

# The Beanstalk Policy Handbook

## Admissions Policy

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

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

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

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## **Registration, Home visits and Settling In Policy**

Parents are encouraged to visit The Beanstalk in person prior to registration, to get a flavour of what we offer, and see the nursery in 'action'. Once a child is registered, we will arrange Home visit with you .During this visit we aim to find out about your child's likes and dislikes, and other information that will help us in settling your child. (*Refer to our Transition Policy*).

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

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

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## **Parents as Partners Policy**

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

### **Communication**

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

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

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

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

### **Information**

A newsletter is sent home with the children once per month and also electronically.

The notice board in the entrance holds a wealth of information and there is a part of the notice board dedicated to parent's adverts.

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

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

### **Involvement**

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

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

We encourage visitors from our local community, and seek to go out into the community whenever possible. During trips we often need parents to volunteer.

We welcome and celebrate families' diverse backgrounds and enjoy the celebrations of cultural and religious festivals.

### **Transitions**

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

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## **Complaints Policy and Procedures**

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

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

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

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

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

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

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

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

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

Ofsted  
Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA  
Tel 08456 404040

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### **If a child is not collected**

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

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

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

If the child is not collected after an hour and a half after collection time and no contact has been made with parents or emergency contacts, social services will be called.

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

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

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

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

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

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

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

## **Outings Policy**

Visits to the local playground are often made and an annual visit to a local venue is made. To ensure comfort and safety on such trips, we ensure the following:

1. Staffing on outings is ideally one member of staff/parent helper for every two children but the adult: child ratio is at least one to four.
2. Where buses are used, all seats will have seat belts.
3. A first aid box will be taken
4. A mobile phone (or several) will be taken
5. The register of children attending and their details will be taken,
6. Suitable snacks and drinks will be taken
7. For outings on foot, children will walk holding onto a rope.
8. A signed permission slip will be sought for each child on the outing.
9. Each child will be wearing a name label with their details in case they get lost.  
*See Chapter Four (If a child is lost)*

## **Transport Policy**

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

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## **Confidentiality Policy**

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

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

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

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

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## **Data Protection Policy**

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

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

## **Data Protection Principles**

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

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

## **Data Subject Rights**

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

- To make subject access requests regarding the nature of information held and to whom it has been disclosed.
- To prevent processing likely to cause damage or distress.

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- To prevent processing for purposes of direct marketing.
- To be informed about mechanics of automated decision making process that will significantly affect them.
- Not to have significant decisions that will affect them solely by automated process.
- To sue for compensation if they suffer damage by any contravention of the Act.
- To take action to rectify, block, erase or destroy inaccurate data.
- To request the Commissioner to assess whether any provision of the Act has been contravened.

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

### **Security of Data**

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

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

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

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

### **Disclosure of Data**

The School must ensure that personal data are not disposed to unauthorised third parties which includes family members, friends, government bodies, and in certain cases, the Police. All staff should exercise caution when asked to disclose personal data held by another individual to a third party. Best practice is to take contact details of the person making the enquiry and pass them onto the member of staff/parent concerned.

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

1. The individual has given their consent (e.g. a parent/member of staff has consented to the School corresponding with a named third party);
2. Where the disclosure is in legitimate interests of the institution (e.g. disclosure to staff – personal information can be disclosed to other employees if it is clear that those members of staff require the information to enable them to perform their jobs);
3. Where the institution is legally obliged to disclose the data (e.g. OFSTED and DCFS returns, ethnic minority and disability monitoring);

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4. Here disclosure of data is required for the performance of a contract (e.g. LEA on withdrawal of a child for Government Funding etc).

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

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

\*requests must be supported by appropriate paperwork.

When members of staff receive enquiries as to whether a named individual is a member of the school, the enquirer should be asked why the information is required. If consent for disclosure has not been given and the reason is not one detailed above (i.e. consent not required), the member of staff should decline to comment. Even confirming whether or not an individual is a member of the School may constitute an unauthorised disclosure. The School may pass a message to the data subject asking them to contact the enquirer, or accept a sealed envelope/incoming email message and attempt to forward it to the data subject.

### **Retention and Disposal of Data**

The School discourages the retention of personal data for longer than they are required. Considerable amounts of data are collected on current staff and children. However, once a member of staff or child has left the school, it will not be necessary to retain all the information held on them. Some data will be kept for longer periods than others.

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

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

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

### **Disposal of Records**

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

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**Legal Contact/Parental Responsibility Policy**

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## **No Smoking Policy**

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

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### **Animals on Site Policy**

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

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## **Transition Policy**

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## **Anti-Bullying Policy**

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

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

What is Bullying?

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

Bullying can be:

Emotional

Physical

Racist

Sexual

Verbal

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

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

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

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

We take bullying seriously and it is not tolerated.

How to deal with bullying as a parent?

-talk to child about what has happened

-arrange to speak to child's key person.

-ask to see the Anti-Bullying Policy

-if not satisfied, ask to speak to Principal.

-if still not happy, contact local LEA.

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

(Also see Behaviour Policy and Special Educational Needs Policy)

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## **Equal Opportunities Policy**

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

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

### **1. Admissions**

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

Siblings and family members are given priority.

First come first served except in unusual circumstances.

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

### **2. Employment**

We aim to ensure that all who wish to work in our school have an equal chance to do so. Staff are appointed on their ability and we do not discriminate against any employee on the grounds of sex, marital status, age, race, creed or colour. We actively welcome a racial and social mix of both staff and children within the school.

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

### **3. Training**

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

### **4. Festivals**

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

In order to achieve this:

- a) We aim to acknowledge all the festivals which are celebrated in our area and/or by the families involved in the school.
- b) Without emphasis on any specific faith, children will be made aware of the festivals being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.

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- c) Before introducing a festival will which the adults in the school are not themselves familiar, appropriate advice will be sought from people to whom that festival is a familiar one.
- d) Children and families, who celebrate festivals at home which are unfamiliar to the rest of the school, will be invited to share their festival with the rest of the group, if they wish to do so.
- e) Children will be encouraged to find out about a range of different festivals, together with the stories, celebrations and special food and clothing they involve, as part of the curriculum.

**5. Anti-bias Curriculum**

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

**6. Resources**

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

**7. Special Needs**

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

**8. Direct Discrimination**

Occasionally staff will have to deal with children who behave inappropriately or make discriminatory remarks and who bully other children. It is important that we do not ignore offensive remarks, even if children are just echoing what they may have heard elsewhere. Discriminatory behaviour/remarks are unacceptable. The response will aim to be sensitive to the dealings of the victim(s) and to help those responsible to understand and overcome their prejudices. See also *Behaviour Policy*.

.....is our designated person for Equal Opportunities

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How to react when children behave in discriminatory ways

For example, in a home corner, a group of girls say to a boy who wants to join them; "We don't want you here, because boys can't play properly."

The staff should take the following steps of action:

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

## **9. Language**

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

## **10. Food**

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

## **11. Meetings**

The time, place and conduct of meetings will ensure that all families have an equal opportunity to be involved.

## **12. Complaints Procedure**

We are committed to making our setting a place where children feel valued and good about themselves. We work closely with parents(s)/carers to the best of our ability and knowledge. Should any person (parent, carer, staff) believe that this policy is not being totally complied with, we encourage them to bring the matter to the attention of the Principal at the earliest opportunity.

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## Health and Hygiene – Policy and Practice

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

### Health

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

### Outdoor Play

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

### Illness

1. Parents are asked to keep their children at home if they have any infection, and to inform the school as to the nature of the infection so that they can alert other parents, and make careful observations of any child who seems unwell.
2. Parents are asked not to bring to school any child who has been vomiting or had diarrhoea until at least 24 hours has elapsed since the last attack.
3. If the children of staff are unwell, they will not accompany their parents to school.
4. Cuts or open sores, whether on adults or children, will be covered with a clean dressing.
5. If a child is on prescribed medication the following procedures will be followed:

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

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

All medications will be kept in a lockable cupboard.

A medication book will be available to log in: name of child receiving medication; times that medication should be administered; date and time when medication is administered; together with the signature of the person who has administered each dose. A second witness signature will accompany the statement.

6. With regard to the administration off life saving medication such as insulin/adrenalin injections or the use of nebulisers, the position will be clarifies by reference to the school's insurance company. In the case of The Beanstalk,

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insurance is through Sun Alliance and the contact is the Insurance Officer at Pre-School Learning Alliance National Centre.

7. The school will ensure that the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept sealed in their packages until needed.

#### Information sources

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

#### Hygiene

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

##### Personal Hygiene

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

##### Cleaning and clearing

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

##### Food

We will:

1. Always wash hands under running water before handling food and after using the toilet.
2. Not be involved with the preparation of food if suffering from any contagious/infectious illness or skin problem.
3. Never smoke in the school
4. Never sneeze or cough over food.
5. Use different cleaning cloths for kitchen and toilet areas.
6. Keep snack covered.

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7. Ensure waste is disposed of properly and out of reach of the children. Keep the lid on the dustbin and wash hands after using it.
8. Wash fruit and vegetables thoroughly before use.
9. Keep tea towels scrupulously clean
10. Keep all utensils clean and stored in a dust-free place, e.g. closed cupboard or drawer
11. Never use cracked or chipped china.

In case of accident

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

Accidents requiring more than basic first aid should be reported immediately to parents and if necessary the child should be taken to a hospital emergency department. (Charing Cross is nearest) A teacher will accompany the child to hospital and stay with her/him until her/his parent or carer arrives.

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

A first aid box is kept in each classroom.

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

### **Diet – Policy and Practice**

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

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

Review Date:

## Safety – Policy and Practice

The safety of young children is of paramount importance. In order to ensure the safety of both children and adults, The Beanstalk will ensure that:

1. All children are supervised by adults at all times and will always be within sight of an adult.
2. A book is available at each session for the reporting of any accident/incident.
3. Regular safety monitoring will include checking of the accident and incident record.
4. All adults are aware of the system in operation for the children's arrivals and departures and an adult will be at the door during these periods.
5. Children will leave the group only with authorised adults.
6. Safety checks on premises, both outdoor and indoors, are made before every session.
7. Outdoor space is securely fenced.
8. Equipment is checked regularly and dangerous items repaired/discarded.
9. The layout and space ratios allow children and adults to move safely and freely between activities.
10. Fire doors are never obstructed.
11. Fires/heaters/electric points/wires and leads are adequately guarded.
12. All dangerous materials, including medicines and cleaning materials are stored out of reach of children.
13. Children do not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials including matches.
14. Adults do not walk about with hot drinks or place hot drinks within reach of children.
15. Fire drills are held at least twice a term.
16. A register of both adults and children is completed as people arrive so that a complete record of all those present is available in any emergency.
17. There is no smoking on the premises indoors or outdoors.
18. A correctly stocked first aid box is available at all times.
19. Fire extinguishers are checked annually and staff know how to use them.
20. Whenever children are on the premises at least two adults are present.
21. Large equipment is erected with care and checked regularly.
22. Activities such as cooking and energetic play receive close and constant supervision.
23. On outings, the adult: child ratio is ideally one to two but at least one to four.
24. If a small group goes out, there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises.
25. Equipment offered to children is developmentally appropriate, recognising that materials suitable for an older child may pose a threat to younger/less mature children.
26. Internal safety gates/barriers are used as necessary.
27. The premises are checked before locking up at the end of the day.

.....is our designated Person for Health & Safety/Food Hygiene

Review Date:

## FIRE DRILL

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

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

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

Shut all doors.

Call the fire brigade – 999.

Wait for the all clear.

## SITE MAP - FIRE EXIT PLAN AND FIRE DRILL PROCEDURE

### Selecting Equipment/Toys – Policy and Practice

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

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

I do/do not wish my child.....to join the school outing on .....  
I enclose.....in payment for the outing, which covers the cost of the coach, entrance fees, lecture and snacks.

I understand the coach is expected to leave The Beanstalk promptly at 9.30am and will return by 12.30pm.

Signed by a parent/guardian .....

Review Date:

## **Outdoor Curriculum Policy**

The garden is somewhere all children at The Beanstalk can extend their learning in a different way to inside. We have a large garden with space to run freely, but we also set up different learning areas within the garden, so that children can access distinct areas where something special to that area takes place.

### **CONSTRUCTION**

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

### **WATER PLAY**

Water tray, buckets, tubes, funnels, besters and sponges (to pour, transfer and experiment) and access to the water tap  
Painting with water (paint rollers and brushes), Washing cars, trikes, chairs and dolls

### **SAND PLAY**

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

### **CLIMBING FRAME/BALANCING BEAM/TYRE SWING**

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

### **ART AREA**

Art trolley with various art materials, easel and drying rack

### **QUIET AREA**

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

### **GROWING AREA**

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

### **MUSIC AREA**

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

### **MINIBEAST GARDEN AND SENSORIAL GARDEN**

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

### **TABLES FOR PUZZLES/WRITING/INDIVIDUAL WORK**

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

### **PARACHUTE GAMES/BEAN BAGS/BALLS/HOOPS**

TRIKES (ONE TANDEM FOR SHARING), SMALL PUSH ALONG CARS, HOBBY HORSES, BROOMS FOR SWEEPING

Review Date:

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

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

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

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

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

- Check the garden for litter, broken glass, fences and other dangerous obstacles.
- Make sure the garden is unoccupied.
- Check the weather conditions, to report to staff meeting at 9am, so that we know whether children will need wellies or not, if we should go out earlier etc.

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

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

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

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

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

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

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

One member of staff will plan a focused activity

One member of staff will play actively with the children

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

One member of staff will observe the children's play

All staff and children will tidy away together

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

Review Date:

## **Safeguarding Children Policy and Procedures**

### **Content**

- 1. Introduction**
- 2. Definition, types of abuse and their signs and symptoms**
- 3. Understanding Safeguarding Children policy and procedure**
- 4. Our responsibility**
  - 4.1. To Safeguard and Protect children**
  - 4.2. Promote children's welfare**
- 5. Responding to disclosure of abuse**
- 6. Liaise with other bodies**
- 7. Support Families**
- 8. Allegations made against Teachers and other Staff**

Review Date:

## **1. Introduction to Safeguarding Children Policy and Procedure**

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

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

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

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

## **2. Definition of Abuse or Neglect**

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger.

Children from all cultures are subject of abuse and neglect. It is important that professionals are sensitive to differing child rearing patterns that vary across different racial, ethnic and cultural groups. Professionals should be aware of the broader social factors that discriminate against black and minority ethnic people. These considerations should help to inform professional judgments about children's needs and parents' capacity to respond. Working in a multi-cultural, multi-ethnic society requires professionals and organisations to be committed to equality in meeting the needs of all children and families.

Review Date:

## Types of abuse and their signs and symptoms

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

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

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

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

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

Review Date:

## **Signs and symptoms of Child abuse and Neglect**

The following list shows some of the more common signs as listed by The London Child Protection Procedures:

### **Neglect**

Physical and emotional neglect includes:

- Nutritional neglect that can lead to significant harm/non-organic failure to thrive
- Failure to seek medical care or follow medical advice which endangers the child's life or development
- Failure to protect a child from physical or social danger e.g. children being left at home alone, or generally being inadequately supervised by an adult
- Lack of stimulation, social contact or education where development is severely impaired
- The demonstration of high levels of criticism and a low level of emotional warmth
- Failure to provide appropriate standards of personal hygiene, clothing and physical comfort in the home, which can lead to medical problems or illness

### **Physical Abuse**

Careful consideration should be given to bruises around the eyes. Symmetrical bruises are rarely accidental, although they can occur in head injuries. A simple bruise could be the result of an accident or abuse.

The following injuries are likely to be an indication of non-accidental injury

- Bruising in or around the mouth, especially in small babies
- Grasp marks on limbs and chest of a small child
- Finger marks bruising i.e. 3 or 4 small bruises on one side of the face and one on the other
- Different aged bruising on the buttocks
- Bites-human bites are oval and crescent shaped. If the distance is more than 3cm across they are more likely to be caused by an adult or child with permanent teeth
- Burns and scalds with clear outlines or those with a uniform depth over a large area. Splash marks above the main burn. Small round burns may be cigarette burns.
- Fractures- the most common fractures are to be the long bone i.e. arms, legs and ribs. It is very rare for a child under one year to sustain a fracture accidentally.

Review Date:

### **Some indicators of physical abuse**

- There is a delay in reporting the accident or getting treatment
- There is a discrepancy between the history and physical signs
- More than one history /different stories are given about how the injury was sustained
- There is a history of previous injuries to the same child or siblings
- Other signs of poor physical care are evident
- The family is known to be under severe social stress
- Families where there is high criticism/low warmth

### **Signs and Symptoms of Sexual Abuse**

The following may be signs of abuse but care should be taken as in some cases there may be another explanations and conversely, some children who are sexually abused may not display any of these symptoms. Children are frequently scared to disclose this kind of abuse due to feelings of shame, guilt and /or fear of the consequences.

- Disclosure
- Talking about abuse indirectly through hints, e.g. keeping a secret
- Describe behaviour by an adult that suggests “grooming”
- Be usually clingy
- Genital soreness, injuries or discomfort
- Sexually transmitted disease, urinary or vaginal infection
- Sexualised play or behaviour
- Nightmares
- Wetting/soiling
- Behaviour which suggest the child is fearful, unhappy or worries

### **Emotional Abuse**

Children who are suffering emotional abuse may exhibit the following, which must be considered in the context of the parent/child relationship:

- Excessively clingy or attention seeking behaviour
- Very low self esteem
- Fearful or excessively withdrawn behaviour
- Despondency
- Constantly seeking to pleas
- Lack of appropriate wariness with stranger/over readiness to relate to anyone
- Excessive self criticism
- Anxious attachment /insecurity
- Eating disorder of various kinds
- Various other mental health problems

Review Date:

### 3. Understanding Safeguarding Children Policy and Procedure

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

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

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

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

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

When concerns are being discussed, it is important to remember that there are many other events happening in a child’s life which could be causing behaviour changes and regression. These will obviously need to be made known to staff. Confidentiality is extremely important in child protection, and it is important that nothing is discussed with anyone who is not directly involved.

.....**is our Safeguarding Children Officer**

Review Date:

## **4. Our responsibility in line with Government Guidance**

### **4.1. To Safeguard and Protect Children**

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

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

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

### **4.1.3. Prevent abuse by means of good practice**

An adult will not be left alone with individual children for any length of time. An adult, who needs to take a child aside- for example for time out after inappropriate behaviour, will leave the door the classroom ajar. Adults who are awaiting CRB clearance will be supervised closely and must not take children to toilet nor change nappies. Students will not take children to toilet or change nappies.

Children will be encouraged to develop a sense of autonomy and independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.

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

- Name ,age and address of child
- Parent's names
- Date and time of making records
- A brief description of what caused the concerns ,including incidents leading up to our concern
- Description of any behavioural changes
- Exact word of the child
- Whether the parent/primary carer has given an explanation of any of our concerns
- Details of people to whom the information is passed
- The date, name and signature of the recorder

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

Review Date:

Local Safeguarding Children's Board's Contact and Assessment Service on 0208 753 5842 or 0208 753 5269 or Duty Service 0208 753 5392.

Any queries regarding Child Abuse can be put to Bernadette Boland, Principal Officer, Multidisciplinary Child Protection Training on 0208 753 3996. Her email is [bernadette.boland@lbhf.gov.uk](mailto:bernadette.boland@lbhf.gov.uk)

In cases of serious harm or abuse to a child, the Principal will notify Ofsted on the following address/telephone no:-  
Ofsted, Royal Exchange Bldgs, St Ann's Square, Manchester M2 7LA  
Tel 08456 404040

#### **4.2. To Promote Children's Welfare**

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

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

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

#### **5. Responding to disclosure of abuse**

When responding to disclosure of abuse it is very important that to listen to the child/and or closely observe their presentation /behaviour. Let the child know that you are taking what they are saying or expressing seriously. In some situations it may be necessary to advise the child that you will need to tell someone about the problem that will be able to help them out. Do not promise a child that you will keep the concern the secret.

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

- Stay calm: a staff may feel shocked, angry or helpless, but these feelings must not be transferred to the child, who needs you to be in control of the situation.
- Maintain eye contact and ensure that your eye level is the same as, or lower than the child's is.
- Listen, and allow the child to recall events spontaneously.
- Don't question the child or ask for details. This may be done later by someone who specialists in interviewing children.
- Reassure the child that s/he has done the right thing in telling you. Praise the child for surviving the abuse. Tell the child that s/he did not have any choice and that it was not the child's fault.

Review Date:

- Any disclosure or concern of abuse must be written down for record purposes as soon as possible using only facts and exact child's words, no assumptions should be made. Records should include dates, times, location where concerns were noted.

Staff need to **avoid** saying:

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

## **6. Liaise with other bodies**

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

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

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

## **7. Support Families**

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

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

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

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

Review Date:

## **Allegations made against Teachers and other Staff**

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

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

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

There may be three strands to consider:-

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

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

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

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

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

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

Review Date:

## **SPECIAL NEEDS POLICY**

The Beanstalk has regard to the DfES Special Educational Needs Code of Practice (2001), and provides a welcoming and inclusive environment with appropriate learning opportunities for all children.

Children with special needs, like all other children, are admitted to the school after consultation between parents and the principal and future teacher, following a visit and a risk assessment.

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

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

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

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

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

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

We follow a graduated response which is described below:-

### **EARLY YEARS ACTION**

The child is identified as having some additional needs. The child's key person will gather as much information on the child's specific needs as possible through observation and discussion with the child's parents or carers and an initial assessment will be made.

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

Targets will be set for the child to work towards with the support of their key person and parent/carer. Strategies will be discussed that will support the child in reaching their targets. Targets will be broken down into small steps, focussing on achievement.

If after a set amount of time the child show significant signs of progress the child will be taken off the SNR. If after a set amount of time the child shows good signs of progress it may be recommended that the child remains on the SNR for a little longer.

If after a set amount of time the child shows little signs of progress, it will be recommended that increased action be taken, such as intervention from outside agencies.

Review Date:

The SENCO, key person, parents and carers will agree on an Individual Education Plan (IEP), which is devised specifically to address the child's difficulties and identifying his/her, strengths.

Advice and support will also be sought from the Additional Needs and Opportunities Team (formerly Early Intervention Team). The IEP will consist of targets and strategies and methods of recording and monitoring the child's progress.

The child's progress will be reviewed at half termly meetings at which parents and carers, keyperson and SENCO will attend. The IEP and target setting process follows a 'PLAN-DO-REVIEW' cycle.

This will help most children, but if significant progress is not made after a period of time, a decision will be made to move to Early Years Action Plus, in consultation with parents.

### **EARLY YEARS ACTION PLUS**

Early Years Action Plus is characterised by the involvement of external support agencies who can help early education settings with advice on new IEP's and targets, provide more specialist assessments, give advice on the use of new or specialised strategies or materials and in some cases provide support for particular activities.

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

However, in some cases the help given by the nursery through Early Years Action Plus will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary to consider a **Statutory Assessment** which may be appropriate in consultation with the parents and external agencies.

A form SA1 will be completed by the SENCO requesting a Statutory Assessment from the Education Authority, describing the difficulties the child is experiencing at school and details of the child's IEP.

### **ASSESSMENT AND STATEMENT OF SPECIAL EDUCATIONAL NEEDS**

The SA1 is considered at a meeting by a panel called the Special Needs Assessment and Provision Team (SNAPT).

When a request for a Statutory Assessment is agreed the SENCO will send another report detailing the child's difficulties. Reports will also be requested from other agencies involved with the child and from the child's parents and carers. These reports are completed on forms called SA2s (Statutory Assessment Form 2). The information gathered in these reports is also considered by the SNAPT.

Further IEPs including targets will also be prepared by the school with support from the external agencies involved. If it is felt the child needs a statement of Special Educational Needs based on the information gathered, this will now be requested.

Review Date:

The Statement will describe the child's special educational needs, the provision needed to meet these needs, the responsibility of the school, a programme of support for implementation at the school and a programme for monitoring the child's progress and the allocation of resources through regular reviews. The Statement of Special Educational Needs is reviewed annually.

- Enclose Complaints Procedures
- Consent to Share Information (H&F NHS)
- Parental Consent to Observation of an Individual Child
- IEP example

Review Date:

## **Behaviour Management Policy**

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

In order to achieve this:-

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

When children behave in unacceptable ways:-

1. Physical punishment, such as smacking or shaking, will be neither used nor threatened.
2. Children will never be sent out of the room by themselves, if they need 'time-out', they are accompanied by an adult to support them and talk through why they have been taken out.
3. Techniques intended to single out and humiliate individual children such as the 'naughty chair' will not be used.
4. Children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern of behaviour, for example, if a child is hurt by another child.
  - a) Stop the Play
  - b) Comfort the child that has been hurt
  - c) Listen to both parties in order to establish what has happened.

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

(Refer to Special Needs Policy for more information)

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

Designated Person for Behaviour:.....

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## **Interactions between Adults**

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

In order to achieve this:

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

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

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

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## **Student Placement Policy**

We recognise that the quality and variety of work which goes on in a school makes it an ideal place for students on placement from school and college childcare courses as well as those on Diploma teaching practice or tutor fieldworker courses. Students are welcomed into The Beanstalk on the following conditions:-

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

## **GUIDELINES FOR STAFF, STUDENTS AND VOLUNTEERS**

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

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

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- Supervising the children's lunches form part of the day's duties. It is an ideal time to chat informally with them and other members of staff on the lunch rota. Other staff take their lunch in the other classroom.

#### **Health & Safety Aspects to Keep in Mind**

- Always close and open doors extremely carefully to avoid injury to children, especially trapped fingers!
- Keep outside doors closed and bolted once the children have arrived.
- Ensure that you always bend knees when lifting, and always ask for help with heavier items.
- Make sure large scissors and other unsafe items are kept out of reach of children.
- Remind children of the ground rules, such as Walking in the classroom, and remember to act as a good role model at all times, i.e. no shouting.
- Familiarise yourself with the fire procedure and fire exits/meeting point.
- Keep garden tidy, and search for dangerous items/rubbish – also ensure gate is closed before children come outside.
- Keep hedges trimmed and remind children that beddings/railings are out of bounds.
- Observe good hygiene at all times, and remind children to do the same
- Make sure heaters are adequately guarded and not too hot – do not dry anything on top of radiators.
- Hot drinks should not be carried through classrooms, when children are present – cups must be placed out of children's reach
- Spills must be cleared up immediately to avoid accidents.

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