
- Checks will be made regarding who the information is to be shared with.
- If the information is shared on the phone, we will confirm the identity of the person we are talking to; also, we will take steps to ensure that the conversation cannot be overheard.
- Information sent through the post (recorded delivery) will be addressed as confidential & for their eyes only to the schools designated person for child protection (names) & we will request confirmation of delivery from recipient.
- Information shared by email will be sent through a secure system to intended recipient & confirmation of receipt will be requested.
- We recognise our responsibility to retain ownership of sensitive material for 5 years.
- We will record our decisions to destroy or delete records.

Policy for A Sick / Absent Child

Definition of a 'well child'

A child who is not reliant on Calpol

A child who is not running a temperature

A child who is well enough to participate in all nursery activities

A child with their normal appetite & is happy & sociable

A child who has their normal bowel functions

Procedures for children who are sick or infectious

- If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the manager / supervisor calls the parents and asks them to collect the child, or send a known carer to collect the child on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing and sponging their heads with cool water, but kept away from draughts.
- The child's temperature is taken using a forehead thermometer, kept in the first aid box.
- In extreme cases of emergency, the child should be taken to the nearest hospital and the parent informed.
- If a child develops a new cough or cold please check current guidelines in relation to COVID but please keep your child off pre-school if you are administering calpol or they are coughing, spluttering and have an extreme runny nose / green nose for a minimum of 48 hours until they are feeling better.
- Parents are asked to take their child to the doctor before returning them to the setting; the setting can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, parents are asked to keep children home for 48 hours minimum or until a formed stool is passed.
- The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from www.hpa.org.uk/webc/HPAwebFile/HPAweb_C/1194947358374 and includes common childhood illnesses such as measles.
- If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to the Health Protection Agency.
- When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.

HIV/AIDS/Hepatitis procedure

- HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- Single-use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning/sluicing clothing after changing.
- Soiled clothing is rinsed and bagged for parents to collect.
- Spills of blood, urine, faeces, or vomit are cleared using mild disinfectant solution and mops; any cloths used are disposed of with the clinical waste.

- Tables and other furniture, furnishings or toys affected by blood, urine, faeces, or vomit are cleaned using a disinfectant.

Nits and head lice

- Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.
- On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.

Procedures for children with allergies

- When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the Registration Form.
- If a child has an allergy, a risk assessment form is completed to detail the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
 - The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epipen).
 - Control measures - such as how the child can be prevented from contact with the allergen.
 - Review.
- This form is kept in the child's personal file and a copy is displayed where staff can see it.
- Parents train staff in how to administer special medication in the event of an allergic reaction.
- A health care plan will also be completed.
- Generally, no nuts or nut products are used within the setting.
- Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

Insurance requirements for children with allergies and disabilities

- If necessary, our insurance will include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions or requiring invasive treatments; written confirmation from our insurance provider must be obtained to extend the insurance.
- At all times we ensure that the administration of medication is compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.
- Oral medication:
 - Asthma inhalers are now regarded as 'oral medication' by insurers and so documents do not need to be forwarded to our insurance provider. Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
 - We must be provided with clear written instructions on how to administer such medication.
 - We adhere to all risk assessment procedures for the correct storage and administration of the medication.
 - We must have the parents or guardian's prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to our insurance provider.
- Life-saving medication and invasive treatments:
 - These include adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

- We must have:
 - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered.
 - written consent from the parent or guardian allowing our staff to administer medication; and
 - proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
 - Treatments, such as inhalers or Epipens are immediately accessible in an emergency.
- Copies of all three documents relating to these children must first be kept on file and the insurance company spoken too. Written confirmation that the insurance has been extended will be issued by return.
- Key person for special needs children requiring assistance with tubes to help them with everyday living e.g., breathing apparatus, to take nourishment, colostomy bags etc.:
- Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- The key person must have the relevant medical training/experience, which may include receiving appropriate instructions from parents or guardians.
- Copies of all letters relating to these children must first be sent to Insurance Department for appraisal if needed. Written confirmation that the insurance has been extended will be issued by return.

Absences

Parents should notify the setting via email or the Family app if their child is going to be absent from nursery. Please note that we have a duty to report continued absences or attendance which is less than 90% to Early Help.

Special Educational Needs and Disability Policy

Main Aims & Objectives

Our setting aims to have regard to the DfES Code of Practice for Children with Special Educational Needs (2014) and the related SEN Toolkit.

We aim to provide a welcome environment, and appropriate learning opportunities for all children.

We aim to provide for the developmental needs of each child in the group.

We believe that all children, including those with Special Educational Needs (SEN) are owed the opportunity to develop to their full potential and should be expected to reach high standards achievement.

We ensure that all children are treated as equals and are encouraged to take part in every aspect of the Nursery activities.

Wherever possible we will promote positive images of those with SEN.

We believe that all children should be equally valued.

We believe that children present with a rich and diverse range of strengths and needs and that inclusion is most likely to be achieved when this diversity is recognised and regarded positively.

We recognise that all children within our group have entitlement to a broad and balanced and relevant curriculum and that appropriate support, advice and resources may be necessary to achieve this.

All children in the group, irrespective of their special needs, are encouraged wherever possible and appropriate to participate in all the groups' activities.

We are committed to the principle that all children are entitled to care and an education of a high standard and recognise that all children require an education which values their abilities and promotes understanding in the school community.

Admission arrangements for children with SEN

Children with special needs are admitted to the pre-school after consultation between parents/carers, setting manager and key-worker.

Identification, Assessment and Provision for Children with SEN

A child's parents/carers will be asked prior to admission to give details of any SEN and those will be passed to the SENCO and any key-worker and actioned as appropriate.

Every effort will be then made, with consent for the parents/carers, to obtain any relevant information and support from outside professionals involved.

If a child is identified during their time at the nursery as possibly having SEN, parents/carers will be immediately consulted and an agreed plan of action will result in accordance with the above mentioned SEN Code of Practice.

Arrangements for co-ordinating and monitoring SEN provision

The name of SENCO for Little Acorns Montessori Windsor Campus is Michelle Tuddenham.

The name of SENCO for Little Acorns Montessori Priestwood Campus is Val Duffy.

The SENCO'S role is to

- Ensure all practitioners in our setting understand their responsibilities to children with SEN and our approach to identifying and meeting the needs of children with SEN
- Advise and support colleagues
- Ensure parents are closely involved throughout and that their insights inform actions taken by practitioners working with the child with SEN
- Liaise with other professionals or agencies beyond our setting

The SENCO with the support of the management monitors and takes responsibility for the day to day operation of provision made in accordance with the needs and progress of children who have SEN.

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

Children identified as having SEN will have an individual education plan (IEP) which will be written in conjunction with the parents and will address 3 or 4 short targets for development.

IEP's will be reviewed and updated regularly (usually ½ termly) again in conjunction with the parents/carers.

Facilities for Children with SEN

Keyworker system ensures each adult is especially responsible for five or six children, so each child receives plenty of adult time and attention.

We have a wide range of resources and play equipment that can be deployed according to the individual needs.

Access:

- Wide doors are available for wheelchairs
- The entrance is ramped
- The play area is on one level
- Suitable bathroom, toilet and changing facilities are available
- We will access each child's needs in terms of access and make every effort to adapt our facilities as appropriate

Partnership with Parents

We recognise that parents and guardians play a crucial part in their child's progress.

We aim to work in partnership with parents and try to support them and listen carefully to their views.

We work closely with parents of all children in the group to ensure that:

- The group draws upon the knowledge and expertise of parents in planning provision for the child
- The child's progress and achievements are shared and discussed with parents on a regular basis.
- Parents know the identity of the group's SENCO.

- Parents are aware of the arrangements for the admission and inclusion of children with SEN.

Partnership with other Agencies

We work in liaison with relevant professionals and agencies outside the group to meet children's specific needs. These may include:

- Social Services
- Health Services
- Educational Psychologists
- Speech & Language Therapists
- Behaviour support services
- SEN advisory services
- Advisory teachers

Staff Training

Our staff regularly attends in-service training on special needs arranged by the appropriate professional bodies.

Our staff will attend training courses wherever possible and keep themselves updated on SEN issues through relevant reading.

Training issues arising from SENCO training will be fed back to the staff team during staff meetings.

Complaints procedure

Any complaints relating to SEN issues should be addressed either to the SENCO or the Nursery Manager. If, after this, the complaint remains unresolved, it should be addressed to the Area SENCO at Bracknell Forest Borough Council.

Policy Review

This policy will be regularly monitored, reviewed and evaluated.

We will take into account the effectiveness of the provision we have made for children with SEN, and all children within the nursery, through means such as assessing the effectiveness of Individual Education Plans, the effectiveness of curriculum planning for groups of children and the effectiveness of staff training.

STAFFING & EMPLOYMENT POLICY

Statement of intent

We provide a high staffing ratio to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and are checked for criminal records through the Criminal Records Bureau in accordance with Ofsted's requirements.

Aims

To ensure that children and their parents are offered high quality pre-school care and education.

Methods

- To meet this aim, we use the following ratios of adult to child:
 - children aged two years of age: 1 adult: 4 children
 - children aged three - seven years of age: 1 adult: 8 children
 - children aged 3 – 24 months of age: 1 adult: 3 children
- A minimum of two staff/adults are on duty at any one time.
- We use a key person system to ensure that each child and each family has a particular member of staff for discussion and consultation.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties which may arise from time to time.
- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by us imposing conditions or requirements which are not justifiable.
- All staff hold appropriate qualifications and certificates.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Pre-school Learning Alliance.
- Our pre-school budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Procedures and Child Protection Policy and Procedures. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing, and employing staff in accordance with all relevant legislation and best practice.
- We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.
- Where an individual is subscribed to the DBS Update Service we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
- We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision.

- We require that all our staff and volunteers keep their DBS check up-to-date by subscribing to the DBS Update Service throughout the duration of their employment with us.
- Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.
- We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up to date for the duration of their employment with us.
- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person's employment with us will be terminated.

Notifying Ofsted of changes

- We inform Ofsted of any changes to our Registered Person trustees our provision and/or our manager.

Training and staff development

- Our setting Manager is a school teacher and the senior staff members of staff hold the CACHE Level 3 Diploma for the Children and Young People's Workforce or an equivalent qualification and a minimum of half of our staff hold the CACHE Level 2 Certificate for the Children and Young People's Workforce or an equivalent or higher qualification.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Pre-school Learning Alliance and external agencies.
- Our setting budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and always kept out of reach of the children.
- If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

Managing staff absences and contingency plans for emergencies

- In term time only settings, our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.
- Sick leave is monitored, and action is taken where necessary, in accordance with the contract of employment.
- We have contingency plans to cover staff absences:

Student Placement Policy

Statement of intent

Little Acorns recognises that qualifications and training make an important contribution to the quality of the care and education provided by pre-school settings. As part of our commitment to quality, we offer placements to students undertaking early years' qualifications and training, including those studying for the CACHE level 2 Certificate in Pre-school Practice and CACHE level 3 Diploma in Pre-school Practice.

Aim

We aim to provide for students on placement with us, experiences which contribute to the successful completion of their studies and which provide examples of quality practice in early years care and education.

Methods

- We require students to meet the 'suitable person' requirements of Ofsted.
- We require schools placing students under the age of 17 years with the pre-school to vouch for their good character.
- We always supervise students under the age of 17 years and do not allow them to have unsupervised access to children.
- Students who are placed in our pre-school on a short-term basis are not counted in our staffing ratios. Students who are placed for longer periods - for example, a year - may be counted in our staffing ratios provided we consider them to be competent.
- We take out employers' liability insurance and public liability insurance which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our pre-school is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers which hinder the essential work of the pre-school.
- We ensure that students placed with us are engaged in bona fide early years' training which provides the necessary background understanding of children's development and activities.

Uncollected Child Policy

Statement of intent

If a child is not collected by an authorised adult at the end of a school session/day, Little Acorns puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

Aim

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

1. Parents of children starting at the school are asked to provide specific information which is recorded on our Registration Form, including:
 - home address and telephone number - an alternative number must be given
 - place of work, address and telephone number (if applicable);
 - mobile telephone number (if applicable);
 - names and telephone numbers of adults who are authorised by the parents to collect their child from pre-school, for example a childminder or grandparent; and
 - information about any person who does not have legal access to the child.
2. On occasions when parents are aware that they will not be at home or in their usual place of work, they record how they can be contacted in our diary.
3. On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child in our diary. We agree with parents how the identification of the person who is to collect their child will be verified using a password.
4. Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that - if their children are not collected from pre-school by an authorised adult and the staff can no longer supervise the child in our premises - we apply our child protection procedures as set out in our child protection policy.
5. If a child is not collected at the end of the session/day, we follow the following procedures:
 - the diary is checked for any information about changes to the normal collection routines;
 - if no information is available, parents/carers are contacted at home or at work;
 - if this is unsuccessful, the adults who are authorised by the parents to collect their child from pre-school - and whose telephone numbers are recorded on the Registration Form - are contacted;
 - all reasonable attempts are made to contact the parents/carers, for example a neighbour is contacted or another member of staff visits the child's home;
 - the child stays at pre-school in the care of two fully-vetted workers until the child is safely collected;
 - the child does not leave the premises with anyone other than those named on the Registration Form and in the diary;
 - if no-one collects the child and the premises are closing, or staff are no longer available to care for the child, we apply the procedures set out in our Child Protection Policy. We contact our local authority social



services department (telephone number 01344 351582 or 01344 786543) and inform Ofsted (telephone number 0300 123 1231).

- a full written report of the incident is recorded; and
- depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

Volunteer Policy

At Little Acorns Montessori we recognise the immense benefits that volunteers bring to the nursery. In return we hope to give volunteers the opportunity to share their skills in a different environment and to undertake new experiences.

Status of volunteers

- A volunteer is not an employee and will not have a contract of employment with the nursery. We will, however, insist that the volunteer follows all nursery procedures in the same manner as a paid employee to ensure consistency, safety and quality of care and early learning for the children. Volunteers will always be supervised and will have no bathroom duties.

Disclosure & Barring Service (DBS) check

- All volunteers will have suitability checks conducted in the same way as paid employees. This will include a DBS check. These checks will be conducted at the same time as the volunteer starts their time with the nursery and will also include at least two written references.

Policies & Procedures

- Volunteers are expected to comply with all the nursery's policies and procedures. The volunteer's induction process will include an explanation of this.

Confidentiality

- Volunteers should not disclose information about the nursery, staff, children, and families as stated in their confidentiality policy and should always follow the nursery's confidentiality procedure.

Volunteer's induction pack

- On commencing their volunteer work, the volunteer will be given a pack containing:
- General information about the nursery
- A copy of the volunteering policy
- A confidentiality statement which will require reading, signing, and returning to the nursery manager.
- Details of access to all nursery relevant policies and procedures

VULNERABLE CHILD POLICY

Children may be vulnerable at various times in their lives and may need a variety of support. Our PSED policy emphasises the importance we attach to emotional wellbeing. Issues may resolve or be temporary according to the child's home circumstances or health. Adults may become aware of difficulties at home and should deal with these sensitively and within confidentiality boundaries. Concerns should be discussed with the Designated Person and logged. Child protection issues may arise for any child and some of the risk factors include:

- A child has a disability
 - A child has a medical condition; SEN
 - Poverty
 - Mental health issues within the family
 - Domestic violence
 - Family break up or changes
 - Bereavement or trauma
 - The family are asylum seekers or
 - The parents are very young or have learning needs.
-
- If upon discussion with the Designated Person it is realised that a child is in need of additional support, then the Designated Person will explore other issues and based on need, communicate with other agencies.

Some services, support and advice can be accessed through the Child and Family Support Worker Teams which are currently based at The Willows Children's Centre.

“Whistleblowing” Policy and Procedure

Statement of Intent

Little Acorns is committed to the highest possible standards of openness, honesty and accountability. We encourage all employees and others with serious concerns about any aspect of work to come forward and voice those concerns (but not complaints made maliciously). Employees are often the first to realise that there may be something wrong. However, they may not feel able to express their concerns because they believe that speaking up would be disloyal. There should be no fear harassment or victimisation. It is always best not to ignore the concern rather than report what may just be a suspicion of malpractice.

Any concern should be shared with either Michelle Tuddenham or Val Duffy. This document makes it clear that staff can do so without fear of reprisals. This Whistleblowing Policy is intended to encourage and enable staff to raise serious concerns within Little Acorns rather than overlooking a problem or blowing the whistle outside.

Aims

This policy aims to;

- Provide avenues for you to raise concerns and receive feedback on any action taken.
- Allow you to take the matter further if you are dissatisfied with Little Acorns response.
- Reassure you that you will be protected from reprisals or victimisation for Whistleblowing in good faith.

This Whistleblowing policy covers concern that;

- Are unlawful.
- Fall below established standards.
- Amount to impropriety.
- Or place the health or safety of any person at risk.

How to raise a concern

As a first step you should raise your concerns with Michelle Tuddenham or Val Duffy.

Concerns are better raised in writing as well as verbally.

You should set out the background and history of the concern, giving names, dates, place where the incident/s occurs and why you are particularly concerned about the situation.

The earlier you express the concern, the easier it is to take action.

Although you are not expected to prove the truth of an allegation, you will need to demonstrate that there are sufficient grounds for your concern.

You may invite a third party to raise a matter on your behalf.

How Little Acorns will respond

The action taken will depend on the nature of the concern. The matters raised may;

- Be investigated internally.
- Be referred to officers at Bracknell Forest
- Be referred to the Police
- Form the subject of an independent inquiry.

Some concerns may be resolved by agreed action without the need for investigation.

When any meeting is arranged, you have the right, if you so wish, to be accompanied by someone who is not involved in the area of work to which the concern relates. Finally, you will receive information about the outcomes of any investigations.

LITTLE ACORNS MONTESSORI LIMITED

ST PETERS HALL
 HATCHET LANE, WINKFIELD
 WINDSOR, BERKSHIRE. SL4 2EG
 TEL: 01344 882942 / 01344 890191

BERKSHIRE GUIDE CENTRE
 WINDLESHAM ROAD
 PRIESTWOOD BRACKNELL RG42 1GG
 TEL: 01344 411928 / 07771 637934

POINTS OF CONCERN/COMPLAINTS OR COMPLIMENTS FOR PARENTS/STAFF

This form is not only for formal complaints but to register issues which you feel we need to discuss within the setting.

This is a formal complaint

This is a matter of concern

This is a compliment

NAME OF PERSON RAISING ISSUE:

DATE:

BRIEF OUTLINE OF THE NATURE OF CONCERN, COMPLAINT OR COMPLIMENT:

WHO OR WHAT IS THE ISSUE CONCERNING?

BRIEF OUTLINE OF THE CIRCUMSTANCE:

DATE AND TIME OF CIRCUMSTANCE LEADING TO THIS COMPLAINT:

INITIAL ACTION TAKEN BY YOU:

ACTION REQUESTED FROM LITTLE ACORNS:

I wish to make a formal complaint and request that my complaint is acknowledged and investigated by Little Acorns as soon as possible and that I am informed of the outcome within 28 days.

Or

I wish to raise this as a matter of concern and request that the issue is acknowledged and investigated by Little Acorns as soon as possible and that I am informed of the outcome within 28 days.

Or

Please make a note of my compliment and pass it on to the staff.

SIGNED: _____ DATE: _____