

# POLICIES AND PROCEDURES

# Updated Summer 2022

**Please sign here when you have read the complete Policy and Procedures document. Please note that this will confirm that you have read and agree with all our policies. If you have any questions about the contents please speak to the Manager before signing.**

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# CONTACT DETAILS

College Fields Montessori Nursery School

College Fields

Marlborough

Wiltshire

SN8 1UA

Tel: 01672 515486 Email: [collegefields1@gmail.com](mailto:collegefields1@gmail.com)

Website: [www.college-fields-montessori-nursery-marlborough.co.uk](http://www.college-fields-montessori-nursery-marlborough.co.uk)

Nominated Person and Owner: Mrs E. Barnes (Liz Barnes)

Deputy Manager: Sophie Shepard

Named SENCO in setting: Sophie Shepard

Child Protection: Liz Barnes

Deputy Child Protection: Sophie Shepard

Behaviour Management: Liz Barnes

Student placements Manager: Sophie Shepard

Paediatric First Aid: Sophie Shepard & Liz Barnes

Fire drills: Liz Barnes

Health and safety and building maintenance: Liz Barnes

Age range of children: 2 to 8 years old.

**Quality Assurance EY Officer:** Mel Pearce [Melanie.Pearce@wiltshire.gov.uk](mailto:Melanie.Pearce@wiltshire.gov.uk)

**Early Years Inclusion Officer:** Emma Whiting [emma.whiting@wiltshire.gov.uk](mailto:emma.whiting@wiltshire.gov.uk) Last visit November 2021

**EY Advisory**: Jo Mawer [Jo.Mawer@wiltshire.gov.uk](mailto:Jo.Mawer@wiltshire.gov.uk)last visit Jan 2022

# AIMS

1. Provide a safe, secure and caring environment where your child is free to grow and develop at their own pace through active learning, sensitively guided by our Montessori and graduate level teachers.
2. Follow the Montessori principles of encouraging freedom of choice, independence, and self-discipline.
3. Foster good social relationships between all members of the nursery, thus encouraging empathy for others, care of the environment, and ultimately preparing your child for school and beyond.
4. Follow the [Montessori](http://www.puddleducksmontessori.co.uk/montessori) curriculum and [Early Years Foundation Stage](http://www.puddleducksmontessori.co.uk/early-years-foundation-stage) framework and provide [additional activities](http://www.puddleducksmontessori.co.uk/other-activities).
5. provide a staff: pupil ratio of 1:6.
6. ensure that the service provided by College Fields is a high quality one and that being a member of College Fields is an enjoyable and beneficial experience for each child and his/her parents.

Our [policies and procedures](http://www.puddleducksmontessori.co.uk/policies) help to make this possible.

# ADMISSIONS

We accept children from 2 years for enrolment and younger children for our waiting list. We believe that in order to benefit from the full Montessori experience, a child should attend for a minimum of 3 sessions per week. We are however flexible on this point, particularly with regard to younger children.

In order to secure a place for your child, you will need to complete and sign a Registration Form and return it to our correspondence address with a deposit of £20.00. This deposit will be deducted from the first half term's fees. If your child does not start at College Fields, the deposit is non-refundable.

Before your child starts at College Fields, you will both be invited to come to the Nursery for a few trial sessions to aid the settling in period.

# Government Funding

College Fields are registered to accept the Nursery Education Grant for 3 and 4 year olds. This grant commences the term after a child's third birthday and entitles your child to 15 hours of subsidised education per week (30 hours if both parents are working). Please see our Funding Entitlement Policy for further information.



# ANTI BULLYING

Bullying of any kind is unacceptable. College Fields is intent upon providing a safe, caring and friendly environment for all its children and staff.

We define bullying as ' ***Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally, or both.'***

We believe types of bullying to be:-

* Emotional – unfriendly, excluding, tormenting i.e.: 'You can't play with us in the home corner'
* Physical – pushing, kicking, hitting, punching or any use of violence.
* Racial – Racial taunts, gestures.
* Sexual – unwanted physical contact
* Verbal – name calling, teasing.

For staff: all of the above apply as well as cyber bullying by internet or phone.

As a close team we will monitor any episodes of bullying closely. Model good behaviour and explain the hurt it causes. This will be explained at circle time and any instance of bullying will be addressed at the time it is seen.

Prolonged cases of bullying we will inform the parents to help counter the issues at home.

# Verbal bullying

No one in the Nursery should ever label a child. All children should be equally valued, and no one is BAD, NAUGHTY or SILLY.

These words should be avoided at all times.

We recognise that these words, especially SILLY, often come up in print and at story time we will try our best to substitute such words for more friendly alternatives.



BEHAVIOUR POLICY

The philosophy underpinning Montessori teaching methods is one of freedom and self-development/self-discipline.

Corporal punishment is not allowed at all at College Fields

Freedom can be looked at as freedom of choice, freedom of movement and freedom of spirit.

Self-discipline should be seen as the child choosig to do the ‘right thing’ seeing the benefits of doing so and being a valued member of society.

The ground rules we set are, no running, no gun play and if a child is ‘working’ no other child should disturb them.

**A teacher will only intervene if the action is damaging, dangerous or disruptive to the child or other children.**

If there is an incident, perhaps biting, we inform the parents and injured party concerned. No names are given and we treat such an instance privately and confidentially.

Liz Barnes is in charge of behaviour management.

Our policy is based on praising good behaviour and ignoring bad behaviour so a child will understand that choosing to do behave badly does not get any attention. We will intervene on grounds of safety and wellbeing.

Bullying will not be tolerated at all. Physical or verbal bullying will be challenged as soon as it is seen. The College Fields team will have a united stand against this.

We share news of all good and bad behaviour with parents during pick up and drop off and pride ourselves on building a good rapport and relationship with our families so we are able to communicate effectively.

If we have any ongoing issues we will request the help of the parents and outside agencies (e.g. Health visitors, Area Senco,) for guidance.

We will always try to obtain help and guidance to the best of our ability for your child.

#### BITING POLICY

Children who start biting when placed in a nursery setting can be quite a common problem often brought about by the frustration of not being able to express needs or finding it difficult to communicate verbally and in some cases can be linked to transitional changes at home like moving house, new siblings or changing to a new nursery routine or setting. The best thing to do is to deal with it openly and immediately. At College Fields we have to protect all our children and so we have developed a consistent strategy that will help to prevent any biting incidents.

**1 ACTION**

We will intervene immediately when a child bites another. Firmly, but calmly, tell the child to stop.

We will focus our attention on the child who has been bitten. There can be an attention-seeking element to biting, so we do not reward it by giving this attention.

We will then ask the child who bit the other child to help look after the injured child. This is a calm and productive way to show the child who has bitten that they have caused some pain or upset.

The Parents of the victim will be told what has happened without mentioning names.

If a child persistently bites we will need to discuss this further with their Parents.

**2 ENVIRONMENT**

To aid prevention our school room is made up of different areas of play and learning and we can separate children if an incident looks likely without resorting to ‘Time Out’, this can break the habit.

All staff are trained to respond as above to provide a consistent response to anti-social behaviour.

Our environment is one of calm and ordered space so it does not become overwhelming.

**3 COMMUNICATION**

We will focus on communication as children sometimes bite when they are unable to express strong feelings and we encourage the children to express their emotions safely.

We will discuss these issues with all our children during group circle times and ensure that our ethos of caring and sharing overrides the frustration that younger children can sometimes feel when they are learning to communicate.

In successive cases a member of staff will shadow the child. This will give us an insight as to what provokes their need to bite and the opportunity to distract before an incident occurs, therefore breaking the habit. 2 weeks is usually enough to stop the biting.

**4 NOTICE FOR PARENTS**

We never over-react and we understand that children who bite never do it out of malice or a wish to harm another child. We never get angry and we will always communicate openly with the parents about how we are dealing with the situation.

#### Notes and Tips for Parents about Children and Biting

Explain to your child that biting is not acceptable behaviour. Speak calmly and tell the child that it is never OK to bite another person.

Teach the child acceptable ways to deal with his frustration.

Include him in comforting the biting victim. He needs to see the effects of his biting, such as crying caused by pain or even bleeding. Allow him to give the child who was bitten some ice.

Provide praise for positive behaviour. Let the child know when she is doing well.

## What to do when your child bites another child

**Make sure both children are safe**   
First, separate the children and make sure they're out of biting distance of each other.   
  
**Stay calm, and don't blame or punish**   
Though you may be tempted to impress upon your child the seriousness of his actions, harsh punishment can actually make preschool-age children more likely to lash out. Let him know the consequences of his actions: "Look, Sally’s crying because she’s hurt".   
  
**Help the victim**   
The child who's been bitten needs your help. First you'll need to check the damage, and maybe provide some medical attention along with plenty of warmth and caring.   
  
**Talk about what happened**   
Pick a quiet moment to ask, "What do you do when you don’t want Tom to play with your train?" and "What do you say to a grown-up when you don't like how other children are treating you?" Do some simple role-playing to work through these situations ("You be Jack from nursery, and you take my teddy"). He may learn some lines he can use later ("No! I don't like that!"). Many preschool-age children bite once, get help with it, and never do it again.

## How to prevent further biting

**Think about when and why your child bites**   
Is it at nursery when other children are crowding him? Or when he has to share a toy or does he try to bite you when you've been feeding the new baby? Your child's Key Worker may also have clues about what happens to provoke an incident. After a while you'll probably be able to predict when your child is likely to lash out, and be ready to intervene.   
  
**Watch your child closely**   
Warning signs, such as crying, shouting, foot-stamping and lunging often precede biting. If he's been biting, watch him and step in before he does it again. You might say something like, "I can't let you hurt Megan," or "No, I don't think I want those teeth any closer," while you gently but firmly hold his forehead a few inches from your shoulder or cup your hand gently over his mouth.   
  
**Never bite your child back**   
Some parents think this drives home the point that biting is painful. But what it really does is show your child the wrong way to deal with aggression – that is, by becoming aggressive in return. Even a gentle "play" bite from you can contribute to your child's biting – so never play ‘eat you all up’ games or pretend to bite your child, even in fun.   
  
**Demystify biting**   
Talk about biting or play a simple game. Ask your child to tell you some foods he likes to bite. Or name everyday objects (a cake, a table, a dog, a banana) and ask him to say whether they're OK to bite. You can get progressively sillier (a car, the vacuum cleaner, Daddy's shoes) and both of you can laugh about it.   
  
**Encourage your child to come to you when he's upset**   
When you are at home together your child needs to learn that he can ask you or another adult for help. Suggest that he come to you when he's feeling unhappy about something, and then give him your full attention when he does.   
  
**Talk to your child's Key Worker**   
First, try to find out more about the environment you're leaving your child in. Do they make an effort to intervene in aggressive behaviour, whether it's biting, punching or constant teasing? If you're satisfied that the Key Worker is fully aware of the problem, ask how she deals with biting. This is also a chance to share ways of handling and ensure that you are dealing with it in the same way.

# SAFEGUARDING/CHILD PROTECTION POLICYLogo Description automatically generated with medium confidence

As a day care provider registered with Ofsted we adhere to the guidelines set out in the Department for Education (DfE) document ***Working Together to Safeguard Children***  where safeguarding and promoting the welfare of children is defined as:

* protecting children from maltreatment
* preventing impairment of children’s health or development
* ensuring that children are growing up in circumstances with the provision of safe and effective care.

Our policy promotes effective multi-agency working in the light of the

**Children Act 2004 (updated 2014**). We refer to the following documents for guidance and support:

* DfE document *Working Together to Safeguard Children* 2018 - available to download here **Error! Hyperlink reference not valid.**
* *Statutory Framework for the Early Years*, September 2012 **-** available to download here [Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)
* Information sharing: advice for Practitioners Providing Safeguarding Services 2018 <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
* FGM 2016 <https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack>
* Prevent Duty [www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)
* COVID-19 <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1056993/20220223_EY_guidance.pdf>

### The Designated Safeguarding Lead is: *Liz Barnes*

**The Deputy Designated Safeguarding Lead is: *Sophie Shepard***

**WHAT TO DO IF WE ARE CONCERNED ABOUT A CHILD**

If we have a concern about a child, we will share these concerns with parents/carers. However, if sharing these concerns puts the child at risk of significant or further harm we will follow local procedures in line with the Wilshire Safeguarding Vulnerable People Partnership (SVPP) and contact the Multi- Agency Safeguarding Hub (MASH) within Social Care and make sure that all adults working with and looking after children are able to put the procedures into practice. Safeguarding flow charts are displayed on the notice board.

Children’s Social Care referrals:

**Multi-Agency Safeguarding Hub (MASH): 0300 456 0108**

**Contact Emergency Duty Team on 0300 456 0100**

If you believe the child is at immediate risk of significant harm or injury, then you must call the police on **999**

We have a duty to look after all our children; we are in close contact with them on a regular basis. We play talk and listen to them and we are in a prime position to notice radical changes in behaviour or worrying marks or bruises and to hear children talking about experiences, which may give cause for alarm. All staff are aware that they must notify Liz Barnes ( DSL) of any welfare concerns in the first instance.

All staff have gained qualifications in child protection and through CPD we aim to keep their knowledge up to date. A confidential record is kept of any concerns and actions taken relating to children in our care. Our accident book is also managed by Liz Barnes and every accident is carefully logged and signed by staff witnesses and parents.

CHILD PROTECTION PROCEDURE

NOTIFY THE MANAGER WHO IS THE DESIGNATED SAFEGUARDING LEAD

RECORD TAKING.

Always write down word for word, exactly what the child tells you when you suspect abuse. Do not interpret their words.

TALKING TO PARENTS.

Check with the parents to see if they have noticed any changes in behaviour and seek explanations for unexplained bruises and marks. We hope to always have good relationships with all our parents which will enable us to handle this in a non-threatening way and we would hope to be able to judge if the parent is behaving normally or not.

It is possible that the parent will be ready with an explanation that does not ring true or you may find your mind is not entirely put at rest. Either way it can help you make a judgment about what to do next.

When talking to parents in such cases this is the Manager’s (Liz) responsibility only.

WHAT TO DO NEXT

If College fileds Nursery is worried a child is being abused or neglected the DSL will consider further actions required including a consultation with **MASH** and/or a referal.

If it is an emergency and/or a child is at immediate risk of significant harm contact the Police.

When you make a referral to the appropriate authorities for investigation you will need to know:

* details of the concern or allegation
* name, date of birth and address of the child or young person
* details of the service or setting being referred, including the contact details of the manager on site
* additional relevant information regarding the child, if possible, for example ethnicity and details of other agencies involved

DEFINITIONS OF ABUSE

The child protection procedures apply to any child who has experienced or is likely to experience one or more of the following types of abuse.

NEGLECT

Actual or likely persistent or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child’s health or development.

PHYSICAL INJURY

Actual or likely physical injury to a child or failure to prevent physical injury (or suffering) to a child.

SEXUAL ABUSE

Actual or likely sexual exploitation of a child, where a person involves a child in an activity which that person expects to lead to their sexual arousal. This might involve intercourse, touching, exposure of the sexual organs, showing of pornographic material or talking in an erotic way.

EMOTIONAL ABUSE

Actual or severe adverse effect on the emotional and behavioural development of a child, caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill-treatment. This category should be used when it is the main or sole form of abuse.

SIGNS AND SYMPTOMS

Many text books on child abuse carry lists of signs and symptoms, which may indicate some form of maltreatment. These ‘checklists’ can be misleading. It is often very difficult to diagnose that a child is being abused.

Checklists can only be of help in providing a framework within which to consider the possibility of abuse.

Some common signs include the following:-

PHYSICAL ABUSE

1. Bruising to soft tissue with no obvious explanation. Hand/finger prints
2. Fractures with no obvious explanation or where there has been significant delay in obtaining medical treatment.
3. Bites can leave clear impressions of teeth.
4. Burns and scalds are often particularly difficult to analyse. However, injuries with clear and obvious outlines i.e. cigarettes, ought to be viewed with suspicion.

NOTE: All active youngsters have bruises, accidents happen. Be cautious and realistic in interpreting physical signs and abuse.

SEXUAL ABUSE

1. Unexplained injuries to the genital area.
2. Infections/discharges around the genital area.
3. Inappropriate sexual behavior/knowledge.
4. An allegation ofabuse from a child.

NEGLECT AND FAILURE TO THRIVE

1. Persistent and obviously neglected personal appearance.
2. Unusually large appetite.
3. Unresponsive/listless.
4. Child thriving away from home.
5. Failure to gain weight appropriately.

EMOTIONAL ABUSE

All of the other categories by definition will involve a degree of emotional abuse. Children constantly deprived of affection/attention may display some of the following:-

* General unhappiness.
* Mood swings.
* Isolation.
* Attention seeking behaviour.
* Under achievement(physical, social, emotional, academic)

FEMALE GENITAL MUTILATION

There are many different types of abuse but there are some that staff may be initially less

aware of. Female Genital Mutilation (FGM) and Forced Marriage fall into this category.

Professionals 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:

Knowing that the family belongs to a community in which FGM is practiced and is making

preparations for the child to take a holiday, arranging vaccinations or planning absence

from school.

The child may also talk about a special procedure/ceremony that is going to take place or a special occasion to 'become a woman'. 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.

Indicators that FGM may already have occurred:

* Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems.
* Difficulty walking, sitting or standing, and look uncomfortable.
* Spend longer than normal in the bathroom or toilet
* May complain about pain between their legs or talk of something somebody did to them that they are not allowed to talk about.

PRIVATE FOSTERING

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a ‘close relative’. This constitutes private fostering when the following conditions are met:

* a child is under 16 years of age – 18 if they have a disability
* the arrangement is for 28 days or longer
* the child’s new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child’s welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

As a setting, if we do become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Wiltshire Children’s Social Care; we will follow this up by contacting Children’s Social Care directly.

The setting will endeavour to identify and act upon any forms of abuse according to our procedures.

**Specific safeguarding issues:** College Fields recognises other safeguarding issues: Child Sexual Exploitation, Female Genital Mutilation, bullying (including cyber-bullying), domestic violence, drugs, fabricated or induced illnesses, faith abuse, forced marriage, gangs and youth violence, gender-based violence/violence against women and girls, mental health, radicalisation, sexting, teenage relationship abuse, trafficking.

# Allegations against staff and volunteers

Any report of concern about the behaviour of a member of staff or volunteer, or allegation of abuse against a member of staff must be reported to the DSL (Liz Barnes) who will follow the SVPP procedures and report **the allegation within one working day to the Designated Officer for Allegations (DOfA):**

Any concern or allegation against the Manager/Owner the Deputy (Sophie Sheppard) will need to report to Dofa.

**Contact the Multi-Agency Safeguarding Hub (MASH): 0300 456 0108 and select Option 3 then Option 4 for Dofa**

**Or email** [**dofaservice@wiltshire.gov.uk**](mailto:dofaservice@wiltshire.gov.uk)

**Out of Hours Emergency Duty Service: 0300 456 0100**

(5.00pm to 9.00am weekdays, 4:00pm Friday to 9:00am Monday)

The DSL to follow all the disclosure and recording procedures but **does not have the power to investigate.**

* Ofsted must also be informed.
* Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In some circumstances the member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation.

College Fields Montessori Nursery will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

**Prevent Duty and British Values**

From 1 July 2015 the Prevent duty became law which placed a duty on early years providers to have due regard to preventing people being drawn into terrorism. To protect children, settings must be alert to any reason for concern in the child’s life at home or elsewhere. Separately, the Counter Terrorism and Security Act has placed a duty on early years providers “to have due regard to the need to prevent people from being drawn into terrorism” (the Prevent duty). Statutory guidance on the duty is available at: [www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance).

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already embedded in the 2014 Early Years Foundation Stage and were introduced to help keep children safe and promote their welfare.

**Early Help**

The *Revised Multi-Agency Thresholds for Safeguarding Children* document aims to inform Early Years and other agencies about the suitable action to take when a child has been identified as making inadequate progress or having an unmet need. Whenever possible, we will ensure that early intervention is actioned via a referral to Early Help as soon as the criteria are met, to prevent situations to escalate into larger problems. The document can be found on the SVPP website.

Therefore we will consider the following:

* Undertake an assessment of the need for early help
* Provide early help services e.g. Inclusion support, family outreach worker or Early Help Advisor.
* Refer to appropriate services e.g. CAMHS etc.

**The use of Mobile Phones and Cameras (see also E-safety Policy)**

No mobile phones are to be used on the school room floor or in the outdoor area. Personal mobiles are only permitted within the kitchen area and only during staff break times.

We have one camera for use in the garden or main school room only. All staff have access to use this camera for observations. Liz Barnes is the only member of staff who can download and print images.

Photos are put on to CD and given to parents when the child leaves our care. All Parents sign agreement to enable us to take photos for in-house use and in some instances marketing purposes. Please see Permissions Slips within this file.

Staff and students and parents are aware that mobile phones and cameras must not be used in the toilet and changing areas at any time and must be password/ locked at all times.

**Whistleblowing**

Whistleblowing is an important aspect of safeguarding.

Whistleblowing is very different from a complaint or a grievance. The term whistleblowing generally applies when you are acting as a witness to misconduct that you have seen and that threatens other people or children.

The Public Interest Disclosure Act 1998, known as the Whistleblowing Act, is intended to promote internal and regulatory disclosures and encourage workplace accountability and self-regulation. The Act protects the public interest by providing a remedy for individuals who suffer workplace reprisal for raising a genuine concern, whether it is a concern about child safeguarding and welfare systems, financial malpractice, danger, illegality, or other wrongdoing.

In accordance to the statutory guidance from the DfE Working Together to Safeguard Children our policy and procedure for whistleblowing is as follows:

Staff, volunteers, students and parents are aware that they can request 1:1 meeting with the Manager at any time on a confidential basis.

Whistleblowing will be handled seriously and delicately.

Staff are reminded that our primary concern at all times is the care for our children.

Staff, volunteers and students are encouraged to share genuine concerns about a colleague’s behaviour.

The behaviour may not be child abuse but they may not be following the code of conduct or could be pushing the boundaries beyond normal limits. The concern may relate to something that is happening now, has happened in the past or that you think could happen in the future.

If the concern involves the Manager the following contacts may advise.

NSPCC Whistleblowing Helpline: 0800 0280285

Ofsted Whistleblower Hotline: 0300 123 3155

**Online safety**

To safeguard children online,We will refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations’.

ICT, digital and mobile technology resources are now regarded as essential to support learning, teaching and personal and social development. They form part of an essential life skill. When using technology with children in my setting, I need to ensure that the resource is used safely and responsibly.

Children will be supervised always if we are using the internet. This would only ever be for researching or an activity that was age appropriate.

**This safeguarding policy is in line with GDPR (May 2018). College Fields Motissori Nursery is also registered with the ICO.**

# COMPLAINTS PROCEDURE

We hope that your time at College Fields is a happy one. As hard as we try there may be an occasion where you are unhappy with the service we provide.

If you are unhappy please direct your comments in the first instance to the child’s Key Person or Liz Barnes, Manager. As we work as a team your comments will be taken on board and acted upon with immediate effect. A meeting time will be arranged so we can discuss and resolve any problems.

We must keep a written record of any complaints, and their outcome. We must investigate relating to our fullfillment of the EYFS requirements and notify complainant of the outcome of our investigation within 28 days of having received the complaint.

If you feel you are still unhappy with something about our setting you should report to Ofsted Tel: **03001231231**

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# STAFF ALLEGATIONS /ESCALATION POLICY

Each staff member at College Fields is police checked (DBS) and it is a one room environment where we can all see and hear things. If there is an instance where a member of our staff is accused by a parent of inappropriate behaviour we will not allow the member of staff to be in a 1:1 situation with any child until the matter is resolved. An investigation will begin with immediate effect.

We follow the flow chart displayed in the office when investigating any complaint that a member of staff has abused a child.

We follow all the disclosure and recording procedures when investigating an allegation that a member of staff has abused a child as if it were an allegation of abuse by any other person.

No students or parents or visitors are allowed to be left alone with the children.

**If there is an allegation against a member of staff the DSL will tell the Wiltshire Council Local Authority and would inform the DESIGNATED OFFICE FOR ALLEGATIONS within one working day. If the allegation is against the DSL we would contact our Wiltshire Child Care Officer.**

The DofA are involved in the management and oversight of individual cases where it is alleged that a person working with children (including a volunteer) has:

* behaved in a way that has harmed a child, or may have harmed a child or
* possibly committed a criminal offence against or related to a child or
* behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

**OFSTED**

We will inform Ofsted directly and in writing within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at your premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) and any other abuse, which is alleged to have taken place on your premises, and the given details of the action taken in respect of these allegations. It is the responsibility of Liz Barnes to gather information where an allegation has been made against a member of staff.

**Ofsted:** Tel: 0300 123 1231

**ISA**

We will also notify the Independent Safeguarding Authority (ISA), so that individuals who pose a threat to vulnerable groups can be identified and barred from working with these groups.

If we have dismissed or removed a member of staff/volunteer from working with children (in what is defined as regulated activity) because they have harmed a child, we will inform the ISA. If the member of staff resigns during an investigation or before they are dismissed, we will inform the ISA. We understand that telling the ISA does not mean the person will be automatically barred from working with children and vulnerable adults.

[www.isa.homeoffice.gov.uk](http://www.isa.homeoffice.gov.uk)

**WHISTLEBLOWING**

Whistleblowing is an important aspect of safeguarding where

Whistleblowing is very different from a complaint or a grievance. The term whistleblowing generally applies when you are acting as a witness to misconduct that you have seen and that threatens other people or children.

The Public Interest Disclosure Act 1998, known as the Whistleblowing Act, is intended to promote internal and regulatory disclosures and encourage workplace accountability and self-regulation. The Act protects the public interest by providing a remedy for individuals who suffer workplace reprisal for raising a genuine concern, whether it is a concern about child safeguarding and welfare systems, financial malpractice, danger, illegality, or other wrongdoing.

In accordance to the statutory guidance from the DfE Working Together to Safeguard Children 2010 our policy and procedure for whistleblowing is as follows:

Staff, volunteers, students and parents are aware that they can request 1:1 meetings with the Manager at any time on a confidential basis.

Whistleblowing will be handled seriously and delicately.

Staff are reminded that our primary concern at all times is the care for our children.

Staff, volunteers and students are encouraged to share genuine concerns about a colleague’s behaviour.

The behaviour may not be child abuse but they may not be following the code of conduct or could be pushing the boundaries beyond normal limits. The concern may relate to something that is happening now, has happened in the past or that you think could happen in the future.

If the concern involves the Manager the following contacts may advise.

# COMPLAINTS PROCEDURE

We hope that your time at College Fields is a happy one. As hard as we try there may be an occasion where you are unhappy with the service we provide.

If you are unhappy please direct your comments in the first instance to the child’s Key Worker or Liz Barnes, Manager. As we work as a team your comments will be taken on board and acted upon with immediate effect. A meeting time will be arranged so we can discuss and resolve any problems.

If you feel you are still unhappy with something about our setting you can write to: -

OFSTED (The office for standards in education)

The National Business Unit, The Royal Exchange Buildings, St Annes Square, Manchester M2 7LA

**Or call the complaints and enforcement line on: - 03001231231**

**Who can give advice?**

**Advisory; Conciliation; Arbitration Service (ACAS)**

tel: 08457 474747

**Public Concern at Work (Whistleblowing charity)**

tel: 020 7404 6609 or email [helpline@pcaw.co.uk](mailto:helpline@pcaw.co.uk)

**Ofsted Whistleblower Hotline** (Monday to Friday 8am to 6pm)

Tel: 0300 123 3155 or email [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk)

Post: Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD

**Social Care Contact Team**

Tel: 01380 826200

**LADO team**

Tel: 01225 71300 or 01225 713682

# CONFIDENTIALITY POLICY

Everyone who works at College Fields in a permanent or temporary position, paid or unpaid must agree to our confidentiality policy. By signing the front page of our Policy and Procedures file it is assumed that you agree to adhere to its contents including the following:

Any observations you make, any behavioral issues you witness, anything you see or hear at College Fields must remain within College Fields. There must be no conversation about any child to any parent/friend outside College Fields. This must happen as no one would like to hear that their child’s behavior is being commented upon to everyone in the wider community.

The keeping of confidences must happen even after you have left College Fields. No names must ever be used in conversation.

PLEASE NOTE THAT SIGNING THE FRONT PAGE OF THIS DOCUMENT MEANS THAT YOU AGREE TO OUR CONFIDENTIALITY POLICY – IF YOU HAVE ANY QUESTIONS OR CONCERNS PLEASE SPEAK TO THE MANAGER BEFORE YOU SIGN.



# EQUAL OPPORTUNITIES POLICY

College Fields accepts that in society groups or individuals have been disadvantaged in the past and some have not attained equality of opportunity.

We are intent upon providing equality of opportunity for all regardless of disability, race, colour, ethnic or national origin, religion, age, gender, disability, marital status or sexual orientation. We believe it is morally wrong to hinder equality of opportunity and take note of the legal requirements of the following acts:-

The Children’s Act 1989 The Equality Act 2006 Special Educational Needs Act 2008

The Education Act 2005 The DFES Code of Practice on Special Educational Needs 2001

Early years and the disability discrimination act 1995

College Fields will not allow discrimination or disadvantage to be an obstacle to the recruitment, training or promotion of staff.

Where we have children with English as an additional language we will contact EMAS for guidance and resources. Although we feel confident and have had experience of dealing with children with Chinese, Japanese and German as a first language.

Liz is Derbyshire language scheme assessors and can tap in to comprehension and expression techniques for early intervention.

We provide an environment in which ALL children, including those with special educational needs, are supported to reach their full potential.

* We have regard for the DfE Special Educational Needs Code of Practice 2001.
* We ensure our provision is inclusive to all children
* We support parents and children with SEN and children who have parents with disabilities. PLEASE SEE OUR SENCO POLICY
* We work in partnership with parents and other agencies in meeting individual needs.
* We monitor and review our policy, practice and provision and if necessary make adjustments
* We ensure that our inclusive admissions practice ensures equality of assessment and opportunity

**We use graduated response system for ASSESSMENT**

**Good quality childcare involves valuing each child equally and affirming the positive value of different skin colours, cultural and family backgrounds. It involves giving children a realistic picture of the world they live in and correcting the prejudices and distortions about the world.**

# ICT & E-SAFETY POLICY

**ICT USE**

There are two laptops used for College Fields administration work. One is owned by Liz Barnes and College Fields Nursery (Data Controller) and the other is owned by Sophie Shepard the EYP Consultant for College Fields (Data Handler). Both staff members are qualified to Advanced Level in Child Protection and are fully aware of e-safety policy and safe measures for domestic use.

The following points apply to both laptops.

* When in school and not being used, the laptop must be kept in the office. It must not be left unlocked (password), or unattended in a classroom.
* Whenever possible, the laptop must not be left in an unattended car. If there is a need to do so it should be locked in the boot.
* Staff may load their own software onto the laptop but it must be fully licensed and not corrupt any software or systems already installed on the laptop.
* If any removable media is used then it must be checked to ensure it is free from any viruses.
* It will be the responsibility of the member of staff to ensure virus protection software that has been installed on the laptop is kept up-to-date.
* Staff should not attempt to significantly alter the computer settings other than to personalise their desktop working area.
* If any fault occurs with the laptops, it should be referred immediately to the owner.
* When being transported, the carrying case supplied must be used at all times.
* The laptops must be covered by normal household insurance.

**Policy for responsible e-mail and Internet use for College Fields**

All College Fields staff to use all ICT equipment issued to them in an appropriate way. They will not:

* Access offensive website or download offensive material.
* Make excessive personal use of the Internet or e-mail.
* Copy information from the Internet that is copyright or without the owner’s permission.
* Place inappropriate material onto the Internet.
* Will not send e-mails that are offensive or otherwise inappropriate.
* Disregard their responsibilities for security and confidentiality.
* Download files that will adversely affect the security of the laptop.
* Access the files of others or attempt to alter the computer settings.
* Update web pages etc. or use pictures or text that can identify the school, without the permission of the owner.
* Attempt to repair or interfere with the components, software or peripherals of any computer that is the property of College Fields
* They understand that the school may, in line with policy, check computer files and e-mails and may monitor the Internet sites visited.
* They will not open e-mail attachments unless they come from a recognised and reputable source. Nb: All joke e-mails and attachments are potentially damaging and undesirable and therefore should not be used.
* They will report immediately to the owner any unpleasant material or messages sent to them.
* They understand that a criminal offence may be committed by deliberately accessing Internet sites that contain certain illegal material.
* Use for personal financial gain, gambling, political purposes or advertising is forbidden.
* Storage of e-mails and attachment should be kept to a minimum to avoid unnecessary drain on memory and capacity.
* Activity that threatens the integrity of the College Fields ICT systems, or activity that attacks or corrupts other systems, is forbidden.

**SOCIAL NETWORKING**

Staff must not access social networking sites for personal use via College Fields information systems or using nursery equipment;

Staff are advised not to accept parents as friends– personal communication could be

considered inappropriate and unprofessional and it makes staff vulnerable to allegations and potential for staff to be compromised in terms of wall content and open to accusations makes the risk not worth taking;

Staff should be aware of their professional status within the community and not place inappropriate photographs, remarks or information on any social network space;

If a member of staff receives messages on his/her social networking profile that they think could be detrimental to their professional life or directly places College Fields at risk they must report it to Liz Barnes immediately and contact the internet service or social networking provider so that they can investigate and take the appropriate action;

Staff must not disclose any information that is confidential to College Fields Nursery or disclose personal data or information about any individual/colleague/child in relation to College Fields Nursery, which could be in breach of the Data Protection Act;

Staff must not disclose any information about College Fields that is not yet in the public arena;

In no circumstances should staff post photographs of children under the care of College Fields Nursery;

Staff should not make defamatory remarks about the College Fields/colleagues/children

Staff should not disclose confidential information relating to his/her employment at the school;

Care should be taken to avoid using language which could be deemed as offensive to others.

Any concerns must be reported to our Child Protection Co-ordinator immediately. Any breach of the above points will be dealt with on an individual basis and will undoubtedly result in disciplinary actions.

**E SAFETY ADVICE TO PARENTS OF COLLEGE FIELDS**

E-safety booklets are regularly sent out to all our parents and Parents are advised via newsletters on how to use the internet safely.

**ONLINE & APPS**

The purpose of Internet use at College Fields is to raise educational standards, children’s well-being and to support the professional work of staff and to enhance the school’s management information and business administration systems.

The Internet is used for staff training, planning curriculum, marketing social interaction.

College Fields website is [www.college-fields-montessori-nursery-marlborough.co.uk](http://www.college-fields-montessori-nursery-marlborough.co.uk) we use our website to market to new parents and for information news to current parents. We also use WhatsApp for all parents to sign in to as a private group with permissions to share photos and news.

* The point of contact on the website is school address, school e-mail and telephone number. Staff or pupils’ home information will not be published.
* Website photographs that include pupils will be selected carefully and will not enable individual pupils to be clearly identified without permission from parents
* Pupils’ full names will not be used anywhere on the website, particularly in association with photographs.
* Written permission from parents or carers will be obtained before photographs of pupils are published on the school website.
* The owner will take overall editorial responsibility and ensure that content is accurate and appropriate.
* The copyright of all material must be held by the school, or be attributed to the owner where permission to reproduce has been obtained.

# FUNDING ENTITLEMENT POLICY

**FEES 2021**

Sessions are weekdays, term time only and subject to availability.

Mornings only 9 to 12.00  £20  
Mornings with lunch 9 to 13.00 £27  
Full Day 9 to 15.30 £45

We do request that every child books at least 2 sessions (days) per week

Hourly rate for extra hours ad-hoc = £7.00ph

Regular early drops offs are available from 0830 am. These must be booked in advance and cost £3.

# Nursery grant information for 2022

**Every child aged 3 or 4 is entitled to 15 hours placement at any nursery setting. However, due to the nature of the funding we ask that you supplement your 15 hours entitlement with a surcharge of £2 per hour. This will help us to cover costs of snacks and activities.**

Now there is also the option of qualifying for 30 hours funding (additional 15 hours), please ask us for details or contact Wiltshire County Council to check your eligibility.

If your child also attends another nursery setting we are happy to split the grant entitlement between us and your other chosen nursery.

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# HANDLING

HANDLING PROCEDURE

You will sometimes be required to lift children and objects and you should be aware of how to do this to avoid serious injury.

**Clothing:** Shoes should be flat heeled and sturdy giving reasonable impact protection. Clothing should be comfortably loose fitting for ease of bending and kneeling.

**Obstructions**:Injuries can be caused by slipping and tripping. The prepared environment must always be clean and tidy. Children become responsible for putting away their own equipment under your observation. You must always ensure all spillages are mopped away with the children’s help.

**Lifting techniques:** Examine what needs to be lifted.

Stand close to the ‘object’ with feet spread either side.

Squat down with straight back.

Lift with your legs, keep head up and back straight.

Keep the ‘object’ close to your body.

If you must change direction, do not twist your body, move your feet.

Avoid jerky movements, lift smoothly.

**Personal preventive measures to reduce back injury:** Adopt good posture.

Standing-Head up, stomach and chest relaxed.

Sitting- Back straight, knees and hip at right angles, feet on floor.

Exercise regularly: “gentle” exercise strengthens back muscles.

# HEALTH AND SAFETY POLICY

Under the Health and Safety act 1984, College Fields has a duty to maintain health, safety and welfare standards.

Risk Assessment

Activities should always be planned with an appropriate level of supervision. i.e. woodwork 1:1

Any activity involving dangerous or potentially dangerous equipment i.e. cooking should have constant supervision. A RISK ASSESSMENT FORM IS TO BE COMPLETED WHEN APPROPRIATE. Forms can be found at the end of this document.

Risk Assessment tours of the building and garden are carried out daily when cleaning and tidying. The equipment is checked by all staff members on a daily basis.

Outings, visits and any new equipment are assessed on a standards approved Risk Assessment form. The forms are kept within the Policy file and checked when similar outings or activities are carried out.

Fire Drill

We have a regular fire drill practice for one week every term. This ensures all children know what to do in the event of a fire. This is recorded on the register and in the fire drill book.

A rattle is kept just inside the kitchen door in the fire blanket, is used to sound the alarm. This rattle is not used for any other purpose so the children recognise an emergency.

The children leave the building in an orderly fashion and walk down the path to the car park.

The toilets and kitchen are checked.

The register, contact details and mobile phone is taken in the car park and the children will be counted and checked.

In the event of a fire our safe dry place of refuge will be the Leisure Centre for refuge.

There is no smoking inside or outside the building or the car park. Parents and staff.

Accidents

All Accidents are recorded in the accident book and duly signed by parents.

In the event of a major emergency we will call an ambulance and the parent at the same time.

We have an up to date first aid kit which is kept up high and in a labelled cupboard. We have an electronic thermometer.

Any special medical needs are recorded on the registration form.

Any medicines should be handed in and clearly marked. Medicines should only be dispensed by the manager, on the written authority of the child’s parent and counter signed on their return. SEE MEDCICAL POLICY

Food safety, preparation and equipment.

We provide fresh fruit, dried fruit and plain biscuits, milk and water.

The Manager has the responsibility to maintain the food preparation surfaces and storage areas in a clean and hygienic state.

As part of the practical life exercises the children will cut fruit. All children will have clean hands and the surfaces will be clean before carrying out these activities. The activities are well supervised.

If a child is hungry or thirsty, food or water will always be given outside snack times unless requested by parents not to do so.

A drinking water poster and cups act as a visual prompt for children to ask when they want water and we ensure that every child is supplied with milk or water at mid-session breaks.

We see snack time as a sociable gathering where good hygiene, healthy eating and social skills are entwined.

We do try a variety of fruits and celebrate different cultures through food. We will always publish the ingredients and take note of any allergies on the child’s registration form. To make extra sure parents should keep an eye on the notice board for weekly events.

Toilet and nappy changing procedures.

We are always on hand to help but more experienced children are encouraged to do the toilet run by themselves.

We accept children from 2 years old. Children can be in nappies and we will assist and communicate with parents regarding toilet training routines at their own pace. Parents are asked to provide simple easy access clothing and a change of clothes during potty training times.

For children in nappies, for hygiene, we wear disposable gloves. The nappy change is in the disabled loo and the nappy and gloves are disposed of in a sealed bin. Children and adults must always wash their hands after going to the toilet or changing nappies.

Covid -19 and variants

During the pandemic we will constantly keep up to date with the latest legislation and do our best to follow all guidelines regarding safety and best practice. We will post latest news and government guidleline on our notice board and make parents aware of our interpretation and execution of latest guidance.

# Key Person Programme

A Key Person is someone who co-ordinates information about your child’s needs and progress and shares this with parents and other members of the College Fields team to maintain consistency and continuity of care. Once your child has enrolled a Key Person is assigned to you and your child to help you settle in.

# Your Key Person is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Key Person provides a vital link between parents and carers and is crucial to settling children in. Please let the Key Person know of any concerns you may have and share information with us which may affect your child. We sometimes see changes in behaviour if a situation at home changes, for example; moving house, new siblings or even potty training and sleeping through the night. The Key Person may be able to help through any sort of transitional periods by reading related stories or sharing news with other children during discussions at circle time. Everything is dealt with professionally and confidentially.

Your child’s Key Person can be contacted during open hours on the number and email below and if you would like a more formal confidential chat please don’t hesitate to request a meeting time. This will ensure we are able to give you undivided attention. Of course we are also on hand whenever you pick up and drop off your child if you need to speak to us. We will always be delighted to share with you news about your child’s day. We also have Journals which are filled with observations and photos of your child’s progress which you are free to browse through whenever you have time.

We look forward to sharing with you.

**The College Fields Team**



# LOST CHILDREN PROCEDURE

We endeavour to keep your children safe at all times and carry out risk assessments before any outing, however there may be an unexpected incident which could lead to a lost child. In this event we have the following policy.

All staff and children should remain calm.

Notify the Police as soon as it is confirmed that a child is missing

Notify the Parents and tell them the Police have been notified and of any other action we have taken.

If there are 3 members of staff, 1 member is to go and search for the child at the last known spot.

**School room.** The door is kept locked from 9.30.a.m. One member of the team is always at the door for meeting and greeting at the beginning of the sessions.

**Garden.** There is always adequate supervision outside. The gate is always double locked and checked before outside play.

Parents and guardians must get into the habit of bolting the gate as they come and go from the nursery.

**Signing in and out.** All parents and visitors must sign in with a time and out with a time.

No child can be taken home with another child without priorconsent of the parents and College Fields. See Pick Up Policy



# MEDICATION AND HEALTH POLICIES

If your child has been ill and is well on the way to recovery, but medication is needed to aid the recovery process we will give them their medication as long as this has been prescribed by a GP.

We will give prescribed medication to your child but before we do we will need you to sign a consent form.

Two members of the College Fields team will always witness the giving of all medication and the parent/guardian will need to counter sign at the end of the day to ensure the dosage was correct.

If you are giving Calpol to bring a child’s temperature down, they are obviously unwell and should not be at nursery. It also puts us in a tricky situation if their temperature rockets as we are unable to administer emergency Calpol to bring the temperature down.

# HEALTHY HABITS

We provide a healthy environment for you children. We promote eating well and the benefits of different foods are often discussed at break and lunch time. We ensure hands are washed at food and toilet times to prevent the spread of infection and have posters to remind children to wash their hands.

Children are also shown that it is polite to put your hand over your mouth when coughing or sneezing, and as part of the practical life exercises children are shown how to wipe their noses.

We try to get out in the garden every morning and afternoon for exercise and fresh air. Exercises are held inside if the weather is too bad or the garden is waterlogged. We have a higher rate of accidents in wet weather conditions.

COVID 19 and the variants – we continue to follow latest legislation and guidance to the best of our ability. Any changes and current policy are sent out by email to Parents to ensure we communicate and understand what is required regarding reporting cases, isolating, mask wearing and distancing.

# UNDER THE INFLUENCE…

It is not permitted to be under the influences of any drugs/medication including alcohol or smoking during College Fields time on the premises. Any member of staff or Parent we suspect to be under the influence or smelling of any the above will be asked to leave and alternative arrangements will be made (Pick up policy).

All staff must be clean and presentable at all times. Staff must notify the Manager immediately if they are prescribed medication that may affect the quality of their care and judgment so that we can monitor or assess each case on an individual basis.

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# WHEN A CHILD IS ILL AT NURSERY

High temperatures are sent home immediately and we follow current guidance regarding Covid-19 and variants.

We will call you immediately if you child is physically sick, has diarrhoea or has a high temperature. When this occurs we will endeavour to isolate the child to prevent the spread of infection. The affected location (if sickness or an accident has occurred) will be cordoned off and disinfected immediately.

Chickenpox, Conjunctivitis and impetigo are so contagious; please keep your child at home until all signs have disappeared. If your child shows signs of these illnesses we will notify parents immediately and would advise that your child should be picked up.

Children with Live Head Lice that can be seen easily with the naked eye are asked to leave College Fields until treatment has been given and the live lice have gone. Whilst we accept that head lice are part and parcel of everyday life we believe they are highly contagious by head to head contact. It is frankly not fair on the children who are taking steps to keep the lice at bay to be re-infected all the time. We have a duty to protect other children and staff who come into close contact with the children.

In case of sudden illness or accident our first contact would be 999 ambulance services. We will then notify parents immediately of the actions we have taken. See also health and safety policy.

Infections from blood

Always take precautions when cleaning wounds or attending to nose bleeds. Wear disposable gloves and wipe up any blood spillage with neat bleach after the event. Dispose of cloths and cotton wool in secure sacks in the nappy bin in the toilet.

# Medical Consent Form

**Name of child:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**REQUEST BY PARENT/GUARDIAN**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ would like College Fields Nursery Team to give my child the following medication:

Name of medication\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Amount of dose in ml\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Frequency /time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by Parent\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MEDICATION GIVEN**

1. Administered by staff member\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial\_\_\_\_\_\_\_\_

Witnessed by staff member\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Administered by staff member\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial\_\_\_\_\_\_\_\_

Witnessed by staff member\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Administered by staff member\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial\_\_\_\_\_\_\_\_

Witnessed by staff member\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PARENT**

Please sign to approve record\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



# OUTDOOR PLAY POLICY

## The outdoor environment

* Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development.
* Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors.
* It gives children first-hand contact with weather, seasons and the natural world.
* Outdoor environments offer children freedom to explore, use their senses, and be physically active and exuberant.

According to the EYFS Nursery Providers must ensure that there is a balance of adult-led and freely-chosen or child-initiated activities, delivered through indoor and outdoor play.

We are very lucky at College Fields to have a large garden to the front of the property where the children can safely continue their learning and play in a safe outdoor environment. The space it provides gives a new dimension and extension to our classroom activities as well as enabling us to work on a grander scale when required.

**OUR AIMS**

* All children will have access to the outdoor space during all seasons.
* All children have to opportunity to learn about their environment and are able to experiment with natural resources, create a sense of wonder about the world around them and learn about looking after themselves and others.
* Activities will be organised to enhance and extend the learning that is currently going on in the nursery.

**INFORMATION FOR PARENTS**

Outdoor play is an essential part of growing up and brings with it a few minor risks of insect bites or stings, scratches and grazes and getting a bit wet, muddy or sandy. While we endeavour to limit these risks we ask also that parents can help by supplying correct /spare clothing which protects them from bumps, bites or cold, hot or wet weather so that we can continue to use the garden in all seasons. (We do have a supply of welly boots for most sizes which we always use on wet days)

In the Summer term Parents are asked to adhere to our sun safety policy which requires them to ensure their child has sun cream on and is wearing loose long sleeved clothing and sunhats

Our garden has large shady areas which we make use of during the hottest part of the day and we have a drinking table outside for children to help themselves to water at any time.

Staff members are provided with outdoor clothing and are well prepared to work outdoors in all weathers – children are easily affected by the reactions of adults and will be easily led in to thinking that rain is ‘bad’ weather.

**SECURITY / SAFETY EQUIPMENT AND PREMISES**

We have low level equipment which enables the children to safely engage in imaginative play and problem solving skills.

Children are reminded to take care running in the garden ONLY on the grass and not on the concrete pathway

Children are reminded to play safely in the sand pit, no throwing sand or moving sand around the garden. We also try to limit the number of children allowed to play in the sand pit at any one time to avoid over-crowding hazards.

The pond is fenced and securely gated and children cannot access it without an adult

The garden is maintained by a gardener and checked each day before morning session begins.

The gate is double bolted to ensure the children cannot open it themselves

Staff ratios are maintained at all times and the register is checked before dividing groups of children indoors and outdoors

Visitors are greeted at the gate before entry when the children are in the garden

Risk assessments are undertaken for new activities to enrich and encourage children’s learning rather than to restrict it.

**HOW WE USE OUR OUTDOOR SPACE**

At College Fields we recognise that outdoor learning can be a ‘breath of fresh air’ for some children – it can stimulate their creativity and improve their concentration and imagination. We understand that adult-led activities outdoors can start this process of learning and we are well-equipped and knowledgeable enough to adapt when the children lead the way and take us all on their own journey…

**Free flow** play - to make full use of our premises we are able to use the side entrance and courtyard for free flow play. We endeavour to have an activity outdoors each day

**Snack time** and picnic lunches are taken outside in fair weather on rugs

**Story time** is also taken outside in fair weather

**Water play** – we have an outside tap to fill buckets and watering cans for water play and painting

**Sand play** - we have a sunken sand pit which is cleared and covered at the end of each day

**Pond** where we can view frogs and frog spawn and mini beasts safely from the fence and make use of the water life for pond dipping activities

**Bug world** is a corner of the garden that is left in a natural state with various logs and pots to make a bug hotel to explore

**Mark making and literacy**, Mini beast flash cards and signs, chalks

**Practical life** Gardening tools, seeds and bulbs, watering cans

**Imaginative play** Hobby horses, Walkie talkies, Teepees/dens, logs

# OUTINGS AND VISITS POLICY

Occasionally we like to go out and about to explore the wider environment and enrich our curriculum.

No children will be taken on an outing without your full consent and co-operation. This will include a signed and dated consent form.

Before we go on an outing we will complete a risk assessment of the outing. We will explore all the risks before we take the trip and prepare accordingly.

For outings we will use our own ratios of children 2 to 3 years old and those we know to be exceptionally lively, 1 adult to two children. The adult always in the middle.

3 to 5 year olds - 1 adult to three children. The adult in the middle and the most trust worthy at the end.

If we do not have the correct ratios we will not go on the outing. **SEE ALSO** CHILD TO ADULT RATIO POLICY



# PERMISSION SLIPS

OUTINGS

Dear Parents,

Every so often during the spring and summer terms we like to take the children out of the nursery on a waling visit either to the library, the duck ponds or to the market for example. To enable us to make the best of these opportunities we would like your permission to take your child off the nursery premises. Please rest assured that we will always be well within the legal staff to child ratios and we will undertake and update all our risk assessments for each trip. When we do go off on our adventures we always take all contact details and first aid supplies. We will let you know of our intentions when you drop your child off for their session and each outing will take place within the normal session times.

If you are happy for your child to partake in these regular outings please sign below.

Child’s Name:

Parent’s Signature:

Date:

……………………………………………………………………………………………………………………………………………………………

PHOTOGRAPHS / PR / WEBSITE

Dear Parents,

For the purposes of marketing and recording your child’s development during their time at nursery we would like to use photographs of your child at play. This will enable us to keep a learning journal of your child which includes photographs and written observations to record how they learn and play. This is to ensure that we can plan for each individual child and make the most of their interests and natural dispositions. The photos we take are taken in the main school room or garden. During your child’s attendance at College Fields the photos are kept securely on the nursery computer only and transferred to CD for you when your child leaves. The photos may be selected for use on our own website or for news releases throughout the year. Please sign below if you give your consent for your child’s photo to be used for these purposes.

I am happy for College Fields Nursery Staff to take photos of my child during their time at nursery and for the photos to be selected for website or news releases.

Child’s Name:

Parent’s Signature: Date:

# PHYSICAL INTERVENTION POLICY

There may be an occasion where we will need to restrain your child to stop them hurting themselves or another child. This may occur as the result of say, a temper tantrum. In these cases we will try to let the parent know verbally but we will also record these instances ourselves.

We always try to talk in a quiet tone at College Fields but if there is an instance where your child is in danger of injuring themselves or another, we may need to raise our voices significantly. If there is a case of ‘shouting’ at your child we will always try to let you know.

Both these instances may lead to stress all round and it is best that everyone is aware of any physical restraint or ‘shouting’ instances.

# 

# PARENT PICK UP POLICY

IF A PARENT IS LATE PICKING UP THEIR CHILD

Unless by prior arrangement, College Fields closes at 3.30 p.m. There will be someone here until 4.30 p.m. for routine maintenance. All Parents are required to sign out when they take their child away at the end of a session and to notify us if an alternative arrangement has been made. We will arrange passwords and/or exchange photos with the parents to ensure security if a new person (someone we have not been introduced to is to pick up the child).

If a child has not been collected by 3.45 p.m. we will call all our numbers and emergency numbers and then known friends to determine the whereabouts of the parents.

We will try calling all the numbers we have up until 5 p.m. Two members of staff will stay at the nursery with the child. At 5 p.m. if we have not located the parents or other persons authorised to collect the child we will hand the situation over to social services and follow their advice.

UNWELCOME PARTNERS

Occasionally parental relationships may break down and we might find ourselves in the middle of a family dispute especially when custody or arguments over location and childcare are involved.

We have taken the advice of the social services duty officer 4/9/10 and developed our own plan in dealing with such situations, where a court order restricting access does not exist.

* -The primary carer i.e. the parent, who the child lives with, must put in writing that they do not wish the child to go with the other parent.
* -If the secondary carer turns up demanding access College Fields can show the written objection to said person.
* The door is locked at all times and to minimise disruption to the nursery the conversations will be held through the office window.
* -We will say that the primary carer has raised objections to them having access and that they must call the primary carer for instructions. We will ask the Primary Carer to come and pick up the child immediately.
* -If the secondary carer, after speaking to the primary carer, still raises objections or becomes aggressive in any way we will have no reservations at all about calling the police.

It is not only your own child who becomes involved but all those in attendance at College Fields. Our primary concern is for ALL the children in our care.

UNSUITABLE BEHAVIOUR DUE TO DRUGS OR ALCOHOL ABUSE

If we believe that a parent is deemed ‘unfit’ due to drug or alcohol abuse to take the child away we would not hesitate to contact our alternative contact listed for that child and make necessary arrangements. If we are unable to locate alternative care for the child we will have to call the police.



# NURSERIES /PRE-SCHOOLS SHARING INFORMATION

DATE

NURSERY/PRE SCHOOL

C.C

CHILD’S NAME

DATE OF BIRTH

DAYS ATTENDING COLLEGE FIELDS

Dear

I am writing to let you know that …………………………………currently attends our nursery on the days and times listed above and we understand that he/she also attends your setting.

In an effort to promote consistency and continuity of care we would like to open up links with you so we are able to share appropriate news and information regarding the child’s progress and interests. With the Parent’s permission we would like to update you with our observations of the child each term and hope that by sharing this information we can develop a quality level of care around the child and support their needs.

I hope you would like to join this scheme and we look forward to sharing with you.

# GOLDEN RULES FOR SHARING INFORMATION

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

2. Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.

4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.

5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.

6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

# SPECIAL EDUCATIONAL NEEDS (SEN)

If you think your child may have a special educational need that has not been identified, you should talk to your child’s key worker or the settings SENCo.

* We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.
* We have regard for the DfE Special Educational Needs Code of Practice 2001.
* In line with the Early Years Guide to 0-25 SEND code of practice AND The Disability Discrimination Act (DDA), we aim to give all children the chance to fulfil their own potential.
* We ensure our provision is inclusive to all children with special educational needs.
* We support parents and children with SEN and children who have parents with disabilities.
* We identify the specific needs of those children with SEN and meet those needs through a range of strategies.
* We work in partnership with parents and other agencies in meeting individual needs.
* We monitor and review our policy, practice and provision and if necessary make adjustments

**Procedures**

* Our SEN C-coordinator (SENCO)is SOPHIE SHEPARD current training level with Right Choice Training for Early Years settings (On-line Live) March 2022
* We ensure that the provision for children with SEN is the responsibility of all members of the setting.
* We ensure that our inclusive admissions practice ensures equality of assessment and opportunity
* We use graduated response system for identifying, assessing and responding to children’s special educational needs.
* We work closely with parents to create and maintain a positive partnership.
* We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children’s education.
* We provide parents with information on sources of independent advice and support.
* We liaise with other professionals involved with children with special educational needs. Including transfer arrangements to other settings and schools.
* We provide a broad balanced and differentiated curriculum for all children with special educational needs.
* We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPS).
* We ensure that children with SEN are appropriately involved at all stages of the graduated response, taking in to account their levels of ability.
* We use a system for keeping records of the assessment, planning, provision and review for children with SEN.
* We provide resources, human and financial to implement our SEN policy.
* We raise awareness of any specialism the setting has to offer.
* We ensure the effectiveness of our special educational needs by collecting information from a wide range of sources.
* We provide a complaints procedure.
* We monitor and review the policy when required.



# STAFF AND RATIO POLICY

**Liz Barnes** has the Montessori Diploma. Liz used to work for the Kirklees Early Years Team running training courses to help parents learn to play with their children. She is a qualified Crèche Leader and has completed the Kids Club network Foundation Course for after school kids clubs. Liz also has a Diploma in Pre-school practice and is a qualified EYPS Level 6 gained at Bath Spa University.

**Sophie Shepard** is a qualified EYPS Level 6 gained through NDNA and Open University. She has a degree in English Literature and a Level 5 qualification in Leadership and Management from ILM.

Both Sophie and Liz have been working together for over 10 years. They both hold Advanced Child Protection qualifications as well as Paediatric First Aid, Food Hygiene and Health and Safety certificates.

CPD is a key to our ethos and we continue to progress our knowledge and understanding through additional courses such as: Speech and language, healthy eating, Forest school, boy’s behaviour, outdoor play, Early Years forums and all supported by an exceptionally wide range of skills and knowledge gained from personal experiences in work and travel.

We are part of the Wiltshire Early Years Network group and regularly attend courses run by Right Choice. We welcome students for work placement from Swindon College and St. Johns to experience good quality nursery practice.

**Our ratios are never more than 6 children to 1 adult.**

**Students are not included in the staff ratios**

# STUDENT PLACEMENT POLICY

College Fields recognises that qualifications and training make an important contribution to the quality of the care and education provided.

As part of our commitment we offer placements to students undertaking early years’ qualifications and training. The courses are usually the CACHE level 2 certificate in Pre-school practice and CACHE level 3 Diploma in Pre-school practice.

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

College fields ensures:-

* We require all students meet the suitable person requirements of OFSTED
* We ask all schools placing students under the age of 17 with us to vouch for their good character.
* We supervise all students at all times and do not allow them to have unsupervised access to children.
* Unpaid Students at College Fields are not counted in our staffing ratios.
* Our employers and liability and public liability insurance covers trainee and voluntary helpers.
* All aspects of life within College Fields are confidential.
* College Fields has a good working relationship with Swindon College and St. Johns to enable the students to meet their course requirements.
* At the first session students are given a short induction and are asked to sign our policies and procedures folder after carefully reading the contents.
* They are told about the child protection policy and what to do should they suspect a child may be in danger or if they are told something that might sound worrying in relation to children’s safety.
* College Fields is happy to take students to experience good quality childcare and education, but we will not take every student offered to us. Too many students hinders our relationships with our children whose needs are paramount.
* Students must experience the life of a nursery but must only be engaged in bona fide activities. Not the cleaning and tidying up all the time.

# STUDENT PLACEMENT

Induction programme for-: ……………………………………………….Date…………………………………..

Welcome to College Fields Montessori Nursery School we hope your time with us will be a pleasant one and we hope you experience good quality childcare and education in practice.

If you have any concerns at all please speak freely to Liz at any time about anything.

**Day One** initials

1. Complete the new starter form (attached) so that we can contact your guardians should

the need arise.

1. Meet all the team. Your Mentor will be Liz Barnes
2. Be told about child protection.
3. Read the policies and procedures for College Fields.
4. Sign to say you are aware of our confidentiality agreement. It is so important that any

Issues surrounding a child are kept within College Fields. Imagine if you were the mother

of a child and your child was being talked about at the Waitrose checkout. Careless talk

hurts people. Talk about your day in general terms to your family but do not use names.

1. Tour the building and be told our fire procedures.
2. Be given an outline of your role.

**Day Two**

1. We will explain about Maria Montessori and the way we approach the child.
2. We will show you the practical life shelves and one activity and how to present
3. this task to the children.
4. Day two /Day Three we will give you a couple of children to get to know.

**Day Three**

1. We will demonstrate some more practical life exercises.
2. We will tell you at certain times about an area of the room to look after,
3. I.e. painting, drawing or play dough. Please ensure all work is named.

**End of week One**

Become familiar with College Fields, feel part of the team.

Review with everyone.

# STUDENT DETAILS

Name:

Address:

Home telephone number:

Mobile phone number:

Date of Birth:

Doctor’s name:

Doctor’s number:

Any allergies?

Anything we should know about which may affect your successful working relationship with staff and children?

Emergency contact numbers:

1: Name

Phone number

Mobile phone number

2 Name

Phone number

Mobile phone number

Signed Date­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# WEATHER POLICY AND PROCEDURE

**SNOW**

During adverse weather conditions we will endeavour to remain open where possible.

A decision will be made each day by the manager as to whether the nursery opens. Parents will be informed by email by 8.30 am if the nursery will be closed that day. If the decision is made to close the nursery parents will not be charged for this day although we cannot reimburse free entitlement sessions pre-paid for by the council.

During extreme weather conditions the opening times of the nursery will be 10-4pm. Opening late and closing early will allow extra time for safe travel for all. Parents will only be charged for the times we are open and we will be in contact as soon as possible to let you know of any changes to the normal schedule.

If weather conditions worsen throughout the day we may need to make the decision to close early in order to ensure that all children and staff are able to get home safely in such poor conditions. If this is the case we will contact you via telephone as soon as possible to give you time to arrange for early collection of your children.

**SUN**

We encourage all parents to apply a long lasting high factor sunscreen to their children before coming to nursery. We can apply sunscreen to children who are here all day after lunch. The sunscreen may have been rubbed off playing in the sand or water. The bottle needs to be clearly marked with their name.

Long sleeve light weight clothing should also be worn and bare flesh kept to a minimum.

Named hats are essential for outside play.

We play at the side of the building in the morning and again at the front in the afternoon. Both areas are partially shaded.

A SUNSMART leaflet is sent out to all Parents at the start of spring and summer terms.

## RESOURCES

**Links to legislation**

* Race Relations Act 1976
* Children Act 1989
* Convention on the Rights of the Child, UNICEF 1989
* Data Protection Act 1998
* Sex Discriminations Acts 1975 and 1986
* Sex Discrimination (Gender Reassignment) Regulations 1999
* Freedom of Information Act 2000
* Race Relations Amendment Act 2000
* The Human Rights Act 2000
* Children Act 2004
* Every Child Matters – Change for Children 2004
* Safeguarding Vulnerable Groups Act 2006
* Working Together to Safeguard Children 2010
* Statutory framework for the Early Years Foundation Stage 2012
* Equality Act 2010
* Guidance for Safer working Practice 2015

**Useful resources and websites**

* Working together to safeguard children 2010 (available to download from [www.education.gov.uk](http://www.education.gov.uk) search for DCSF-00305-2010)
* South West Safeguarding and Child Protection Procedures <http://www.online-procedures.co.uk/swcpp/>
* Wiltshire Local Safeguarding Children Board (WLSCB) <http://www.wiltshirelscb.org/>
* Ofsted - [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
* Advisory, Conciliation and Arbitration Service (ACAS) [www.acas.org.uk](http://www.acas.org.uk) 08457 474747
* Stop it Now! Campaign [www.stopitnow.org.uk](http://www.stopitnow.org.uk) Free helpline: 0808 1000 900
* Childline - [www.childline.org.uk](http://www.childline.org.uk)
* NSPCC - [www.nspcc.org.uk](http://www.nspcc.org.uk)
* Direct Gov for information relating to legislation - [www.direct.gov.uk](http://www.direct.gov.uk)
* UNICEF - [www.unicef.org](http://www.unicef.org)
* The Children Act 1989 - [www.legislation.gov.uk/ukpga/1989/41/contents](http://www.legislation.gov.uk/ukpga/1989/41/contents)
* Online Safety: A Toolkit for Early Years Settings [www.plymouth.gov.uk/early\_years\_toolkit.pdf](http://www.plymouth.gov.uk/early_years_toolkit.pdf)
* [www.education.gov.uk/publications](http://www.education.gov.uk/publications)
* [www.foundationyears.org.uk](http://www.foundationyears.org.uk)