

Confidential Policies

'Mrs. Roberts's Class'



Ecole Montessori

My training in a Montessori school, lead by a dedicated Paediatrician, with child psychology and early education being the heart of our work...this experience changed my life... I've never looked back.

I believe that the foundation years are a time of wonder, that thirst for learning should be fostered. Montessori allows children freedom to interact with their environment.

Many schools have these ideas but with poor understanding and application. Children need to feel at home with the environment designed to make them feel welcome...a house with toys and educational apparatus within their reach... a garden to discover, giving them a good foundation for basic science skills.

That's why I decided to open 'Mrs Roberts Class'. One advantage of being small is that there are so many opportunities for doing things together. The children learn about their abilities and a sense of belonging. They learn friendship, negotiation & respect for others.

It is the time to develop communication... why not a foreign language? like French? Children do not struggle; they use any language to convey their ideas. Why not sit at the table, sharing home cooked meals and learn a few French words! That's a refreshing idea!!



Mrs. Roberts' Class, 14 Mandarin Green, Broadheath, Altrincham, Cheshire, WA145LW
0161 291 9641, corbrejaud@hotmail.com Anne Roberts Ofsted No: EY481844

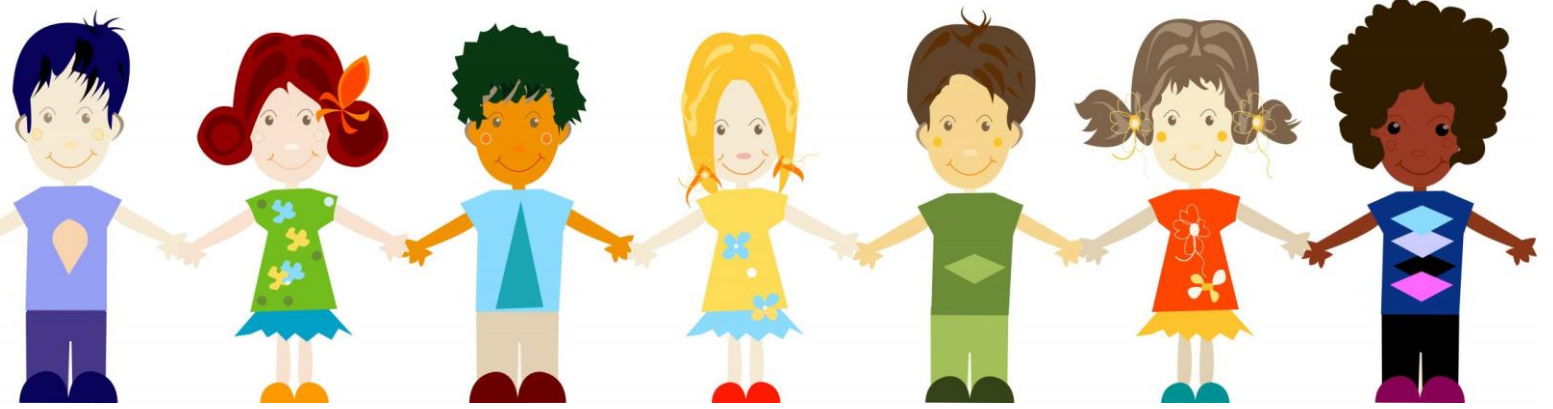
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8:00	Messages from parents	Positive relationships Parents as partners
	Wash and breakfast Setting the table together Developing language skills In French and English Free play outside	A unique child (health) Enabling Environment Development & Learning
10.00-10.30	Circle time Discussion Weather in French/English Story and rhymes in both languages	Respecting each other Development & Learning Enabling Environment
10.30 – 11.30	Montessori activities or Music & movement lesson given by a specialist teacher	Respecting each other Development & Learning Enabling Environment
11.30-11.45	Snack time Developing language skills and learning table manners	A unique child (health) Enabling Environment Development & Learning
11.45-12.00	Story time Language/reasoning games French	Development & Learning Enabling Environment
12.00- 12.30	Free play outside Sand/water/malleable materials/free play inside and outside/outdoor games Wash Laying the table for lunch	Development & Learning Enabling Environment A unique child (health) And well being

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12.30- 1.00	Lunch Developing language and social skills.	A unique child (health) Enabling Environment Development & Learning
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1.00-1.30 pm	Story time	Supporting Learning
1.30-2.30 pm	Outdoor- Activities mainly outside. They include: creative activities i.e.(modelling, kitchen mud activity, gardening, science experiments and making dens).	Development & Learning Enabling Environment Supporting Learning A unique child (health And well being)
2.30 pm-3.00pm	Rhymes and stories in English and French	Positive relationships Parents as partners
3.00pm-4.00pm	Montessori indoors	
4.00pm-4.30pm	Wash/snack/drinks	A unique child (health And well being)
4.30-5.00pm	Play outside and gardening/science experiment	Development & Learning Supporting Learning
5:00 – 5:30	Wash and setting-up the table for tea	Enabling Environment A unique child (health And well being)
5:30– 6:00pm	Getting ready to go home Messages to parents	Positive relationships Parents as partners



Confidential Policies

Mrs Roberts's Class
Application Form
corbrejaud@hotmail.com
www.mrsrobertsclass.co.uk
Ofsted Registration No's: EY461844

Name of Child:
Child's date of Birth (day/Month/Year).....
Home address

.....
Name of principal parent/carer:
Contact number (s): Home: Mobile:
Work: E Mail:
Name of second parent/carer:
Contact number (s): Home: Mobile:
Work: E Mail:

Day(s)/ you require (tick x) minimum 5 hours i.e. 08:00-1:00

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 08:00 1:00					
Afternoon 1:00 18:00					

Allergies/special diet:
.....

Childs Doctor.....Contact Number.....

Health visitor.....Contact Number.....

I give my permission for any emergency medical advice or treatment as considered necessary by medical authorities present

Parent/Guardian/Carer Signature

Immunisations/Vaccinations Has the child been fully immunised against:
Diphtheria....Whooping
Cough....Tetanus....Polio....Measles....Mumps....Rubella....Hib/MenC....
Meningitis COther Immunisations/vaccinations

What the child likes or dislikes:
.....
.....
.....

START DATE

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We request that the name of our child entered above be registered as a prospective pupil. Enclosed is the registration fee of £50.00 (non-returnable if you cancel) which will be off-set against your first month's Fees.

We understand that 'Mrs Roberts' Class' may obtain process and hold personal information about our child, including sensitive information such as medical details and we consent to this for purposes of assessment and in order to safeguard and promote the welfare of our child. **All information will be stored securely and not shared with 3rd party without your permission. Any information regarding your application will be destroyed once the space is no longer required.**

By law you must give us a copy of any court order applying to your family. For example a residency or a restraining order so we can comply with the law and ensure the safeguarding of your child.

The Children's Act brought a new emphasis on the 'responsibilities' parents have in relation to children rather than 'rights' over the children. The concept of Parental Responsibilities (PR) is dealt with mainly in part 1 of the Act which broadly covers the allocation of PR – who has it, who can acquire it and the consequences of holding it.

Natural Mothers automatically have PR for their child.

This can only be removed if the child is legally adopted by another party or by death. Natural fathers jointly share PR with the mother if they are married to her at the time of the birth or subsequently marry her and are registered on the birth certificate. Unless that was the case natural fathers had no legal responsibilities or rights in relation to their children. However there was a change in the law (Dec 03) whereby natural fathers can now share PR with mothers providing they jointly register the child together after the birth.

Each of those with Parental Responsibility to sign below:

First Signature

Second Signature

Print name:

Print name:

Relationship to the child:

Relationship to the child:

Date:

Date:

Form to be returned to:
Mr P & Mrs A. Roberts
Mrs Roberts Class
Ecole Montessori
14 Mandarin Green
Altrincham
WA14 5LW

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Policies and permissions document pack for

Mrs. Roberts's Class
Ecole Montessori
14 Mandarin Green
Broadheath
Altrincham
Cheshire
WA14 5LW
0161 291 9641
corbrejaud@hotmail.com
www.mrsrobertsclass.co.uk

Ofsted Setting Registration No:
EY461844

Confidential Policies

Contents

What follows are copies of the current policies and permission documents as required by Ofsted and Trafford. As parents it will be your responsibility to read the documentation and sign to say that you agree and understand the contents.

Should you have any questions or queries then please discuss them with either Mrs. Anne Roberts or Mr. Peter Roberts, they in turn are required to sign

A copy will then be given you for your records.

The documents are as follows:

- **Behaviour Management Policy**
- **Inclusion and Equal opportunity policy**
- **SEN and Disability (SEND) Policy 2014**
- **Parents' permission form to share information**
- **Anti Bullying Policy**
- **Healthy Eating Policy**
- **Sickness, Accident & Incident Policy**
- **Safeguarding Children - Child Protection Policy/Procedure**
- **Complaints procedures**
- **Permission for Care by an Early Years Practitioner**
- **Permission for Photographs**
- **Policy on Cameras and Mobile phones**
- **Data protection policies**
- **Guide to the Early Years Foundation Stage**

Confidential Policies

Ofsted Registration No: EY461844

Behaviour Management Policy

As I aim to offer a quality childcare for parents and children, I recognize the need to set reasonable and appropriate limits to help manage the behaviour of children in my care.

I do not and will not administer physical punishment or any kind of humiliating or hurtful treatment to any child in my care.

I endorse positive discipline as a more effective way of setting limits for children.

Positive discipline means:

Rewarding good behaviour, because rewards are constructive, they encourage further effort.

Encouraging self-discipline and respect for others, because children need to grow into people who behave well even when there's no one to tell them what to do.

Setting realistic limits according to age and stage of development, because as children grow and develop our expectations of them change.

Setting good example, because young children take more notice of how we are and what we do than what we say.

Encouragement, not orders and instructions, because "do as you're told" teaches nothing for next time, positive discipline means explaining why.

Being consistent, saying no and meaning no, because children need to know where they stand and it helps if they know that we mean what we say.

Praise, appreciation and attention, because when children are used to getting attention with good behavior, they won't need to seek it by misbehaving.

By providing a happy, well managed environment, the children in my care will be encouraged to develop social skills to help them be accepted and welcome in society as they grow up.

Parents Signature:**Date**.... / /

Early Years Practitioner:.....**Date**.... / /

Confidential Policies

Ofsted Registration No: EY461844

Inclusion and Equal opportunity policy

“Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging.”

We are committed to inclusive practice and continually strive towards the principles of equal opportunities in our setting. British Values are embedded in our teaching philosophy.

Our aim is to provide access to inclusive childcare regardless of any ‘protected characteristics’ and we will look after all our children as best we can.

We also ensure that the development of children’s social skills and independence will be given as much consideration as their emotional, intellectual and physical requirements.

We are working constantly with other agencies and are taking training to support any individual needs when appropriate.

All children and adults are treated with equal respect and are valued for their individuality.

We are well aware of the variety of cultural backgrounds and varying needs that can be met. Activities and topics about different festivals and costume dress from around the world are discussed and promoted.

The parents are also encouraged to contribute to their children’s education by sharing their experience and bringing on the premises artifacts, books and other information about their country of origin.

We regularly speak and teach two languages, English and French, at our setting starting the early exploration and awareness of differing languages.

Parents Signature:Date:.../.../.....

**Early Years
Practitioner:.....Date..../..../.....**

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Mrs. Roberts' Class

SEN AND Disability (SEND) policy 2014

"Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging".

As an Early Years Practice, we will have regard to the SEN & Disability (SEND) Code of Practice 2014.

We will ensure we have an up to date copy of the SEND Code of Practice 2014 and we shall make this document available to parents if required.

We shall work closely with parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills and provide opportunities to develop in the 3 prime areas of learning:

Personal, Social and Emotional
Communication and Language
Physical Development

And in the other specific areas:

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

We shall observe and monitor individual children's progress throughout the Foundation Stage and where a child appears not to be making progress wither generally or in a specific aspect of learning, we shall present them with different opportunities or use alternative ways of learning.

If we identify that a child has special educational needs or disabilities, then we shall develop a targeted plan following the graduated approach to support the child, involving other professionals and generate information which can be used to plan services and contribute to the reduction of inequalities in the child's outcomes.

We shall discuss our observations and any proposed plans with the parents in a way that encourages them to contribute their knowledge and understanding of their child's needs and the provision that is being made for him/her.

Some children may require an Education Health and care plan. The purpose of an EHC is to make special education provision to meet the special education needs of the child to secure the best possible outcomes for him/her across education, health and social care. The local Authority must conduct an assessment of education, health and care needs and must notify the child's parents, health service and the manager of the early Years setting the child attends.

We shall seek support from other professionals and the Area Special Education Needs Co-ordinator. We shall continue to develop our knowledge of special

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education needs by attending training where possible and by reading literature provided to us by the co-ordinator.

Parent's signature:.....Date:

Early Years Practitioner:.....Date:

Ofsted Registration No: EY461844

Parents permission to share information

In order to facilitate integrated working,

(name of parent/carer) parent of(name of child),

gives permission to Mrs Anne Roberts to share information with other professionals.

Parent/carer's signature.....Date:...../...../.....

Practitioner's signature.....Date:...../...../.....

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Anti Bullying Policy

We shall take action and work with parents if a child shows the following signs or symptoms of being bullied:-

- Being unwilling to come to our setting
- Feel ill in the morning
- Become withdrawn-start stammering, lack confidence
- Become distressed or anxious
- Stop eating or eating more
- Cry themselves to sleep, have nightmares
- Have their possessions go missing
- Refuse to talk about what's wrong
- Have unexpected bruises, cuts or scratches
- Begin to bully other children or siblings
- Become aggressive or unreasonable

Our aim is the prevention of bullying and we achieve this by supporting the emotional and social development of the child by:-

- Encouraging positive behaviour
- Promoting respect for each individual
- Building children's trust
- Building children's self esteem

We will intervene if we think the child is being bullied by:-

- Asking the child directly
- Not ignoring the situation
- Not agreeing to keep the bullying secret
- Talking to the parents to share information and keep a record of our concerns
- Helping children practise strategies such as shouting 'no' and walking with confidence and running away
- Helping to build children's self esteem and emotional strength

Parents Signature:**Date:**.../.../.....

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Practitioner:.....**Date:**.../.../.....

Ofsted Registration No's: EY461844

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'Mrs. Roberts' Class' **Healthy Eating Policy**

It is our belief that a good balanced diet is vital for children to develop healthily along with fresh air and regular exercise.

We are happy to provide all children in our care with healthy meals, snacks and drinks.

We encourage children to choose healthy options and to experiment by trying new foods from other cultures. Older children are encouraged to help in the preparation of food and meals. We are happy to discuss menus with parents and cater for children with different food allergies and cultural/religious requirements. If your child has any particular dislikes or favorite dishes please let us know.

We will record what your child has eaten. If you have any concerns regarding diet/menu/quantity please do not hesitate to discuss it with us.

We do not permit children to have fizzy drinks, unless it is a special occasion and parents have given permission. Children are offered water or milk.

We do not encourage children to eat sweets on a regular basis; however I do sometimes offer sweets for special occasions e.g. Easter, Christmas, Diwali and other festival treats. Please let me know what, if any sweets you permit/do not permit your child to eat.

Part of our registration policy is to ascertain if the child has any allergies to wheat, dairy, nuts or lactose or dietary preferences, vegetarian, religious or other.

We also teach and show our children where food comes from: for example our 'seed to plate' projects where the children plant vegetable seeds in the greenhouse such as peppers, beans, sweet corn, onions, garlic, cabbage, sprouts, cauliflower, broccoli then transplant them and care for them in the raised beds, and when ready harvest them, along with the harvesting of the fruit grown in the garden, apples, pears, apricots, plums, quinces, cherries, red currents, raspberries, strawberries, gooseberries, blueberries and grapes.

Parents signature.....Date.....

Early Years Practitioner.....Date.....

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Ofsted Registration No's: EY461844

Sickness, Accident & Incident Policy

An Accident, Incident and Medication record folder is available when:

- The parents give permission to administer medicine or treatment over a short or extended period of time. The parents and childminder sign the medicine book each time a treatment is administered.
- To record accident or injury before arrival and any incidents on the childminder's premises. The incidents are recorded in details and the book is signed by the parents.

Conditions:

- No child is allowed on the premises if ill. (to avoid contamination)e.g:
 - Diarrhoea
 - Conjunctivitis
 - Runny nose with a temperature
 - Measles
 - Chicken pox
 - Other contagious diseases
- If a child develops any of the above whilst at our setting then parents are informed straight away and requested to collect their child immediately.
- Cold symptoms, such as cough/sneezing/fever or feels poorly.
- If the child has a positive COVID-19 diagnosis
- If the child has been in close contact with someone infected by COVID-19 with high chances of being infected. You are permitted to bring your child back to the setting 14 calendar days after your family member has fully recovered, provided that the child and the family member are asymptomatic and has a doctor's note confirming that the child does not have the virus.

Parents Signature:**Date:**.../.../.....

Early Years

Practitioner:.....**Date:**.../.../.....

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Safeguarding Children - Child Protection Policy/Procedure

As a registered Early Years practitioner I am aware I have a responsibility by law to act should I become concerned about a child whilst in my care. I keep my knowledge up to date and have attended training on child protection and would follow the procedure stated in Trafford's Child Protection Children in Need File and the government document 'What to Do If Your Worried a Child Is Being abused'.

I am required to keep written factual records of any concerns I may have about a child whilst in my care and seek advice or inform of any concerns to Trafford's Multi Agency Referral and Assessment Team. This may be without prior notification to the parent(s) if I feel the child would be put at risk.

Procedure

If there is a cause for concern regarding an aspect of a child's care, I would consider consulting my local thresholds/levels/framework of need guidance and see if the child was showing any indicators at any level. These would then be discussed with a parent. I would seek to provide advice and guidance and promote effective care for the child by working with and in partnership with a parent to support them in their parenting. I would keep a record of all discussions with them and I would continue to monitor the child within the setting, regularly reviewing the situation. I may ring the local authority Children's social care team for advice at any stage.

If the child and families had indication of level 3 or above I would contact the local authority Children's social care team for advice and/or possible referral.

If the concerns were of **a child protection nature** – if I become concerned that a child may be **at risk of experiencing, or experiencing significant harm – Physical, Sexual, Emotional abuse and/or Neglect or comes under the influence of radicalisation and extremism**, I would follow the child protection guidance as outlined in the 'What to do if you are worried a Child is being abused and the Local Safeguarding Children Board Procedures'.

Attendance: If a child stops attending our setting without any explanation from the family, Trafford children's first Response team will be notified of the absence.

If I suspect a child has **been taken abroad to undergo a Female Genital Mutilation** procedure I will call Trafford children's first Response Team immediately. If I suspect a child to have **already undergone the procedure (blood in nappy)** I will contact the police as FGM is a crime within the UK.

Physical Abuse

I would record concerns accurately and factually.

I would discuss my concerns with a parent and seek an explanation (unless I believe that by doing so it may place the child at a greater risk). If I was still concerned or if there were evidence of a non-accidental injury e.g. linear

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bruising in the pattern of a hand slap then I would contact my Local Authority Children's Social care team to report the concerns and to make a referral and seek advice. A referral would be backed up in writing within 48 hours. I would also inform Ofsted without delay.

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Emotional Abuse and Neglect

I would record concerns accurately and factually.

I would discuss our concerns with a parent.

If I was still concerned I would ring the Local Authority Children's Social care team to report the concerns and make a referral and seek advice. A referral would be backed up in writing within 48 hours.

I would also inform Ofsted without delay.

Sexual Abuse

I would record concerns accurately and factually.

I would discuss our concerns with a parent.

If I was my concerned I would ring the Local Authority Children's Social care team to report the concerns and make a referral and seek advice. A referral would be backed up in writing within 48 hours.

I would also inform Ofsted without delay.

Trafford Children's First Response Team : 0161 912 5125 or Outside Office Hours - Emergency Duty Team on: 0161 912 2020 Ofsted on : 0300 1231231 and Altrincham Police station 0161 856 7527/8 OR general Police non-emergency on 0161 872 5050

Social care should acknowledge the referral within one working day. If I have not heard anything after 3 days I would contact them again.

If you think that your child or another child in my care may be at risk of harm from me as the child care provider you should telephone Social Care immediately then notify Ofsted on the above numbers.

If an allegation of abuse is made against me, my family or a co-worker I would inform Social Care immediately. I would also inform Ofsted without delay. The Social Care Team would work with Ofsted in any subsequent investigation which would consider what actions are necessary to protect the child alleged to have been abused: are any children at risk now or in the past? Does the information about the abuse warrant emergency action by Ofsted in relation to the day care provision e.g. suspension. LSCB procedures will be followed.

I/we the undersigned acknowledge that I have read and understood the above and have a copy.

Parents Signature:**Date:**.../.../.....

Early Years

Practitioner:.....**Date:**.../.../.....

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Complaints procedures

I hope that if you ever have any concerns about the service I provide that you will speak with me.

Never worry about how silly something may sound, I will always listen to you and try to work in cooperation with you to find a solution to any problems.

It is often best to discuss these matters without children being present; I will always make an appointment for you at a mutually convenient time when we can discuss fully any concerns.

I am required by Ofsted to log all complaints along with the outcome and any action taken. These records must be available to show an Ofsted Childcare Inspector if required.

If you don't feel able to discuss your worries with me or you feel that the matter is not resolved satisfactorily after talking with me, then you are at liberty to make a formal complaint to the regulatory body, Ofsted.

The direct line for complaints is:- 0300 1231231
Ofsted
Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

Parents Signature:**Date:**.../.../.....

**Early Years
Practitioner:**.....**Date**.../.../.....

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Permission for Care by an Early Years Practitioner

As in any other setting there may be times due to illness, training, expansion or other as yet unforeseen factors when we need to use the services of another carer because **one** of us must be elsewhere.

It is our responsibility to you as parents to engage back up personnel, fully qualified in accordance with the requirements of Ofsted and Trafford Surestart as well as those standards we have put in place for our setting.

Should this be necessary then we need your permission to do so.

All required documentation will be displayed for your inspection.

I.....give permission to Mrs Anne Roberts to leave my child in the care of an appointed qualified Early Years Practitioner.

Parents Signature:**Date:**.../.../.....

Early Years Practitioner:.....**Date:**.../.../.....

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Permission for Photographs

Ofsted Registration No: EY461844

The child protection procedures state I am unable to use photographs of children without parental consent. The consent must be in writing and signed by parents.

Name of the child:.....

I/we, am/are parent/legal guardian of the child named above and I/we give permission for my/our child to be photographed by Mrs. A. Roberts and her staff for the following reasons only (tick all that apply):

To record the child's daily routine

To record the child's development

For display on the premises

On our promotional website

Our Facebook page

Our Instagram page

Local newspapers

Parent(s)/guardian(s)'name (block capitals):.....

Address (block capitals):.....

.....

.....Postcode.....

Telephone number :.....

Parents Signature:**Date:**.../.../.....

Early Years Practitioner.....**Date**.../.../.....

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Policy on Cameras and Mobile Phones

Ofsted Registration No: EY461844

I have cameras for use in the setting. I will only ever take photographs of children where permission has been sought from parents/carers. These photographs will only be used as stated in the permissions slip and in line with parent's wishes. They will be deleted when the child has left the setting.

No assistant or parents' personal cameras are permitted without prior notification and permission.

Photographs are only stored on camera's memory card for a week before being downloaded and printed off. If I have any concerns regarding inappropriate or intrusive photography, I will investigate the matter fully seeking advice from Trafford Early Education & Childcare Service and follow my Safeguarding Children Procedures.

In addition, mobile phones belonging to any assistant or parent are not to be used to take photographs of children in the setting.

Parent will be informed of any concerns, security breaches or loss of cameras or mobile phones and action taken.

Parents Signature:.....Date:...../...../.....

Early Years

Practitioner:.....Date:...../...../.....

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DATA PROTECTION POLICY

This Data Protection Policy is in accordance with the Requirements and the underpinning, good-practice principles of the Early Years Foundation Stage 2017 (see 3.61, 3.69, 3, 70). Our Data Protection Policy, Privacy Notice and Information Audit/Record of Processing Activity comply with the General Data Protection Regulation 2018.

All assistants, teachers or students working within this Montessori setting must abide by this good policy.

Maintaining confidentiality and sharing information

We will keep confidential any information about minded children and their family members, which has been shared with us. We will not discuss your information (parent/carer or family) or your child's information with anyone, unless it is with your prior, written consent and for the purpose of supporting your child's well-being and development. Consent forms for Data/information sharing with another professional, will make it clear with whom the information will be shared, what information will be shared and in what way: whether verbal, written or electronic. We may be required by an Ofsted inspector to share records about your child.

I would liaise with you if ever there was a safeguarding matter, although we may be duty-bound to share information with First Response without your consent, in certain circumstances.

In our Privacy Notice, we have detailed more information for you about other agencies with whom we may be required to share information, from time to time.

If we are having a conversation about a private matter, we will endeavour to be respectful of you or your child's confidentiality and have the conversation out of earshot of other children or parents. If this is not possible, we may make arrangements to have a conversation at another time, when children are not present.

In order to maintain a respectful, trustworthy environment, we would be grateful if you would, in turn respect the confidentiality of my family and other families who use this Montessori setting.

Data Protection – the purpose of this policy

The purpose of this policy is to evidence our accountability and compliance with the GDPR which replaces and extends individual rights to privacy under the Data Protection Act. In addition to this policy, please see our Privacy Notice, which sets out in a straightforward way, for your information, how we process the data which you have given us about your child and family. By process, we mean what information we hold, and how we store and share the data/information. The 'Data' can be anything from a name, a home address, a photo, an email address, bank details, posts on social networking websites, or medical information.

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Compliance with the GDPR

We will comply with the six principles of the GDPR which say that the data processing must be lawful and transparent; only used for the purpose for which it was originally requested (unless with further consent); limited to what is necessary, accurate and kept up to date; retained or deleted appropriately; and processed with integrity and responsibility to avoid loss or damage.

In keeping with the principle of parent-partnership, which is embedded in the EYFS, we will liaise with you and keep you updated about your child's well-being and progress. Under the GDPR you have certain rights to your own information, which we have detailed for you in the Privacy Notice. We will provide you with the Privacy Notice at the beginning of a placement when we start to gather the information from you. The Privacy Notice explains the 'lawful basis' for holding information about you/your child's rights as a 'data subject', how long we will keep the various types of records (educational, safeguarding and welfare, financial, records for Ofsted, government funding) after your child leaves our setting. In accordance with the GDPR, we will not keep information about your child any longer than is necessary.

There is 'special category data' (particularly sensitive information) which includes information about a person's racial or ethnic origin, political opinions; religious or similar beliefs, physical or mental health condition or sexual life, or any offence committed or alleges to have been committed. If we record any 'special category data' we will indicate the 'lawful basis' for processing and additionally one of seven 'special conditions' (lawful reasons), one of which is 'explicit consent'.

As a data controller, we are registered with the Information Commissioners Office. We renew our registration annually. We will maintain clearly written records, signed by parents and stored securely to comply with Information Commissioner Office guidance. When looking at or signing records/consents we will ensure that a child's records are not visible to another parent. Children's records are accessed only by us (and other staff with my permission). Paper documents will be shredded. Information on digital storage devices will be deleted when it is no longer required. Electronic devices which are used for work are PIN/password protected.

Data breach

We must report any data breach to ICO if, for example, personal data was lost, destroyed, shared inappropriately, or if someone accessed information without permission. Parents have the right to complain to the ICO. If a data breach occurred, we would inform you and address it promptly. We would try to contain the data breach. We would take steps to establish the severity (the negative effect on your child or family) and tell the ICO if required. If we decided not to report the breach, we would justify this decision in our recording of the incident in our Log of Data Breaches, and consider how we might ensure that the data breach could not occur again. We must investigate the data breach within 72 hours and failure to notify a breach may result in a fine. We can use the **ICO helpline 0303 123 1113** for advice.

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Children's Rights

Children have the same rights as adults over their personal data and only children aged at least 13 or over are able to provide their own consent in the UK. For children under this age, we need to get consent from whoever holds parental responsibility for them. We must make reasonable efforts to verify that the person giving consent does, in fact, hold parental responsibility for the child. There is some information which we must hold by law in order to child mind a child, such as a child's date of birth and parent's contact details. There is also a statutory requirement to keep some record of your child's learning progress. There is other information which we may ask for, which is based on consent and we should indicate that it is consent-based, so that you have the option to refuse or withdraw consent, for example, you may not wish me to take photographs of your child.

Retention of records

When your child has moved on from this Montessori setting, we will hand over educational records (learning journal) and photographs to you and delete and copies. Other records will be retained for a varying length of time depending on the reason for retaining those records. We have detailed the retention periods in the Privacy Notice for you.

If we resign the nursery registration, we will keep the records securely for as long as we are legally required, depending on the reason for retention.

Date_____

Parent's signature_____

Guide to the Early Years Foundation Stage in our Montessori setting

The Early Years Foundation Stage – principles into practice

The following four themes and principles guide all early years practitioners working with children. They are closely linked with the Government's agenda for children as set out in Every Child Matters. (www.everychildmatters.gov.uk)

An overview of these principles can be found on the EYFS poster and further explanation is given in the colour-coded "Principles into practice" cards.

The following text offers a Montessori perspective of these principles:

1. A Unique child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Montessori perspective: within each child lies a hidden potential. For this potential to be unlocked we need to give children the opportunities to develop trust and autonomy, which will nurture confidence, self-esteem and courage. The ability to embrace new challenges, take risks and act with initiative is a natural outcome of these conditions and underpins the principles of the "unique child". Montessori saw freedom as the single most important factor in allowing children to develop as spontaneous, creative individuals.

"This fashioning of the human personality is a secret work...All that we know is that he has the highest potentialities, but we do not know what he will be. He must "become incarnate" with the help of his own will". (Montessori 1966).

2. Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or key person.

Montessori perspective: the parents are the child's first educators and need to be respected. A partnership with parents gives children opportunities to develop their full potential and become unique, strong and autonomous individuals with consideration for themselves and others.

"Little children between three and six years of age have special psychology. They are full of love. They are only without love if they are ill-treated. If they are badly treated their real nature is altered. They are full of love themselves and need to be loved to grow" (Montessori 1989,p.41).

3. Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

Confidential Policies

Montessori perspective: a favourable environment, which supports the child's self-construction, is carefully prepared by knowledgeable practitioners, ensuring that children's developmental needs are met. This is further explained in the *Absorbent Mind* (1949) and is linked with Montessori's view of human tendencies, stages of development and sensitive periods. While the Montessori legacy of specific learning materials is strong and will be key in preparing enabling environments, it is also creative and forward-thinking to include other materials in the environment to meet the individual needs and interest of children, provided these are used in such a way as to support the essential principles and philosophy of the Montessori approach.

"In an open environment, that is, one that is suitable to his age, a child's psychic life should develop naturally and reveals its inner secret". (Montessori 1966, p.110).

4. Learning and Development

Children develop and learn in different ways and at different rates, and all areas of learning and development are equally important and inter-connected.

Montessori perspective: not just being a particular way of learning and development, more importantly Montessori principles are concerned with the development of the whole personality, seeing it as the foundation on which everything which follows will be built. Children are active learners and will learn from the environment if it offers appropriate stimuli to their development. Learning is guided by the children's developmental needs, and flourishes when the children are given time and space to observe, explore and investigate the environment and engage with it. Empathetic practitioners play an active part in engaging children with the favourable environment. They facilitate the child's need to learn, not only from them, but also from peers and by themselves.

...It aims, in short, at a total development of the personality; a harmonious growth of all the potentialities of the child, physical and mental, according to the law of its being".(Montessori 1965, p.141)

"The child who concentrates is immensely happy; he ignores his neighbours or the visitors circulating about him. For the time being his spirit is like that of a hermit in the desert; a new consciousness has been born in him – that of his own individuality. (Montessori 1949, p.273)

Confidential Policies



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Early Years Foundation Stage Starting Points

Child's Name:

Date of Birth:

Date completed:

This is a photograph of me and the people I live with:



ALL ABOUT ME

The language we speak at home is:

I like:

This is what I like doing best:

I need help to do these things:

I worry about these things:

When I am upset this is what I need:

This is my routine: