Parent Information Pack

*for*

Windsor Montessori School

*and*

Windsor Montessori

House of Children

 Updated April 2017

Parent Information Pack

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Welcome!

We welcome your child and yourselves, as a parent or carer, to our schools. Now that your child is enrolled with us, you join us either at our Home Park or at our Old Windsor premises.

The purpose of this pack is to give you information that we hope you find helpful in settling your child into our care and into the life of the school.

You will find here, inclusion of information we think is most important to you as parents / carers. These are often summaries of our policies for the schools. The more detailed policy documents are available for you to look at when you wish and these are kept at each of the premises. If you would like a copy of any of the more detailed policies, we will gladly provide them to you.

You have selected a Montessori setting for your child. We will support you to discover more about how this approach to child development is, as an aid to life – both within the school and at home. From your visits to the nursery /school and in discussions with staff, you would have seen the many differences in the Montessori approach compared to traditional approach in supporting children’s learning and development. We hope you will join us to discover more and to share your experiences at the various parent information evenings that we run, to further support your child’s learning journey.

We hope your child settles quickly into their community here with us, and we welcome you as a parent to work in a positive partnership, to provide a holistic education, for your child in a safe environment.

Kind regards

Menik Ellawala

Head of school

Hons: Degree in Early Childhood Education and Development

Early Years Professional Status

Diploma in Montessori Education (AMI)

Telephone Numbers for the Schools

|  |  |
| --- | --- |
| **Windsor Montessori House of Children** **(Old Windsor)** | 01753 830525 |
| **Windsor Montessori School** **(Home Park)** | 01753 868399 |
| Out of school hours number | 01344 844592 |

Partnership with Parents

In a Nutshell …

|  |  |
| --- | --- |
| **What you can expect from us** | **What we would like from you** |
| 1. Trustworthy, caring and safe attention to your child, adhering to the safeguarding policy.
 | 1. To join us in a partnership focused on your child’s development.
 |
| 1. Rigorous application of authentic Montessori principles to child development and education,
 | 1. Willingness to attend briefing and information sessions
 |
| 1. The provision of a mixed – aged environment which provides a community and enables children to help and to learn from one another
 | 1. A willingness to find out how you might continue to support the development of your child in a Montessori way at home
 |
| 1. A calm atmosphere to support your child’s development
 | 1. To let us know of any changes in the child’s life which could have an effect on their emotional well being
 |
| 5, Provision of high quality caring and teaching and providing information about your child  | 1. Prompt payment!
 |
| 1. An invite to come into our setting to see how your child is settling in and to see how they are working with the material
 | 1. To let us know when you feel things are going exceptionally well and also when you feel that we have made a mistake
 |

**Partnership with Parents (continued)**

A close working partnership between the staff and parents is vital for the wellbeing of the children in our care. We know that a positive, supportive and a constructive partnership with parents will enable the school to provide a happy, caring, and a stable environment for children to learn and to develop.

With the above in mind, we will:

* Involve you in planning what your child will be doing at the nursery/school
* Share your expertise and seek your support for us to support your child.
* Discuss on a regular basis what your child has done during the day
* Tell you what your child has eaten, how long they have slept and any relevant toileting information
* Regularly discuss progress and your child’s development along with any concerns we may have

If we have any concerns about your child’s well-being during the day every effort will be made to contact you or your nominated emergency contact.

When possible, to further encourage your child’s development, you may be asked to send in objects from home, e.g. photographs, old boxes and cartons, for topic work.

You are requested to keep us informed of any changes to personal information, e.g. change of address, telephone number, doctor, emergency contact.

You are also requested to keep us informed of any circumstances which could have an effect on your child’s emotional well being, e.g. bereavement, separation or illness in the family, or house move.

We organise a parents’ evening once a term to share the child’s development with the Key Person.

We will email you periodic newsletters to keep you up to date with information about the School, e.g. new developments or staff changes.

We organise various parents’ information evenings to give presentations on different topics

Parents are welcome to come in and observe a working morning or afternoon, and also to work with their own child. This strengthens the home/school link, in supporting the child.

# What we would like you to do: Treat our professional staff with respect, as professionals, employed by the school and not request them to ‘baby sit’ or care for your children, or form an unprofessional relationship with them. They have a contractual obligation to the school and you asking them to work for them, will jeopardize their position at the school.

 Confidentiality

We need to share information with you and with one another to meet the needs and to support the development of all the children in our care. Sometimes, it may be necessary also for us to seek the help and advice of outside professionals. Your permission will first be requested before we do this.

Staff understand and respect that information about children and their families is confidential and will not be discussed outside the nursery nor included in any social networking sights.

Where there is an issue about child protection then the child’s welfare will be put first and the safeguarding policy will be followed.

Records of progress across Early Years Foundation Stage will be passed on to the next School when the child leaves us. However if you do not want the information to be shared with the next school, we will respect your wishes.

Dropping-Off your Child at School

Please bring your child to school on time. Doing so, helps the child’s sense of security and helps him/her to settle down to a routine.

You would have agreed a start time for your child at enrolment. Please bring your child to the front door to be welcomed by a staff member.

Cars must, at all times, be parked safely in the Car Park when dropping off

or picking up your child.

 **IMPORTANT RESPONSIBILITY OF THE PARENTS**

**PLEASE DO NOT LET YOUR CHILD OUT OF YOUR REACH OR LET GO OF YOUR CHILD’S HAND UNTIL YOUR CHILD IS SAFLEY INSIDE THE SCHOOL, IN THE CARE OF A STAFF MEMBER.**

**WINDSOR MONTESSORI SCHOOL IN THE HOME PARK, WINDSOR.**

**THE SCHOOL IS SITUATED IN A PUBLIC GROUND, AND THERE ARE OTHER USERS USING THE AREA, OTHER THAN PARENTS TO THE SCHOOL. THEY WILL USE THE CAR PARK IN FRONT OF THE SCHOOL AND BEYOND, SO THERE WILL BE A CONSTANT FLOW OF TRAFFIC. HENCE, VIGILANT ATTENTION, AND SAFETY OF YOUR CHILD, NOT RUNNING ON TO THE ROAD MUST BE ADHERED AT ALL TIMES.**

**WINDSOR MONTESSORI HOUSE OF CHILDREN, 4, DATCHET ROAD, OLD WINDSOR.**

**THOUGH THE SCHOOL IS IN ITS OWN GROUNDS, IT FACES THE BUSY ROAD WITH A CONSTANT FLOW OF TRAFFIC. THE GATES WILL BE LEFT OPENED AT CERTAIN TIMES FOR PARENTS CARS TO ENTER AND LEAVE THE PREMISES. THEREFORE PARENTS MUST NEVER EVER LET GO OF THEIR CHILD’S HAND UNTIL THE CHILD IS SAFELY INSIDE THE SCHOOL, IN THE CARE OF A STAFF MEMBER.**

Collecting your Child from School

The children must be collected at the time agreed.

**If you are unable to pick up your child**

You may designate another responsible adult to pick up your child, providing this person is introduced to the child’s Key Person and you have provided us with written permission. Please see a member of staff for the form to use to provide us with this permission.

In the event that neither you nor the designated person is available to pick up your child, the primary carer must telephone the school and give a description of the person who will collect your child and a password for them to use.

If your child is not collected at the expected time, we will continue to care for your child and we will make every effort to ensure your child is not upset by the situation.

If, after half an hour, the parent or the carer has still not arrived and the staff have made every effort to make contact with the family or any other person recorded in the child’s registration form, it may be necessary to contact the Local Safeguarding Children Board for advice.

**Our commitment to your child**

Your child will not be released to any person, including another parent in the nursery/school, unless a signed permission has been given previously by the child’s parent or carer.

Under no circumstances will a child be released to an unknown person.

**Consequences of persistent late collection**

A record will be kept of all children who are not collected by the due time. This will note the date and the time at which the child was collected, who collected the child, and the reason given.

In the event that a child is not collected by the due time on three occasions, parents will receive a letter, pointing out the distress late collection causes the child and the difficulties it poses for us.

**A charge for future late collections will be made of £10 an hour or part of an hour.**

Persons prohibited from collecting children

We are aware that some children may not be allowed to come into contact with members of their own family.

In such circumstances the primary carer is expected to provide the names of those family members in writing, providing a photograph of that person and preferably a copy of the court order or official notice++

If one of these family members should call at the school they will not be granted access and the person in charge on the day will deal with the situation, ensuring that no contact is permitted.

We will inform the child’s primary carer of the incident immediately thereafter.

We can not bar a parent access to their child, where there is no police / court order in place.

Clothing and food to be brought for your Child

* A supply of nappies (or pull-ups), wipes and nappy sacks, for infants or If your child is in nappies, by the time they start nursery.
* A complete change of clothes
* Your child may like to bring a favourite soft toy or comforter for nap time
* Snack for snack time
* Indoor shoes or slippers (Downstairs classroom children)
* A pair of wellington boots.
* Bedding for your child. Please provide two sets, one to be kept at school and one to be sent home for washing at the end of the we

 **Food and Drink**

We are a nut free school, as we may have some children with an extreme reaction to nuts.

Young children can often have preference for one type of food or another, and may show signs of intolerance or allergies to certain foods. Parents must inform the school and record this in the child’s information form that is given to them with their registration form.

Once this information is provided to us we will record it and display in the kitchen at all times.

All food that the school provides on special occasions such as the children’s Christmas party, will be checked to ensure that is still within use-by date and free of nuts. All allergens containing in the food will be noted.

Food will not be cooked from raw in the premises apart from the cooking activities.

**Breakfast**

Please ensure that your child is provided with breakfast before coming to school. The children who arrive at 8.00pm, who have not had breakfast at home, a paced breakfast or cereal can be brought to the school to be had at school.

**Lunch**

Please provide your child with lunch and a snack to be had at mid morning and mid afternoon if they are leaving at 6.00pm

* An ice pack must be put into their lunch boxes.
* Your child’s name must be clearly written on their lunch bag or boxes.
* We appreciate parents sending a healthy lunch and fruit for their snack,
* If food is needed to be warmed, it will be done in a microwave.

Children are not allowed to share food at meal times because of potential allergies or intolerances.

**Water**

The intake of water by children will be monitored for abnormally high or low intake.

* Drinks of water will be offered regularly throughout the day
* Your child will be assisted in obtaining a drink should they need help.
* Suitable glasses are provided for children to drink from
* Children are made aware that water is available at all times and that they can help themselves to it or ask for it when they require it.
* Babies and toddlers will be offered water at regular intervals.

**Celebrations**

We recognise that some children will wish to celebrate special occasions, such as their birthdays and religious festivals, by bringing food from home to share. When this happens, the food will be wrapped and sent home with your child.

* Please discuss with your child’s key person, if you wish to bring in treats to share with the other children. We can then discuss with you any allergies that the children may have.
* Please include a list of ingredients where possible, or let us know if you are unsure.

 Your Child’s Well-Being

 Settling into School

It is of paramount importance to our School that all children should be treated with great care and consideration. A new child should feel comfortable, cared for, and integrated into the life of the School as quickly as possible.

During the first few sessions you have the option of:

* Staying with your child if you wish.
* Staying with your child for part of the time.
* Leaving the your for the whole time.

We can give you advice on this but it is our preference that you should do what, in your experience, is best for your child. We fully appreciate that this can be a difficult time for both you and your child.

It is our policy that, so far as it is possible, school sessions should run in the normal way when a parent or carer is present. You should be able to see the regular pattern of what happens during the day and how staff cope with anything unexpected. In particular, you should be able to see the level of care and education received by all children in the School.

When your child starts school, we are happy to receive telephone calls from you during the day. We fully understand that you are concerned about your child’s welfare and are likely to feel upset at leaving him or her in someone else’s care. However there will be times that we will not be able to response to your call immediately, if we are attending to your children.

We will aim to alleviate these fears but if your child is very upset, it is our policy to tell you when you call, thus giving you the option of calling again to see if there is still a problem.

# If your child remains very upset, we will call you to discuss our concerns and ways of trying to remedy any problems.

Your Child’s ‘Key Person’

Your child will be assigned a ‘key person’ when they enter nursery/school to help your child feel confident and safe.

The role of this person is to help your child become familiar with their surroundings in school and the routines we have. The key person’s job is to ensure that your child’s learning and care is tailored to meet their individual needs.

The key person is the first point of contact for you to discuss the continued development of your child and any concerns you have.

The name of your child’s key person is posted near the entrance door to each setting or you will be informed.

If your child is sick or needs medication

**Sickness**

If your child is ill, he / she must be kept at home. We have a duty of care for the child and thus need to ensure that all our children are helped to stay healthy. Therefore we cannot care for children if they are sick.

**Please inform us as soon as possible if your child is absent due to illness**, telling us when they are likely to return. If a child has a specific diagnosis it would be helpful for the staff / Key Person to have that information.

**Infectious disease**

If your child has contracted an infectious disease, please keep them at home until the contagious period is over. If you bring your child to the school before that period, we will request that the child is taken back home.

**Vomiting & diarrhoea**

The child must be kept away from school for 48 hours, or until the diarrhoea or the vomiting has stopped.

**If your child becomes ill during the school day**

We will call you promptly and the child will be cared for until a parent or designated person comes to pick up your child. Therefore, it is important that the School is kept informed of any change in parent’s numbers and the emergency contact numbers.

**Prescribed Medication**

These are mandatory requirements

* Written instruction must be provided by you as the parent, prior to administration of any medication, **by completing the medication form**. This will be given to you by the child’s key person or the staff member who accepts your child at the door.
* Please do not keep any form of medication in the child’s lunch box or in any other bag. Please hand the medication to your child’s key person, or the staff member who accepts your child at the door.
* Permission to administer medication given in an email will not be accepted by the school/nursery.
* We record the details of the dosage given, when it was given and the amount of the dose. And this will be signed by the staff member who is administered the medication.

Staff working with children are not legally obliged to administer medication to the children in their care. Hence the person giving the medication may not be the child’s Key Person and will be the staff member with First Aid training.

**Eppi-pens /auto-indectors**

Please ensure that your child has 2 of these at school (so that a second dose can be administered after 15 minutes should this become necessary).

Your child’s Key Person and another member of staff must be trained by the child’s nurse or the doctor to administer the eppi pen/auto injector.

It is the parent’s responsibility to introduce the child’s nurse or the doctor to the school and the staff to be trained.

Medicines (continued)

**Non-Prescribed medication**

We can only administer non-prescribed medication such as teething gel, cough syrup or Calpol, with written consent of the parent, with precise instruction of the dosage to be given and the time it should be given.

We cannot accept blanket consent from parents to cover all non-prescribed medication.

You must also give us written permission to use sun creams, nappy creams & lotions when it is necessary.

Any non –prescribed medicine will be checked to ensure the expiry date has not elapsed

**We specifically request parents to take the responsibility of taking care not to leave any type of medication in their child’s lunch boxes, school bags or in their clothing.**

Medication will be kept in the kitchen cupboard, unless specifically required to be stored in the fridge.

**Your Child’s Learning and Development**

Play and Learning

It is universally agreed that play is the key tool for young children’s development and learning. Montessori refers to this intrinsically motivated activity as ‘work’. Therefore it is important we explore what is understood by play and work in Montessori settings.

We could define everything a child does naturally and spontaneously as ‘play’. Equally we could describe it as ‘intrinsic motivation’, driven by positive emotions toward self-development with a need to experience one’s own worth. It can help the child fit to into the world physically, intellectually, emotionally and socially, and grow to be a healthy and competent learner.

Play is a wonderful word, which conjures up a sense of freedom and joy with little sense of purpose or a goal. Within a Montessori setting, we consider that this demonstration of freedom and joy is just as evident whether a young child chooses to work or to play. We see the value of the children’s engagement in an activity that leads the child to a deep level of concentration. This kind of play is serious and hard work for the child. It is the work of self-construction.

Children have their own agenda for development that reveals itself through activity, whatever we call it. Offer a child a choice between ‘pretend’ cooking and ‘real’ cooking and we soon see the true nature of childhood revealed to us.

From the Montessori perspective ‘play’ is ‘work’ and ‘work’ is ‘play’. The defining factors are freedom of choice, the exercise of will and deep engagement, which leads to concentration.

The School provides children with a stimulating an environment, where playing and learning go hand in hand.

A varied selection of both traditional Montessori activities as well as other activities will be provided throughout the day, using both indoor and outdoor environments.

**Montessori Equipment**
Encourages development in different areas so that even when children just seem to be playing, they are learning at the same time. All the equipment and activities at school have been planned to cover a child’s development and learning that encompass the Early Years Foundation Stage. During the day staff interact and intervene if necessary to encourage the planned learning outcome. Staff continually observe the children and use the information gained to assess each child’s development, and to scaffold their learning.

Play and Learning – nursery (continued)

# Messy Play

A large variety of different mediums, such as hand painting, gluing, and dough are made available. These provide different tactile and imaginative experiences and encourage expressive language.

**Sand and Water**

These are available on an ongoing basis according to the Montessori prepared environment. They provide opportunities to experience scientific and mathematical concepts as well as encouraging social and language development.

# Creative Activities

Activities such as painting, sticking, chalking and box modelling are made regularly available. Additionally, games such as board games, lotto and snap encourage conversation and the learning of social skills – taking turns, sharing, winning and losing.

# Imaginative Play

The School recognizes the importance of imaginative play to children and provides rich opportunities to widen the imagination. These include role-play, acting through stories and imaginative dance.

**Physical Play**

Tunnels, balancing toys, large soft play bricks, balls, hoops, parachute, climbing apparatus etc are provided. The children play outside each day before lunch, or after, weather permitting.

# Books

A variety of books are available for children to look at and read, both under supervision and alone. Children are read to as a group each day.

**Additional Equipment**

A tape recorder and musical instruments are available so that in addition to hearing and responding to music children will be encouraged to think about how sounds are produced.

Early Years Foundation and Montessori

We plan a curriculum using the Montessori method of education to provide the children with learning experiences of the highest quality.

We track the progress of your child, referencing the ‘Early Years Outcomes’ in the EYFS taking into account the characteristics of Effective Learning. In doing so, we adhere to the Unique Child, Positive Relationships and Enabling Environment, with reference to the booklet, Development Matters.

* Playing and Exploring (Engagement)
* Active Learning (Motivation)
* Creating and thinking Critically (Thinking)

**Areas of Learning**

* Personal Social and Emotional Development
* Communication, Language
* Physical development
* Literacy
* Mathematics
* Understanding of the World
* Expressive Arts and Design

**Planning & Tracking**The seven areas in the Foundation Stage are linked to the Montessori curriculum.

A programme is planned for your child according to the long, medium and short terms, taking into consideration your child’s stage of development.

Your child’s learning and development is then tracked through the Early Years Outcomes, and Development Matters, according to the different ages, from 0 to 5 years.

Equal Opportunities

We are committed to ensuring equality of opportunity for the children who enrol at the School and for its Staff. The School works in accordance with all relevant legislation. The staff believe in promoting equal opportunities for everyone and value the diversity in children, parents, carers, staff and visitors to the nursery. The diversity of individuals and communities is valued and respected. No child or family is discriminated.

We are committed to equality of opportunity for each adult and child with a disability in relation to access and use of the settings.

We consider it important to provide a range of experiences and an environment that will instil in the children a positive outlook towards people in our society whom they may see as different from themselves.

* We encourage children to recognise their own unique qualities and the characteristics they share with others
* We work with families to ensure that we gain information about their child on such things as family customs, beliefs, home language and dietary requirements
* We ensure a broad and balance curriculum that reflects our culturally diverse society, and which is suitable for both active and more passive children
* We challenge negative comments from both children and adults
* We celebrate a wide range of cultural festivals, using appropriate teaching materi
* We create displays showing and reflecting a positive image towards the world in which we live.
	+ We choose books to meet all the children’s ages and abilities and which reflect the many differing lifestyles there are in our society.

Children for whom English is not their Home Language

We acknowledge a child’s home language and make efforts to learn a few words in that language to help both bridge the gap between home and school and to support the child’s sense of security in making the transition to school. We will invite you to teach us some words in his/her language.

We work in partnership with you to agree how best to support your child – both at home and in school - if he/she is bi-lingual or multi-lingual.

Your child will be supported to reach and learn a good standard of English during the EYFS and through the Montessori method of language development.

If your child is finding it difficult to grasp the English language, your Key Person will explore with you, your child’s home language skills to establish whether there is a cause for concern about language development in general.

Special Educational Needs

We aim to provide all children in our care with a broad and balanced learning environment that is committed to the integration of children with Special Needs. Our philosophy is that all children in our care ‘with or without Special Needs’ should have the opportunity to develop to their full potential alongside other children in an educational environment.

We will learn from parental experience, published great practices, and from outside specialists to ensure firstly that we can meet the needs of the child, before enrolment in the school; and then to best equip ourselves to support the child and provide him/her with access to the full curriculum.

**Supporting your child once enrolled in the school**

We suggest that you and your child come for a few familiarisation visits prior to starting with us, to see the setting and to discuss ways in which we can adapt our approach to meet your child’s individual needs. This will also make the child’s integration into the school less daunting.

Following such a visit, a Risk Assessment will be carried out – if it is deemed necessary, in order to agree with you the procedures to be followed in order to best meet your child’s needs.

Special Education Needs (continued)

Within the nursery/school your child’s Key Person is responsible for the induction and monitoring of your child’s progress.

**Identification and Assessment of SEN or Disability Needs**

In the course of working with your child, if we make any observations that cause us concern about your child’s development, your child’s Key Person will discuss the concerns privately with you.

**If you are concerned about your child’s learning and development**

Within any school, a good working relationship with parents is paramount to the education and development of every child. We welcome your guidance and knowledge because you know your child best.

We would like you to know therefore, that you are always welcome to the school either to help out, or to discuss any concerns you might have. Arrangements can be made for private discussions at a mutually convenient time.

Behaviour Management

It is central to the philosophy of the school/nursery, that all staff should be very positive at all times towards the children and towards each other.

We work to the belief that a misbehaving child is a discouraged child and work to find the motivation behind the behaviour. Teachers use the ‘mistaken goals’ approach in helping to identify what lies behind specific ‘bad behaviour’ and potential ways of dealing with this

Our aim is to provide an environment where children have happy, stimulating lives, thus preventing children feeling the need to behave inappropriately. To this end we will:

* Acknowledge the impact of good behaviour on a regular basis
* Model good behaviour by treating children and adults around us with respect
* Provide interesting and stimulating activities within a child friendly environment, thus preventing children becoming bored and irritable
* Observe children closely, plan and provide for their individual needs
* Work closely with you to support your child overcome any inappropriate behaviour

We do keep a record of incidents in the Child Behaviour Incident Book, together with how it was managed and the results.

We use a ‘high kindness/high firmness’ approach and model these behaviours. We use challenges as opportunities to teach life skills, recognising that punishment invites revenge, resentment, rebellion and retreat.

In helping children to recover from mistakes or bad decisions made, we help the child to: recognise the mistake, re-connect with the other person involved (including teaching staff), reconcile and resolve (find a mutually acceptable solution).

Class rules and ground rules for behaviour is discussed and demonstrated to the children at the circle time, even for babies and toddlers at the level that is appropriate to their level of understanding.

**Physical Intervention**

Physical intervention will only be used to manage a child’s behaviour if it is necessary to prevent personal injury to the child, or to other children, or an adult; and also to prevent serious damage to property; or in what would reasonably regarded as exceptional circumstances.

Any occasion where physical intervention has been used to manage a child’s behaviour will be recorded, together with how it was managed. You will be informed when you collect your child, and you will be shown the report. You will be asked to sign that you have read it alongside the signature of the staff member who handled the situation and another who witnessed it**. Physical intervention is not physical punishment. It is our policy never to use corporal punishment.**

**Your Child’s Safety and Protection**

DBS (Disclosure and Barring Service) Clearance

**Policy**

All necessary checks for all staff will be made at the point of recruitment/employment, to ensure the person’s suitability to work with children.

Any staff or person who has not had clearance from an enhanced CRB check will be supervised at all times, until their clearance comes through. This includes volunteers, work experience people, trades people and new students.

We adhere to our very detailed recruitment policy, in choosing and employing our staff, whether paid or unpaid, or voluntary workers.

School Security

Answering the Door

The person who answers the door will always look to make a visual check first before opening the door. If the caller is not known, identification will be sought, and checked to see if they are expected. If not expected, they will be asked to return having made an appointment to visit the school.

Unless there is a dire emergency, we will organise for work that needs to be carried out by trade people on the premises to be done outside of school time.

School attendance register.

All parents must sign the time of your child’s arrival and departure to, and from the school.

Visitors

All visitors, including parents arriving for meetings or class observation, will be recorded in the visitor book on the day, recording time of arrival time and departure.

Visitors must read the safety precaution leaflet given to them at the door, before signing the visitors book.

Signing the visitors’ book, indicates agreement that you have read the safety leaflet.

Safeguarding

**Abuse and neglect**

All staff members are aware of the possible indications of abuse or neglect and of the procedure for dealing with suspected cases.

**As a parent, if you have a concern that any child may be at risk of harm, please contact:**

**RBWM Children’s Social Care** straight away: **01628 683150**

As a parent, if you have a concern about a member of staff or volunteer working with children, you must tell the head of school and/the Local Authority Designated Officer, on 01628 683194

**Injuries**

If a child arrives with injuries, we will ensure immediate medical attention if necessary and ask the parent how the injuries occurred. We will make a written record, including diagrams, of observations and explanations given.

If we suspect that the injuries have been caused by assault or by failure to protect the child, the member of staff in charge will contact the Children’s Services. Early help and Safeguarding Referral and assessment Team. Ofsted will be informed.

**Suspicion of Abuse**

If through conversation or other contact with the child we have cause to suspect physical, sexual or emotional abuse or neglect of a child, we will follow the procedure outlined in our more detailed policy.

**Confidentiality**

The School has the right to share any information regarding Child Protection with other childcare professionals. All information, otherwise, will be kept confidential.

Safeguarding (continued)

**Our ‘Prevent’ duty**

As of 1 September, 2015, we have a mandatory Prevent duty - to have due regard to the need to prevent children from being drawn into terrorism.

To fulfil our duty in this regard, we are required to:

* Build resilience to radicalisation both through our curriculum and also through our approach to personal, social, moral and emotional development and understanding of the world. This includes any work using the internet.
* Be able to identify children who may be vulnerable to radicalisation
* Know what to do when a child has been identified
* Help protect children from radicalisation
* Conduct appropriate risk assessments concerning the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
* Provide all staff with training to develop our understanding of the issues; to conduct risk assessments; to help identify vulnerable children; and to understand the role and the way in which we work in partnership with outside agencies (i.e. Channel)

**However we have to consider the age range of our children we care for and consider it is our duty to:**

* to be observant, and listen to what children say and behave.
* to monitor their attendance at the school
* Work with the local safe guarding bodies.
* To be observant and vigilant in recognising the bahaviour of other family members.

**Our curriculum and approach**

As a Montessori setting, we support peaceful co-existence, by enabling children to experience that everything is interconnected and inter-dependent; and that we have a moral obligation to protect the environment and be true citizens of the world. We help children to think and to act independently and to question. We support the childen’s moral development by helping them think through right from wrong; just/unjust; fair/unfair. Children are taught right from wrong and asked to think about how to make amends after a mistake.

We encourage the children to think how they can help each other in the classroom, and for primary, others in society.

The school is a non-faith school. Diversity of belief and race is celebrated and diversity of ability / disability is actively encouraged.

 Health & Safety

**Health and Safety**

It is our policy to provide a healthy and a safe environment for all staff and children & any others visiting the school. We are committed to the highest standards of health and safety.

We conduct an annual risk assessment for both properties. We conduct an annual ‘electrical appliances’ test and fire extinguisher tests. We inspect the outside of the building and immediate play and working area each day.

At all times, our staff cooperate fully in implementing health and safety initiatives. They will do everything possible to make sure injuries do not occur to themselves or to others.

* We ensure that children are supervised at all times and nursery children are always within sight of an adult
* Fire regulations are adhered to and we hold regular fire drills
* First aid boxes are correctly stocked
* When potentially dangerous activities take place, such as cooking or gardening, these are closely supervised
* Sleeping children are checked on every 10 minutes
* We teach children hand-washing routines and other health related issues in a developmentally appropriate way
* An accident book is maintained and reviewed termly for lessons learnt and for reflection to initiate positive strategy
* A daily record of the children’s arrival time and departure time.

**In the event of fire**

If we have a real fire alarm where we cannot return to the building, our collection points are:

Windsor and Eton and Riverside Station Concourse (for Home Park)

The Windsor Farm Shop (for Old Windsor)

Staff will contact you explaining how and where to collect your child.

**Flood Alert**

If we need to vacate the building in an emergency due to flood, our collection points are:

MacDonalds Restaurant in Windsor High Street (for Home Park)

The Windsor Farm Shop (for Old Windsor)

Staff will contact you explaining exactly how and where to collect your child.

Health and safety (continued)

**Business Safe Evaluation**

The school/nursery is registered with Peninsula Business services, and they have done a business safe evaluation, for both premises.

**First Aid**

Most of our staff have taken the first aid training. There will always be a trained first aider in the school/nursery.

**First Aid Boxes**

These are always available and are stocked according to Health and Safety Executive requirements. Each class has its own ‘static’ first aid box and also one which goes with us on trips, outings or when we are outside away from the immediate environs of the school.

**Accident Book**

An accident form/book is completed if your child, member of staff, parent or a visitor, sustains an injury whilst on the premises. Details of how, where, when and to whom the accident happened is recorded by a member of staff who saw and dealt with the injury. The treatment given must is also recorded.

You will be shown the report and asked to sign that you have seen it, if your child has been involved in an accident at school.

**Emergency Medical Treatment**

You (and if necessary, the child’s own doctor) will be promptly notified.

**You are therefore asked to keep us updated with any changes of addresses, telephone numbers and doctors.**

In the event of an accident or illness requiring immediate medical treatment, we are responsible for obtaining medical attention for the child. We have requested your consent at the time of registering your child at the school to act on your behalf in an emergency.

**Fee Payment**

Fees

**Windsor Montessori School, Home Park, Windsor**

Fees are payable on or before the first day of school, for the whole term.

**Windsor Montessori House of Children, 4, Datchet Road, Old Windsor**

This school is opened for 48 weeks of the year with two week’s off at Christmas. Parents will be invoiced monthly, in a statement issued for the whole year. The fees must be paid on the first day of the month.

Late or Non-Payment of School Fees

The registration form that you have signed also provides the information with regard to non-payment of fees.

# Late payment of fees

We recognise that ‘life happens’ but we also have salaries, rent and other school bills to pay. Unless there has been prior discussion about late payment of fees, the following will apply:

# Where fees are not paid, in the time a 6% interest charge will be levied. If we do not receive payment within 3 months, we will be unable to accept your child into school until the fees have been paid.

**Dispute resolution**

Should a dispute arise between the school and the parent over the late payment (or in extreme cases) non-payment of fees, we will try to resolve the matter by negotiation. In extreme cases it may be necessary for us to seek legal advice.

The school has a duty to ensure that children do not suffer as a result of such a dispute. Therefore the school has evolved this policy of handling such situations to ensure that most parents make payments by the due date and that the education of children is not disrupted through lack of payments.

**If you are unhappy with something at school**

We are committed to providing a quality Montessori education for your child and to working in an open and accountable way that builds the trust and respect of all families connected with our Schools.

One of the ways in which we can continue to improve our service is by listening and responding to the views of our parents and in particular by responding positively to complaints and by putting mistakes right.

We recognise that many concerns will be raised informally, and dealt with quickly. An informal approach is appropriate when it can be achieved, but if concerns cannot be satisfactorily resolved informally, then the formal complaints’ procedure is available:

Therefore we aim to ensure that:

* making a complaint is as easy as possible
* we treat a complaint as a clear expression of dissatisfaction with our service which calls for an immediate response
* we deal with it promptly, politely and, when appropriate, confidentially
* we respond openly - for example, with an explanation, or an apology where we have got things wrong, or information on any action taken etc;
* we learn from complaints, use them to improve our service, and review annually our complaints policy and procedures

We keep a log of **all** complaints and their outcomes, whether they were resolved at the preliminary stage, when a complaint is submitted in writing or whether they proceeded to a panel hearing. This is made available to Ofsted/HMI inspectors. A record of the number of complaints registered during the previous school year is available to parents with this complaints’ policy.

We operate the following complaints’ procedure:

Stage 1: informal resolution, with the Key Person or Head of School

Stage 2: formal complaint, with the Head of School and the Early Years’ Advisor for RBWM.

Stage 3: panel hearing, with an impartial mediator

Parents or carers may approach Ofsted directly at any stage of this complaint’s procedure

Ofsted Early Years (0-5 yrs) Complaints Line: 0300 123 4666

**Record keeping**

A formal written record of all complaints will be kept [for a period of five years].

Information recorded will be the nature of the complaint, who was informed, what action was taken, and whether the complaint was resolved at a preliminary stage or proceeded to a Panel Hearing.

Parents and carers can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except where disclosure is required in the course of the school’s inspection or as requested by the Registration Authority; or where any other legal obligation prevails.

The school will always provide a copy of the complaints’ procedure to parents/carers or prospective parents/carers on request. Any request should be made to the Head of School.