



SAFEGUARDING POLICY

CONTENTS

- 1. Safeguarding Policy Statement**
- 2. Liaison with others**
 - 2.1. The legal framework for safeguarding children
 - 2.2. Liaising with statutory and other bodies
 - 2.3. Sharing information
 - 2.4. Liaising with parents
- 3. Dealing with Concerns and Allegations about the Welfare of a Child**
 - 3.1. Child Protection Statement
 - 3.2. Definitions of abuse and neglect
 - 3.3. Child Protection Procedures
- 4. Allegations Made Against a Member of Staff**
 - 4.1. Receiving notification of an allegation
 - 4.2. Making a referral
 - 4.3. Suspension
 - 4.4. Keeping records
 - 4.5. Vetting and Barring Scheme
- 5. Codes of Practice**
 - 5.1. Whistle Blowing Policy
 - 5.2. Anti Bullying Policy
 - 5.3. Behaviour Policy
 - 5.4. Off-site Safeguarding Policy
 - 5.5. Mobile phone and camera Policy
 - 5.6. Procedures for child not collected
 - 5.7. Procedures for lost child
- 6. Recruitment, Selection and Training**
 - 6.1. Stages of the Recruitment Process
 - 6.2. Induction
 - 6.3. On-going Employment
- 7. Implementation and Monitoring**

APPENDICES

- A – Copy of OFSTED registration certificate
- B – Flowchart showing the key principles of information sharing
- C – Sample forms to request information from parents
- D – 'Framework for the Assessment of Children in Need and their Families'

E – Resources to use when making a referral

- Prompt sheet
- Proforma
- Body maps

F – Safer schools checklist

1. SAFEGUARDING CHILDREN POLICY STATEMENT

1.1. STATEMENT OF INTENT

Derby Montessori School put the safety and well-being of the child above all other considerations. We want to work with staff, children, parents and the wider community to ensure the safety and well being of children and to give them the very best possible start in life.

1.2. OUR AIMS

The aims of the Derby Montessori School Safeguarding Policy Documents are:

- To create environments within our settings where children are safe, valued and comfortable regardless of race, language, religion, culture or home background;
- To help build children's knowledge, confidence, independence and self esteem in order to help them to tell someone they are worried and learn how to stay safe.
- To work with parents/carers to build their understanding of and commitment to the welfare of their children.
- To build good professional relationships with other agencies concerned with children and families so that there can be free exchange of information regarding the welfare of children.

1.3. OUR PROCEDURES

To achieve the aims set out above Derby Montessori School incorporate the following procedures into our operating routines:

- We have a named person, and a deputy, within our setting who co-ordinate child protection/safeguarding issues.
- We have a thorough Safeguarding Children Policy which incorporates Child Protection Procedures.
- We employ appropriate numbers and suitably trained staff to meet the needs of children and fulfil required staff:child ratios.
- We have rigorous vetting procedures for new staff including an enhanced CRB check. Whilst checks are being processed staff are carefully supervised. Volunteers and trainees are never left unsupervised with children.
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of Child Protection concern.
- We operate a whistle blowing policy.
- We have procedures for recording the details of visitors to the setting.

- We ensure that our setting is secure so that we have control over who comes into the setting in order that no unauthorised person has access to children.
- We have a clear policy for recording accidents and incidents and regularly review such procedures and records.
- We provide a safe physical environment which meets registration, safety and environmental health standards and regularly conduct risk assessments of the indoor and outdoor areas and equipment therein.
- We undertake pre-trip assessments and risk assessments before taking children on visits outside the setting, and ensure we have extra adults, as appropriate, for such outings.
- We provide regular access to training for all staff and regular volunteers in relevant subject areas including: Montessori Principles and Practice, Child Development, Curriculum Awareness, Child Protection, First Aid and Food Hygiene.
- We have a clear Behaviour Policy as well as a policy for using Positive Language throughout the setting.
- We keep up to date relevant information about each child which includes a record of who has parental responsibility, information about who will bring and collect each child and a range of emergency contact numbers.
- We keep up to date medical and dietary information about each child and have parents sign permission for staff to seek necessary emergency advice of treatment for their child.
- We liaise with a range of statutory bodies in order to safeguard every child.
- We review this policy annually, and adopt it at our September Staff Day.

A copy of the full policy can be seen in the Office.

If you have any concerns for a child or in relation to any Child Protection or Safeguarding matter, then speak to one of the following who have been approved as Safeguarding Children Co-ordinators for Derby Montessori School.

Safeguarding Children Co-ordinator

KITTIE METHUEN-JONES

Deputy Co-ordinator

CLAIRE RICHARDSON

This policy was adopted on September 6th 2011

Signed



Hon Mrs K Methuen-Jones (Principal)

2. LIAISON WITH OTHERS.

2.1. THE LEGAL FRAMEWORK FOR SAFEGUARDING CHILDREN

As a non-statutory body caring for and educating children we are mindful of the legal framework within which this Safeguarding Children Policy must operate. This includes:

- The Childcare Act 2006
- Human Rights Act 1998
- Data Protection Act 1984
- Children Act 1989
- The Protection of Children Act 1999
- The Freedom of Information Act 2000
- Disability Discrimination Act 1995
- Every Child Matters Document 2003
- Children Act 2004
- Statutory Framework for the Early Years Foundation Stage Document 2007

2.1.1. Registration of Premises

2.1.1.1. OFSTED

In line with current regulations Derby Montessori School is registered with Ofsted on the following registers:

- The Early Years Register
- The Compulsory part of the Childcare Register
- The Voluntary part of the Childcare Register

This is because we:

- Care for children aged birth to the 31st August following their fifth birthday
- Care for children from 1st September following their fifth birthday up to age eight
- Care for children aged eight and over

Our Ofsted registration number is: EY 218880

We are registered to provide Full Day Care for 32 children. For full details please see the copy of the registration certificate in [Appendix A](#).

2.1.1.2. DFES

As Derby Montessori School takes children who are funded during the foundation stage we are registered with DFES.

Our DFES registration number is: 523374

2.2. LIAISING WITH STATUTORY AND OTHER BODIES

As part of our working practice to ensure that children are safeguarded and their welfare is promoted we work with a number of outside agencies. Depending on the individual needs and circumstances of a child and his/her family we may work with a variety of Health Care, Social Care, Education and other professionals both from within Derby City and from the surrounding areas. Of particular note for Safeguarding and Child Protection issues the following bodies are likely to be contacted for advice and/or support. Any information shared is done so under the guidance of the Local Safeguarding Children Board:

- Derby City Social Care
- Derby Safeguarding Children Board
- Careline out of hours service
- OfSTED Early Years
- Derbyshire Constabulary
- NSPCC

2.3. SHARING INFORMATION

In sharing sensitive information we pay close regard to the guidance set out in the booklet *Information Sharing: Practitioners' Guide* (HM Government, 2006). The aforementioned document aims to improve practice by giving clearer guidance on when and how to share information legally and professionally. Adhering to the guidelines of this document helps the staff members at Derby Montessori School to share information confidently and appropriately as part of their day-to-day practice.

Sharing information is vital both in protecting children from suffering harm from abuse or neglect, and in ensuring that children, and their families, get the support that they need through early intervention. Six key points underpin our sharing of information*:

- At the outset, we explain to children and families, openly and honestly, what and how information will, or could be shared and why, and seek their agreement. The exception to this is where to do so would put a child or children at increased risk of significant harm, or if it would undermine the prevention, detection or prosecution of a serious crime.
- We always consider the safety and welfare of a child when making decisions on whether to share information about them. Where there is concern that a child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.
- Where possible, we respect the wishes of children or families who do not consent to share confidential information. However, we may still share information if, in our judgement on the facts of the case, there is sufficient need in the public interest to override the lack of consent.
- Where we are in doubt as to whether or not we should share information, especially where our doubt relates to a concern about possible significant harm to a child, we seek advice from statutory agencies such as those listed above.
- Should we need to share information we make every effort to ensure that this is accurate, up-to-date, necessary for the purpose for which we are sharing it, shared only with those people who need to see it or hear it, and that it is shared securely.
- The reasons for making a decision, whether the outcome is to share information or not, are recorded as part of the write up of the incident or disclosure.

A flow chart showing the key principles for information sharing is reproduced in **APPENDIX B**

* These are based on the six points found in Appendix 1 of 'What to do if you're worried a child is being abused – Summary' DfES, 2006

2.4. LIAISING WITH PARENTS

2.4.1 Information Given to Parents

Just prior to a child's admission, and every September following admission, every family with a child or children attending Derby Montessori School is issued with a detailed Parents Handbook. This Handbook is updated annually and contains the following information for parents:

- Our Mission Statement
- An outline of the history of our setting
- Admittance procedures
- Session lengths and minimum requirements
- Settling in procedures
- Invoicing
- Arrival and parking
- Collecting children
- Uncollected/ late collected children and charges
- Food provided, and what parents need to provide
- Confidentiality
- Complaints procedures
- Funding & Child Tax Credit
- Inspections
- Term dates
- Photography
- Curriculum framework for each room
- Sample daily routines for each room
- Links between Montessori Method and the Statutory framework.
- Uniform requirements
- Positive Language Policy
- Behaviour Statement
- Child Protection Statement
- Special Educational needs Statement
- First aid, medicines and sick children statements
- Details of teaching staff
- Terms and Conditions

2.4.2 Information Requested from Parents

In addition to the information that we give to Parents we also collect a variety of information from parents both formally and informally. The informal information includes social background about the child which will help us to settle the child in. The formal information includes:

- Name, date of birth and address of the child
- Names and addresses of parents if different to above
- Emergency contact numbers
- Child's GP name, address and phone number
- Details of Immunisations including date of last tetanus injection
- The child's special health requirements
- The child's special dietary requirements
- Information about who has legal contact with the child and who has parental responsibility.
- We obtain written parental permission to seek any necessary emergency medical advice or treatment for the child.
- We also ask parents to volunteer any further information about their child, e.g. concerns, anxieties, particular interests etc.

Samples of the forms used to request this information are included in [Appendix C](#).

3. DEALING WITH CONCERNS AND ALLEGATIONS ABOUT THE WELFARE OF A CHILD

3.1. CHILD PROTECTION STATEMENT

At Derby Montessori we have a responsibility to make sure that children are developing in a safe and secure environment. Whilst we are not a statutory agency we aim to work in a way that provides the same level of protection to children in our care.

If a child is injured in anyway whilst attending our setting, we will always let the parents know how it has happened. If the injury is serious we will notify them immediately and get the necessary medical treatment. If a child arrives at Derby Montessori with any injury, it is expected that the parent(s) will tell us about it. We appreciate that most childhood injuries are a normal part of growing up, however it is good practise to record all injuries and we recognise the importance of parents and staff communicating openly about such occurrences. All injuries are recorded in the accident/ incident book and are signed by the relevant parent and a member of staff, and dated.

There may be occasions when we have concerns about an injury, we see changes in behaviour, or are concerned that a child is being harmed. As part of our responsibility to keep children safe we will record any concerns we have. We also have a duty to liaise with the Derby Children's Social Care (DCSC) who are part of the Children and Young People's Department.

The law says that DCSC must look into any reports concerning injury or risk to a child. A decision about who will inform the parent(s) should this course of action be necessary, will be made between ourselves and DCSC. Anyone involved with childcare, e.g. Doctors, Health Visitors, teachers, childminders and playgroup leaders has the same responsibility as ourselves.

3.2. DEFINITIONS OF ABUSE AND NEGLECT

Abuse and neglect are forms of maltreatment – 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.

3.2.1. Physical abuse

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

3.2.2. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

3.2.3. Sexual abuse

This involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual on-line images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

3.2.4. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born it may involve a parent failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

3.3. CHILD PROTECTION PROCEDURES

Derby Montessori School has a duty to be aware that abuse does occur in our society. This document lays out the procedures that will be taken if we have reason to believe that a child in our care is subject to emotional, physical, sexual abuse or neglect.

Our prime responsibility is the welfare and wellbeing of the children in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. Derby Montessori has a duty to report any suspicions around abuse to the Local Authority. We will follow procedures set out in the HM Government guidance documents and those set out by the Derby Safeguarding Children Board. We shall seek advice from Derby Safeguarding Children Board and be led by their advice on all steps taken. Consideration as to when it is appropriate to discuss a concern with a parent will always be made as described in 2.3.

3.3.1. Safeguarding duties of all members of staff.

- All concerns/ incidents relating to any safeguarding or potential safeguarding issues must be discussed with Safeguarding Co-ordinator, or in her absence, or if the concern / incident involves her, to the Deputy Co-ordinator.
- Whilst it is the responsibility of the Co-ordinator and the Deputy Co-ordinator to ensure procedures are followed, all members of staff have an obligation to implement and fully support our Child Protection and Safeguarding Procedures and should therefore familiarise themselves with the procedures and the contact points at DCSC.
- All members of staff should remember that an allegation of child abuse or neglect may lead to a criminal investigation, so they should not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.
- All members of staff should have an understanding of the '*Framework for the Assessment of Children in Need and their Families*' [see appendix D](#).

['Members of staff' includes any adults working on the premises and having contact with the children whether they are in a permanent, temporary, paid or voluntary position; it includes students, volunteers, parent helpers, persons on work placements and agency workers.]

3.3.2. Nature of concerns

Concerns may arise from feelings, observations or statements made by the child, parent or other adult in the setting. In isolation these may appear minor but colleagues may also have similar concerns about a child. It is therefore crucial that any information or feelings, which cause individuals concern, are shared and recorded immediately. No concerns should be seen as too trivial or treated as such. It is important that assumptions are not made that someone else will already have taken action.

Children often appear with bruises/ scratches etc for which there is a logical explanation. The majority of injuries to children at home happen accidentally. However, these must still be recorded in the accident book along with the signature of the parent bringing the child to the setting. Any such injuries that become apparent during the session should be noted in the accident book and a written explanation entered by the parent as soon as possible afterwards.

There will be occasions when concern is on going, for instance:

- The child/ parent is unwilling to talk about an injury or gives an explanation that appears inconsistent with the injury.
- There are a series of unexplained injuries
- The child's mood changes and they become withdrawn and upset.
- The child shows fear of an adult or particular situations

3.3.3. Action in Response to Concerns

Any member of staff who has a possible safeguarding or child protection concern should:

- Discuss the concerns with the Safeguarding Co-ordinator, or in her absence, or if the concern involves her, the Deputy Co-ordinator.
- If there are still concerns, the member of staff or more usually the Safeguarding Co-ordinator can also, without necessarily identifying the child in question, discuss the concerns with senior colleagues in another agency in order to develop an understanding of the child's needs and circumstances or in order to gain advice.
- If, after this discussion, there are still have concerns, and it is considered that the child and their parents would benefit from further services, it should be considered which agency a referral should be made to.
- If it is considered that the child is or may be a child in need, the child and family should be referred to Children's Social Care. This may include a child who is believed to be, or may be at risk of suffering significant harm.
- If the concerns are about a child who is already known to Children's Social Care, the allocated social worker should be informed of the concerns.
- When a referral is made, it must be agreed with the recipient of the referral what the child and parents will be told, by whom and when.
- When a referral is made by telephone, it must be confirmed in writing within 48 hours.
- Children's Social Care should acknowledge the written referral within one working day of receiving it. If no reply is received within 3 working days, Children's Social Care should be contacted again.

3.3.4. Recording concerns and referrals

All concerns, discussions about the child, decisions made and the reasons for those decisions should be recorded in writing. These should be included in the child's records and should be up to date.

Whilst paying close regard to the procedures on sharing information (2.3) and the duty not to jeopardise a future police investigation (outlined in 3.3.1.) as a general principle you should seek

to discuss your concerns with the child, as appropriate to their age and understanding, and with their parents, and seek their agreement to making a referral to children's social care unless you consider such a discussion would place the child at an increased risk of significant harm.

You may wish to take confidential advice from children's social care before recording concerns or making a referral.

When referring a child to children's social care you should consider and include any information you have on the child's developmental needs and their parents'/carer's ability to respond to these needs within the context of the wider family and environment.

When you make a referral, agree with the recipient of the referral what the child and parents will be told, by whom and when.

If you make a referral by telephone, confirm it in writing within 48 hours. Children's social care should acknowledge your written referral within one working day of receiving it, so if you have not heard back within 3 working days, contact children's social care again.

Appendix E Includes a prompt sheet, proforma and body maps for use when recording concerns or making a referral.

3.3.5 Contact points

Derby City Children's Social Care Ashtree House 218 Osmaston Road Derby DE23 8JX 01332 717118 Fax 01332 717170	Care Line (out of hours) Derby City Care Line, PO Box 5998 Derby 01332 256066	Early Years OFSTED The National Business Unit Ofsted Piccadilly Gate Store Street Manchester M1 2WD 0300 1231231	Training Advice/ Input Child Protection Managers East Mead 107 Duffield Rd Derby DE22 1AE 01332 717818
---	---	--	---

4. ALLEGATIONS MADE AGAINST A MEMBER OF STAFF

Derby Montessori School recognises that whilst its staff are uniquely placed to detect signs and indicators of child abuse, they are themselves potentially vulnerable to allegations made either deliberately or innocently, either from the children in the setting, from parents or from third parties.

4.1 RECEIVING NOTIFICATION OF AN ALLEGATION

When a child, or other person, makes an allegation of abuse against a member of staff, the person receiving the allegation must take it seriously and deal with it by informing either the Safeguarding Co-ordinator (if the allegation is not against that person) or the deputy Safeguarding Co-ordinator. Failure to do so may result in disciplinary action.

In the event of a third party hearing the allegation the setting should

- obtain details of the allegation in writing, signed and dated by the person who received the allegation (not the child who is the subject of the allegation)
- record any information about times, dates, locations and names of potential witnesses
- establish whether Ofsted and/ or the Local Authority or other safeguarding or statutory organisation have been informed about the allegation
- follow the procedures outlined below.

4.2. MAKING A REFERRAL

If an allegation is made against an employee of Derby Montessori School, the Board of Directors of Interweb Spark Ltd must immediately be informed to keep them aware of the situation, although the names of those involved may not be used at this stage.

4.2.1. Fact finding

Although Derby Montessori School cannot investigate the allegation, the Safeguarding Co-ordinator can make certain inquiries of a fact finding nature including:

- Was the child attending that day?
- Was the staff member or volunteer attending that day?
- Did the staff member or volunteer have contact with the child?
- Have any other potential witnesses come forward?

4.2.2 Taking advice

Advice should be taken from the Local Authority Designated Officer (LADO) as to whether the situation constitutes potential abuse or inappropriate behaviour that need to be processed through the settings own Disciplinary procedure.

Questions to consider when making this decision with the LADO are:

- Is the child suffering, or likely to suffer, significant harm?
- Is a criminal offence alleged?
- Is it an allegation of a sexual nature?

Whilst the LADO may be asked for advice, the LADO **must** be informed of all allegations which relate to the suitability of staff or volunteers to work with children (whether or not criminal offences are suspected).

4.2.3. Referral

Where it is deemed that the allegation needs to be investigated, Derby Montessori School's Safeguarding Co-ordinator will follow the advice of the LADO.

Additionally she will:

- Inform OFSTED immediately of the situation
- Make a full written report and submit this within 24 hours to the LADO.

4.3. SUSPENSION

Suspension is not automatic. It may be deemed to be appropriate to consider alternatives to suspension such as removing the member of staff from direct contact with children. However suspension will be considered in the following circumstances:

- When information indicates that they have committed an act of gross misconduct.
- Where the presence of the member of staff could impede an investigation
- Where the continued presence of the member of staff could pose a risk to children.

4.3.1. Procedures to be carried out in the event of suspension.

It is the duty of the DMS Safeguarding Children Co-ordinator to ensure the following are carried out:

- The member of staff must be informed of the suspension and that such suspension is of a precautionary measure pending further investigation.
- A contact person must be appointed from the Board of Directors of Interweb Spark Ltd. This person will be outside the management of Derby Montessori School and will act as contact between the setting and the suspended member of staff, and advise the member of staff of where to get help or support.
- The member of staff must be informed that he/she is not permitted to remove anything, other than personal effects from the work place.
- The member of staff is not permitted to attend the work place or contact any colleague or other employees without permission of the management. All contact will be through the contact person (see above).
- The member of staff will receive written confirmation of their suspension with a date for the review of suspension, which will usually be after one month.
- An agreement will be made with the suspended member of staff about what others will be told.
- Other members of staff will be informed that they must not contact the suspended member of staff.

4.4. KEEPING RECORDS

- All records must be kept in a secure place.
- The records kept must show the outcome of the investigation
- A copy of the record, with outcome, is to be kept on the child's file but not open to disclosure.
- Where an allegation has been found to be unfounded a summary of the allegation and subsequent investigation should be kept on the Setting's confidential Safeguarding Children file.
- Where disciplinary action has been taken, documents relating to the investigation should be retained, together with a written record of the investigation, on the member of staff's personal and confidential file.

4.5. VETTING AND BARRING SCHEME

The Safeguarding Vulnerable Groups Act 2006 defines the scope of the Vetting and Barring Scheme. It provides that certain activities in relation to children and vulnerable adults are regulated. This is known as '**regulated activity**'.

Regulated activity is any activity which involves contact with children or vulnerable adults. This could be paid or voluntary work. Derby Montessori is included in this category and as such is bound by the following duties and responsibilities.

4.5.1. Employers' duties and responsibilities

- It will be a criminal offence for an employer to allow a barred person, or a person who is not yet registered with the ISA, to work for any length of time in any regulated activity.
- It will be a criminal offence for an employer to take on a person in a regulated activity if they fail to check that person's status.

4.5.2. Employees' duties and responsibilities

- A barred individual must not take part in any regulated activity.
- An individual taking part in a regulated activity must be registered with the ISA.
- It will be a criminal offence for a barred person to take part in a regulated activity for any length of time.

4.5.3 Making referrals

It is important for the success of the Vetting and Barring Scheme that information about individuals is shared by different organisations. The following organisations have a legal obligation to refer relevant information about an individual to the ISA:

- adult/child protection teams in local authorities;
- professional bodies and supervisory authorities named in the Act;
- employers and service providers of regulated and controlled activity; and
- personnel suppliers.

All other employers of those working with children and/or vulnerable adults may refer relevant information to the ISA. Parents and private employers should go to a statutory agency who can investigate and refer if necessary.

The ISA will inform professional and regulatory bodies when it bars someone so that their professional registration can also be reviewed.

5. CODES OF PRACTICE

5.1. WHISTLE BLOWING

Whistle blowing is the mechanism by which adults can voice their concerns about practices and procedures, made in good faith, without fear of repercussions.

Derby Montessori School recognises that every organisation may face the risk of misconduct in the workplace. When this happens, the first people to realise or suspect will be those who work in or with the organisation.

5.1.1. Rationale

Derby Montessori School expects the highest standards of conduct from all employees, and will treat seriously any concern that an employee may have about illegal or improper conduct. Employees will be expected, through agreed procedures and without fear of recrimination, to bring to the attention of the Principal any serious impropriety or breach of procedure.

5.1.2. The Purpose of this Policy

This policy is designed to enable employees to notify the Principal of any unreasonable suspicion of illegal or improper conduct. This policy requires all employees to act responsibly to uphold the reputation of the setting.

Employees can expect the Principal to act swiftly and constructively in the investigation of any concerns. However these procedures are not designed to deal with complaints, concerns about professional capacity, nor are they designed to act as an alternative to the grievance procedures.

5.1.3. When to use this Policy

- Employees must act in good faith and must have reasonable grounds for believing the information to be accurate.
- No employee who uses this procedure in good faith will be penalised for doing so.
- Derby Montessori School will not tolerate harassment and/or victimisation of any employee raising concerns
- An employee who is not sure whether the conduct he/she is concerned about does constitute illegal or improper conduct or is unsure about how to proceed, should speak with the Principal and will not be penalised.

5.1.4. How to raise concerns

- Where the issue concerns the Principal or, having made your report, you believe she has failed to take appropriate action, then you should bring it to the attention of the Board of Directors of Interweb Spark Ltd.
- Employees, who feel unable to follow this route, have the option of contacting OFSTED on the number listed below.
- Depending on the nature of the concern, the complainant will be asked to do so in writing. It will therefore be helpful to note down any facts and dates as they happen.
- Where anonymity is requested efforts will be made to meet the request where appropriate but that might not always be possible. The earlier and more open the expression of the concern, the easier it will be to take appropriate action.
- Each case will be investigated thoroughly with the aim of informing the complainant of the outcome of any investigation as quickly as possible

5.1.5. Examples of illegal and/or improper conduct

Some examples of illegal and/or improper Conduct are listed below: however this list is not exhaustive.

- Abuse of students or of other employees.

- Fraudulent or improper use of the school's money or assets.
- Dangerous practices at work.
- Corruptly receiving any gift or advantage.
- Allowing private interests and those of the school to conflict

5.1.6. OFSTED whistle blowing contact information

Telephone: OFSTED 0300 123 3155 (Monday to Friday from 8am to 6pm).

Email: at whistleblowing@ofsted.gov.uk.

Write to: WBHL
Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

ANTI-BULLYING POLICY

5.2.1. Rationale

Bullying is an insidious social problem to be found in many occupations and walks of life. In the school environment it can be found among the pupils and the staff. The role of the Principal, as manager of the school, is to ensure as far as is reasonably practicable, that structures and procedures embedded in this policy prevent bullying.

Ultimately, it is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos. Legally, schools have to make arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children. The duties came into force on June 1st 2004 under sections 175 and 157 of the Education Act 2002.

There are a range of systematic behaviours that constitute bullying:

- **Physical** – pushing, kicking, hitting, pinching, any form of violence or threats of violence.
- **Verbal** – name calling, sarcasm, spreading rumours, persistent teasing.
- **Emotional** – tormenting, threatening, ridicule, humiliation, exclusion from groups or activities.
- **Racist** – racial taunts, graffiti, gestures.
- **Sexual** – unwanted physical contact, abusive comments.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying that may occur. We aim to make all those connected to the school aware of our opposition to bullying and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

5.2.2. Responsibilities

5.2.2.1. Pupils

We will use proactive methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters

In addition to the above regard should be paid to the school's policy on promoting good behaviour, through which the school intends to:

- Promote self-discipline and proper regard for authority among pupils;
- Encourage good behaviour and respect for others to ensure as far as is reasonably practicable the prevention of all forms of bullying among pupils;
- Ensure pupils' standard of behaviour is acceptable;
- Regulate pupils' conduct.

5.2.2.2. Staff

All members of staff in our setting take all forms of bullying very seriously and intervene to prevent incidents from taking place. If staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Principal, the member of staff will inform the child's parents.

All incidents of bullying are referred to the Principal, who will log them, along with any witness statements.

If members of staff become aware of any bullying taking place between members of the class, they should deal with the issue immediately. This may include counselling or support for the victim of bullying and punishment for the child who has carried out the bullying. This will be carried out in accordance with the provisions set out in the Behaviour Policy.

Members of staff attempt to support all children in their class and establish a climate of trust and respect for all. By promoting, modelling and reinforcing positive behaviour we aim to prevent all incidents of bullying.

Professional relationships between members of staff are best conducted with respect and in a non-threatening manner, but there is also a legal requirement for the employer to provide a safe place of work for employees and all others that use the establishment. The School, as the Employer, has the responsibility to ensure this legal responsibility is fulfilled. That responsibility cannot be delegated. However, the Principal will be required to ensure the enactment of that responsibility within the school. The Principal therefore has a duty to all that is reasonably practicable to ensure the health, safety and welfare of employees. As bullying can irrevocably damage the mental health of an individual, it is clear responsibility extends to the prevention of bullying in the workplace.

5.2.2.3. Principal

It is the responsibility of the Principal to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and to know how to deal with incidents of bullying. The Principal is required to keep accurate records of all incidents that do occur and report to monitor the effectiveness of the anti-bullying policy.

The Principal ensures that all pupils know that bullying is wrong and that it is unacceptable behaviour in this school. The Principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Principal sets the climate of the setting as one of mutually supportive, caring community, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming setting, bullying is far less likely to be part of their behaviour.

5.2.2.4. Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child might be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

5.2.3. Identifying Bullying

5.2.3.1. Pupils

Children who are being bullied at school will not always be prepared to tell those in authority. However, when a disclosure is made, it should always be treated seriously. While others may not feel that certain actions or words are of a bullying nature, if the recipient feels they are being bullied that is sufficient evidence to treat the case as one of suspected bullying.

For those pupils who are unable to inform staff about their problem, observations regarding specific behaviour patterns can be routinely established in school.

Signs of bullying might include;

- Unwillingness to come to school;
- Withdrawn, isolated behaviour;
- Complaining about missing possessions;
- Refusal to talk about the problem;
- Being easily distressed;
- Damaged or incomplete work.

Where these difficulties are associated with the special needs of a pupil, a pupil from a minority racial or cultural background, or where there are indications of sexual harassment, these indicators may well confirm that bullying is occurring. Investigation will be undertaken, checking with colleagues and the lead Safeguarding Children Co-ordinator and maintaining rigorous vigilance and confidentiality.

Staff will be able to use their knowledge of the pupils to identify changes in their behaviour that might indicate bullying.

5.2.3.2. Staff and other adults in the school

Bullies are often in positions of power or authority over their victims. They may behave as they do to hide their own inadequacies or their personal envy of the other colleague. Bullying may occur between management, teaching staff, support staff and voluntary workers. Tell-tale signs are indicated in the following list, which is neither inclusive nor exhaustive;

- General low morale;
- Increased level of staff turnover;
- High rates of absenteeism;
- Frequent disputes, complaints and grievances;
- Isolated members of staff;
- Inefficient team working.

5.2.4. Anti-bullying Procedures

At Derby Montessori School we always take all bullying problems seriously, both of pupils and adults and we will undertake to investigate all incidents thoroughly. The victim and the alleged bully will be interviewed separately, as will any witnesses. Written records of incidents, the investigation and the outcomes will be kept rigorously and confidentially by the Principal in the first instance. Any staff coming into contact with the victims of bullying will be given the appropriate information. Appropriate sanctions will be employed (see Behaviour Policy) and action will be taken to prevent further incidents, such as:

- Providing appropriate training if lack of skills is identified, including building more 'anti-bullying' messages into the curriculum, assemblies etc.
- Obtaining an apology, verbal or written
- Informing the parents of both the bully and the bullied
- Providing mentor support for both the bully and the bullied.

5.3. BEHAVIOUR POLICY

5.3.1. Rationale

At Derby Montessori School we recognise the importance of developing positive attitudes and dispositions towards learning, oneself and to others. Intrinsic to this is an awareness of our

behaviour and how it impacts on our self and on others. Poor behaviour is a barrier to both teaching and learning.

We believe that each child has a right to the best education which can be provided in a partnership between school, parents and the community. We therefore aim, through strong, consistent and fair management of pupil behaviour, to establish a happy, secure and purposeful environment in which each child may develop to his or her full potential. Providing this positive learning environment is an important pre-condition for pupils attaining the highest possible levels of attainment. Every child is therefore asked to take responsibility for adhering to school rules. Parents are kept informed so that they can support the systems in use. This policy is based on promoting the use of positive language, positive reinforcement, and a growing appreciation of responsibility.

5.3.2 Aims and Values

In planning our curriculum we pay regard to the United Nations Convention on the Rights of the Child and incorporate children's rights into the aims and values that underline our behaviour policy.

The aims and values of Derby Montessori School's behaviour policy are as follows:

- To provide a caring, nurturing environment in which high levels of self-esteem, self-belief and self-motivation are realised.
- To treat everyone in the setting with respect and to use positive language at all times.
- To develop an understanding, appreciate and respect of the diversity of our world and its people.
- To encourage awareness of the implications of our actions at a personal, social, community and global level.
- To place emphasis on demonstrating, promoting and reinforcing positive behaviour.
- For staff to adopt a consistent approach to behaviour management.
- To involve pupils in the responsibility for creating and maintaining environments and situations in which everyone is able to stay safe and stay healthy, and know why these are important.
- To involve parents in supporting the development of a whole school approach to promoting positive behaviour.
- To foster a lifelong love of learning.

5.3.3 Our Code of Practice

Our code of practice is built on three important aspects

- Respect for myself.
- Respect for others.
- Respect for property and environment.

The students also learn from an early age about their rights and responsibilities, and the rights and responsibilities of others.

For instance:

- Each child has a right to use the craft materials and a responsibility to put them away afterwards.
- A right to run in the garden, and a responsibility to look out for others.
- A right to eat snack, and a responsibility to see that it is shared fairly.

These rights and responsibilities encourage the students to be kind and considerate, and to think about how their actions impact on others and the environment.

5.3.4. Reinforcing Positive Behaviour

By modelling, practicing and reinforcing positive behaviour, the students gain a clear message that this behaviour is expected as the norm. This is more effective than punishing poor behaviour.

Members of staff have agreed to reinforce Positive Behaviour in the following ways:

- Explain, and importantly demonstrate, the behaviour we wish to see. We recognise that our behaviour will influence the behaviour of the child.
- Have an expectation that all children can achieve positive behaviour.
- Use positive language at all times.
- Challenge the use of negative labels.
- Recognise and highlight good behaviour as it occurs, (smiles and 'thumbs ups' are good positive reinforcement)
- Encourage children to be responsible for their own positive behaviour.
- Let parents and carers know about their children's positive behaviour.

5.3.5. Stopping Inappropriate Behaviour.

Children may sometimes forget about the code for good behaviour. Everyone has agreed to encourage children to follow the code by:

- reminding pupils about our code.
- noting good behaviour as it occurs.
- dealing positively with inappropriate behaviour in accordance with agreed policy guidelines.

Children will be made aware of the sanctions liable to come into effect should they break the code of conduct or display continual poor behaviour. Most cases of indiscipline will be dealt with without the need for formal sanctions. There is an increasing scale of sanctions available to the school including suspension and expulsion but it is hoped that with the co-operation of parents such sanctions will not be necessary.

5.3.5.1. Sanctions may include:

- A quiet word from the teacher in private; sterner words to show displeasure.
- Isolating a child from the peer group in the classroom.
- Removing a child from the classroom.
- Loss of privileges.
- Daily or Weekly Report.
- Involvement of senior manager/ Principal.
- Payment for deliberately damaged stock or equipment.

Parents will always become involved at an early stage if there are concerns about their child's behaviour

5.3.5.2. In extreme and very rare circumstances the school may :

- temporarily exclude a child
- consider permanent exclusion from school.

Exclusion will only ever be considered after all other possible avenues have been explored.

5.3.6. Procedures for Dealing with Major Breaches of Discipline.

Derby Montessori School will not tolerate inappropriate behaviour, for example:

- Bullying.
- Swearing.
- Fighting.
- Racism.
- Name Calling.
- Spitting.
- Vandalism.

- Stealing.
- Truancy.

Strategies such as the ones below have been agreed for dealing with each of these areas. Any significant disciplinary measures will be recorded in an Incident Log.

5.3.7. Partnerships.

Although the school has a critical role to play in promoting good behaviour, it is clear that schools cannot, and should not, tackle this responsibility alone. Partnership is the key, and the school can consolidate its partnership with parents by ensuring that parents have full information on the school's curriculum, plus regular progress reports. Parents will be told when things are going well and when they are going badly.

5.3.8. Strategies to achieve Positive Behaviour.

The following have been identified as strategies to be used to achieve positive behaviour:

- Appropriate and relevant curriculum for all.
- Use of curricular flexibility as appropriate.
- The development of Whole School Behaviour Codes with pupils becoming actively involved in their creation.
- The development of strategies for the early identification of pupils who are experiencing and presenting difficulties within the school setting.
- Training for staff in dealing with difficult pupils.
- Strong liaison between schools and other agencies.
- Circle time Techniques.
- Involvement of Parents. (e.g. newsletters, open days etc)
- High levels of self-belief, self-esteem and self-motivation
- A strong sense of community

5.3.9. Monitoring and Evaluation.

- **Implementation** – All members of staff have responsibility for the implementation of the policy in their own classrooms and for contributing to the further review, development and improvement of the policy.
- **Monitoring and Evaluation** – Senior staff have responsibility for monitoring the implementation of this policy throughout the school. Specific responsibility will lie with the Principal of the school.

5.4. OFF-SITE SAFEGUARDING POLICY

5.4.1. Rationale

At Derby Montessori School we think that off-site activities can complement and enhance the curriculum of the school by providing experiences which would be impossible within the school boundaries. Off-site activities are those activities arranged by or under the auspices of the school which take place outside the boundaries of the school. The purpose of this document is to ensure safety during off-site activities and visits.

5.4.2. Planning

- Staff arranging or otherwise involved in off-site activities must make themselves familiar with the regulations, advice and procedures published by the Local Education Authority (available from the school office). All off-site activities must take place under the terms of these regulations, advice and procedures.
- All off-site activities must serve an educational purpose which is clearly related to the curriculum.
- Where staff are proposing to arrange an off-site activity the approval of the Principal must be obtained before any commitment is made on behalf of the school. Sufficiently detailed proposals should be provided by the member of staff to allow for an informed decision to be made.
- Where the activity involves a period of more than 24 hours, an overnight stay or a journey by sea or air, the Principal will seek the approval of the Board of Directors before sanctioning the activity.
- Wherever possible the staff planning an off-site activity should make a preliminary visit to the venue in order to familiarise themselves and make a proper assessment of its suitability, bearing in mind the age of the children, the size of the group, the time of year (and probable weather conditions) and the suitability of the facilities. The costs of such a visit may be reclaimed and should be included in the overall cost of the activity.
- The costing of off-site activities should include any costs associated with the visit which would normally fall on the school e.g. transport, entrance fees, insurance, provision of any resources or equipment specific to the activity. This should include the costs related to adult helpers.

5.4.3. Supervision

- The Principal will appoint a 'party leader' to be responsible for running the activity. This will normally be a member of staff employed at the school.
- An activity should normally have sufficient adults taking part to provide a minimum ratio of:
 - One adult to three children (under twos)
 - One adult to four children (two year olds)
 - One adult to eight children (three to five year olds)
 - One adult to thirteen children (six to eleven year olds)
- This is a minimum requirement, and should not automatically be taken as providing appropriate supervision.

5.4.4. Transport

- Transport arrangements should provide a seat for each member of the party. It is the policy of the school to hire coaches with seat/lap belts where available.
- Where public transport is used each member of the party must be seated for the entire journey
- Where private cars are used for transport the party leader is responsible for ensuring that the insurance of each driver covers such journeys.

5.4.5. Parental Consent

- The parents of children taking part in an off-site activity should be provided with appropriate information about the activity. Where the activity is taking place entirely within a normal school day it is sufficient to obtain an acknowledgement that the parents are aware of the arrangements. Where the activity extends beyond the normal school day written permission from the parent must be obtained.
- All adults accompanying a party must be made aware, by the party leader, of the emergency procedures which will apply. Each adult should be provided with an emergency telephone number. This will normally be the school number, but where an activity extends beyond the

normal school day the home telephone number of a designated emergency contact should be provided.

5.4.6. Funding

- Funding for off-site activities is provided mainly by parental contributions or occasionally by school funds.
- The timetable for the payment of contributions should allow for the Principal to make a decision about the financial viability of the activity in reasonable time.

5.4.7. Safety

- Before a party leaves school the school office should be provided with a list of everyone, children and adults, travelling with the party, together with a programme/timetable for the activity.
- The safety of the party, and especially the children, is of paramount importance. During the activity the party leader must take whatever steps are necessary to ensure that safety.
- Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of others or the good name of the school, the party leader should discuss with the Principal the possibility of excluding the child from the activity.

5.5. Mobile phone, Camera and Photograph Policy

Derby Montessori School prohibits the use of personal mobile phones and cameras in our setting when working with children or when on outings. This is to ensure the safety and welfare of the children attending the school. Staff, parent helpers and visitors are included in the above.

The above will be achieved by:

Mobile phones:

- All personal mobile phones/ camera phones must be stored in the staff room or in the office during session/ class times.
- Mobile phone calls/ messages may only be taken at designated breaks or in colleagues own time, but never when there are children around.
- If a personal emergency occurs, staff, volunteer helpers and visitors are requested to use the setting's phone.
- Derby Montessori School's contact number is freely available for friends and family to use in an emergency. Messages left with the office are passed on promptly.
- Colleagues must ensure that the setting has a record of their up to date contact details.
- On outings a senior member of staff will have a mobile phone to use only in an emergency.

Cameras:

- Personal cameras are not to be brought into the setting.
- Each class has a camera which is used to record the children's activities and achievements.
- The photographs from the cameras are uploaded onto the school computer only.
- Members of staff, volunteer helpers and visitors are not allowed to take cameras or memory sticks home.

Photographs:

To help us document each child's progress photographs are taken in an unobtrusive way throughout the school. Primarily these photos are used for individual children's records, in class project booklets or in displays around the school. From time to time photographs are also used in the school's promotional materials and advertising. Occasionally the local press write an article about activities the school has done and this is accompanied by photographs. On a yearly basis an outside agency takes individual and class photographs of the children in the school. To ensure that children are protected and safeguarded the following actions are put into place:

- Photographs of individual children are used primarily in their 'Learning journey' folders.
- Individual children are not named in promotional materials or advertising.
- Parents are informed of the use of photographs for documenting progress and for promotional materials and asked to advise the school in writing if they do not consent for photos of their child to be taken or used.
- When children are to be named in articles written permission is sought first from the parents.
- When photographs of children are to be put on the website additional and specific written permission is gained from parents prior to the photograph being used.
- Where group photographs are to be taken, or group events are held where photographs or videos may be taken by others, advance notice is given to all parents to ensure no parent has an objection. Should a parent have an objection either their child is removed from the photograph/ activity, or permission is denied to all parents. (examples would be: group class photos taken by outside agency, school concert, sponsored walk off site).

5.6. PROCEDURES FOR CHILD NOT COLLECTED

- Parents are given a reasonable time during which to collect their children and we particularly appreciate the difficulties of end of school day pickups for those parents with children at multiple schools, and allow for flexibility at this time.
- Late pickup at any other time causes disruption and is strongly discouraged.
- After approximately 15-20 minutes, if no message has been received from the parent, the primary contact will be phoned.
- If the primary contact cannot be reached, the secondary and then the emergency contact is phoned.
- The child will join the next session while waiting to be collected. For noon pickups the child may join those eating lunch. Where a child is uncollected at the end of the day, the most senior member of staff will remain with the child until suitable arrangements have been made for pick up. The child is usually kept busy in the school while waiting to be collected, e.g. reading stories, helping to tidy up the room etc.
- As we hold several phone numbers for each child (both parents' home and work numbers, plus mobile numbers and an emergency contact number), it is likely that we will be able to contact someone to collect the child before too long.
- At the discretion of the principal or if no reasonable explanation is given for the delay, the child will incur a late charge of £5 per 15 minutes or part thereof.

5.7. PROCEDURES FOR LOST CHILD

Precautions for keeping children safe:

- Stair gates are fitted to all stairs to stop children from going up them unsupervised.
- Glass panels are fitted to the fire doors to improve visibility to the hall and landing areas.
- These measures should ensure that children are not 'lost' internally in the school.
- Locks are fitted to all external doors, these are at adult height and therefore out of reach of the younger children to prevent the children leaving the main building unsupervised.
- No child is allowed outside without adult supervision.
- Attention is given to the boundaries of the property to ensure that these are secure and that children may not easily leave the site, or be removed from the site, without staff members being aware.
- External gates are fitted with locking devices that cannot easily be opened by the children.
- Children are actively taught about 'keeping safe', and about staying within the boundaries.
- A register is taken during the morning and afternoon sessions.
- When the children come back into school from outside time, a head count is made to ensure all children are present.

Procedures should a child be found to be missing:

- Should a child be found to be missing the first priority is to ensure that all the other children remain safe. This may result in the remaining children being taken back inside.
- One member of staff will then check all the outside areas to see if the child has been overlooked anywhere or is playing, unaware that the others have gone in.
- If the child cannot be located on the premises the member of staff will check the road/pavements visible from the entrance.
- If the child is still not found the member of staff will immediately inform the Principal or in her absence the Deputy.
- The supervisor will contact the police, and follow any directions they give.
- The supervisor will then contact the parents, or if they cannot be reached, the emergency contact.
- A full written report of the incident will be made as soon as possible.

6. RECRUITMENT, SELECTION AND TRAINING

Derby Montessori School is committed to safeguarding and promoting the welfare of children and young people. In order to ensure this our recruitment and selection policy is in accordance with both local and national guidance.

6.1. STAGES OF THE RECRUITMENT PROCESS**6.1.1 Decision to Recruit**

The job description will include a reference to the responsibility for safeguarding and promoting the welfare of children, and the person specification will include suitability to work with children. The need for completion of an enhanced Criminal Records Bureau (CRB) check will also be included on the job description.

6.1.2. Advertising the Post

The advertisement will require candidates to apply for an information pack which will include a job description and an application form. Unsolicited CVs will not be accepted without an accompanying completed application form.

6.1.3. Application Process

Application forms will be used to enable all potential applicants to provide a common set of core data as follows:

- Current and former names, date of birth, current address, NI number and evidence of eligibility to work in the UK
- Full details of qualifications relevant to the position applied for including awarding body and date of award
- Full history in chronological order showing employment, study, voluntary work, with explanations for any periods not covered, and reasons for leaving employment.
- Declaration of any family or close relationship to existing or potential employees or employers
- Details of referees – one of whom must be current or most recent employer. For an employee not currently working with children, but who has done so in the past it is important that the past employer should also be contacted
- A statement from the applicant of their personal qualities and experience, which they believe, meets the person specification.

Applications will be carefully scrutinised upon receipt in order to identify any anomalies or areas of concern, which need to be followed up at interview. This will include any gaps in service or mid career moves from permanent to supply or temporary work.

6.1.4. Taking up references for short listed candidates

References will be sought for all short listed candidates, using the proforma reference request forms. References will be scrutinised to identify any gaps or contradictions, which will then be explored at interview and/or by telephone call to the referee.

6.1.5. The Interview

These will be on a face to face basis wherever possible, and the same panel will see all the candidates for a post and carry out some straightforward pre employment checks such as verification of the applicant's identity, right to work in this country (a national insurance number does not automatically indicate this right) and relevant academic and vocational qualifications from original documentation. The interview process will explore the applicant's ability to carry out the job description and meet the person specification. It will enable the panel to explore any anomalies or gaps which have been identified so far in order to satisfy themselves that the chosen applicant can meet the safeguarding criteria identified above. Consideration including discussion with the candidate will also need to be given to any information regarding previous records of cautions or convictions including information provided in a sealed envelope. Discussion will also take place regarding any significant periods of sickness absence.

6.1.6. Pre Employment

In addition to the checks already detailed Derby Montessori School will ensure that a pre-employment health check is completed, as well as obtaining a CRB Enhanced Disclosure. These together with the collection of all necessary references will be completed before staff start work, unless there are very exceptional circumstances. Any offer made to a candidate will be conditional on all the pre employment checks being completed satisfactorily.

6.2. Induction

All members of staff will be given an induction programme which will clearly identify the school policies and procedures, including child protection, and make clear the expectations and codes of conduct which will govern how staff carry out their roles. This will give the opportunity to provide discussion of any relevant issues. The programme will ensure that all new staff are aware of the following policies and procedures and how to access them:

- Visitors
- Equal opportunities
- Registers
- Behaviour policy
- Using positive language
- Medicines/ medication books
- No nuts/ food restrictions – children with allergies/ list
- Accidents/ minor incidents book, head injury form, Riddor
- Major incidents
- No Smoking
- Lost child
- Safe guarding children/ co-ordinators
- SEN / co-ordinator
- Confidentiality

The following Health and Safety concerns will also be covered:

- H&S officer
- Lifting
- Food hygiene
- Risk assessment/ awareness/ Hazard analysis
- Fire Drill – responsibilities
- First aid box
- First aid
- Signing in/ out
- Jewellery

6.3. Ongoing Employment

Derby Montessori School recognises that safer recruitment and selection is not just about the start of employment, but should be part of a larger policy framework for all staff. We will therefore provide ongoing training and support for all staff, as identified through performance management. We will also provide a range of opportunities where concerns can be raised, in order that staff feel that the school culture embraces safeguarding and communicates a clear framework to employees, parents and pupils. We will monitor issues as they arise, and through the use of such strategies as exit interviews will seek to continually improve the school environment, for the benefit of both staff and pupils. To support this we will use the Safer Schools Checklist ([Appendix F](#)) to monitor our progress, and will report Board of Directors once a year.

7. IMPLEMENTATION AND MONITORING

In order that Derby Montessori School's good practice and child protection policy and procedures are to be effective, they need to be integrated into current practice and implemented in a planned and staged way, which will involve:

- The dissemination of the safeguarding children message so that it reaches and influences all related organisations to safeguard the welfare of young people
- Operating sound recruitment procedures for paid and voluntary staff
- Identifying and enabling the appropriate safeguarding children training for staff;
- Remaining updated with legislation related to safeguarding children
- Measuring the impact of the policy and procedures on an annual basis
- Monitoring the policy and procedures
- Feedback from young people and families
- The number of personnel trained in safeguarding children awareness