

Policies and Procedures

Butterflies Montessori School

Updated October 2025



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Safeguarding Children

Key Commitments

Policy Statement

Butterflies will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our safeguarding policy is based on the key commitments of the Pre-school Learning Alliance Safeguarding Children Policy and The Children's act 1989 and 2004 and Essex Safeguarding Children Board.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and development
1.3 Keeping Safe	2.1 Respecting each other	3.4 The wider context	4.4 Personal, social and emotional development
	2.2 Parents as Partners		

Procedures

Key commitment 1

Butterflies are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of service delivery.

Staff and volunteers

- Our designated safeguarding lead is Cathryn Williams and deputy safeguarding lead is Katie Richards.
- We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the DBS before posts can be confirmed.
- Where applicants are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements of references and Disclosure and Barring Service checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at Butterflies or has access to children.
- Volunteers do not work unsupervised.
- We have procedures for recording the details of visitors to the setting.

- We take steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

Key commitment 2

Butterflies are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in <https://www.escb.co.uk/working-with-children/safeguarding-policies-procedures/>, [Working Together to Safeguard Children \(2023\)](#), “What to do if you’re worried a child is being abused” (DfE 2015)

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms- physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual, discriminatory or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- Where such evidence is apparent, this child’s key person makes a dated record of the details of the concern and discusses what to do with Cathryn Williams. The information is stored on the child’s personal file.
- Staff receive training about what to do to respond to concerns about Honour Based Abuse, Female Genital Mutilation, Forced Marriage and child abuse linked to belief in spirit possession. A flow chart on the FGM Mandatory reporting duty is displayed in the staff kitchen.
- We refer concerns where necessary to the local authority Children and Families Hub on 0345 603 7627 and co-operate fully in any subsequent investigation.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We follow the guidelines from the Pre-school Learning Alliance and Essex Safeguarding Children Board for responding to suspicions of abuse and allegations against staff.

Key commitment 3

- Butterflies are committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- We seek out training opportunities for all adults involved in the setting to ensure that they can recognise the signs and signals of possible physical abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

- Safeguarding level 2 training is completed on an annual basis, Designated person training is completed every 2 years.

Planning

- The layout of each room allows for constant supervision. We have a rota system to ensure all areas are covered. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

Support to families

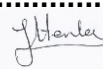
- We believe in building trusting and supportive relationships with families, staff and volunteers in the setting.
- We will continue to welcome the child and family whilst investigations are being made in relation to any alleged abuse.
- Confidential records kept on the child are shared with the child's parents or those who have parental responsibility for the child in accordance with Confidentiality and Client access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....11.11.25.....

Date to be reviewed.....11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Safeguarding Children

Confidentiality and client access to records

Policy Statement

At Butterflies, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Human Rights Act 1998; The Data Protection Act 2018

EYFS key themes and commitments

A Unique Child

Positive Relationships

Enabling Environments

1.3 Keeping safe

2.1 Respecting each other

3.4 The wider context

2.2 Parents as partners

Confidentiality procedures

- We always check whether parents regard the information they share with us to be regarded as confidential or not.
- Some parents share information about themselves with other parents as well as staff; Butterflies cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and is not discussed outside of it.
- We inform parents when we need to record confidential information beyond the general personal information we keep, for example with regard to any injuries, concerns or changes in relation to the child or the family, and discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely.

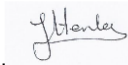
We follow the Pre-school Learning Alliance guidelines for client access to records.

This policy was adopted at a meeting of Butterflies Montessori School

Held on..... 11.11.25.....

Date to be reviewed..... 11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Safeguarding Children

Information sharing

We recognise that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information.

We are obliged to share information without authorisation from the person who provided it or to whom it relates if it is in the public interest. That is when:

- It is to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult: or
- Not sharing it could be worse than the outcome of having shared it.
- The decision should never be made as an individual, but with the back-up of the management. The three critical criteria are:
- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering or at risk of suffering significant harm.
- To prevent significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

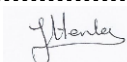
We follow the Pre-school Learning Alliance guidelines on the procedure for sharing information.

This policy was adopted at a meeting of Butterflies Montessori School

Held on..... 11.11.25.....

Date to be reviewed..... 11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Safeguarding Children

Children drop off and collection policy

Early Morning Club

Early Morning Club (EMC) is open from 8:30am. Please do not ring the bell before this time. If your child is in Classroom 2 or 3, please take them to the relevant side gate, where they will be met by a member of staff. If your child arrives after 8:30am, please buzz the intercom at the porch door. EMC is a play session, and breakfast is not provided. However, if you would like your child to eat something, you may bring food with them in a clearly labelled container. Please note that nuts and grapes are not permitted. If EMC is an ad hoc session, this must be agreed in advance with the Office, and payment must be made by bank transfer.

Beginning of a session

Please bring your child to their allocated entrance. Front porch for class 1, and side gates for class 2 and class 3. These will be opened at 9.15am for the morning session and 1.00pm for the afternoon session. Your child will be guided to their classroom where they will be met by members of staff. Parents are responsible for their children until they are in the classroom.

Collection at end of the session

Please wait at your child's allocated entrance/exit to collect your child, the gate/door will be opened at 12.15pm for end of the morning session, 1.00pm for the end of lunch session and 3.45pm for the end of the afternoon session. Please ensure you arrive promptly to collect your child, if for any reason you are going to be late, please call Butterflies to let the staff know. Parents/carers queue outside the child's allocated entrance/exit and their child is passed to them one by one with their coats and bags. If there is anything you need to discuss, a member of staff will be available after all children have been collected. Once the children have been collected from the classroom door/gate they are the parent/carers responsibility. If you are unable to collect your child, please ensure the adult collecting has your child's password.

Drop off and collection during session time

If for any reason you need to drop off or collect your child during the session times, please call the office to discuss arrangements. We would appreciate it if these could be kept to a minimum as it disrupts and upsets children in the classrooms.

If anyone other than a recognised/arranged person will be picking up your child, please ensure they have the password allocated to your child for security purposes. No child will be allowed to leave Butterflies without this in place. Please ensure Butterflies are contacted to let us know if anyone else is picking up your child.

Procedure

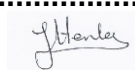
- A member of staff is on the gate to ensure all children leave with an adult.
- A member of staff will communicate any issues or accidents with parents/carers in the queue.
- A member of staff is on each door to ensure safe handover of children.

This policy was adopted at a meeting of Butterflies Montessori School

Held on..... 11.11.25.....

Date to be reviewed..... 11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Safeguarding Children

Attendance Policy

Policy Statement

We understand that there may be times that your child is unable to attend Butterflies. The procedures that we will follow in the event that a child is absent from pre-school are listed below. We understand that the attendance for pre-school children is not law, however regular attendance enables children to become school ready and plays a huge part of their holistic development. The changes in the EYFS September 2025 now require us to follow up absences in a timely manner to ensure the safeguarding of children.

At an early age, continuity and consistency are important contributors to a child's well-being and progress. We believe good attendance is essential for children to take full advantage of the learning and development opportunities available to them in their early years.

Our aim is to promote good attendance and set good habits in preparation for school.

We strive to:

- To create a culture where good attendance is valued and normalised.
- To value the individual child and their family.
- To be socially and educationally inclusive.

Rationale

Through regular attendance, children build up the secure attachments they need for healthy development. A regular routine supports the young child to feel settled and secure. Unsettled children have higher stress levels which in turn prevent them from being able to benefit fully from the learning opportunities available. Studies show that children who regularly attend Preschool and Early Years settings have better early academic attainment and social-emotional well-being than those who do not attend.

Procedure

- If you are planning holidays during term time, please let us know in advance so we can record this in our register. You can do this by either emailing info@butterfliesmontessorischool.co.uk or by calling our office on 01277 200642.
- We all have a duty to keep children safe and protect them from harm. Poor attendance can be seen as a safeguarding issue.
- If your child is sick or cannot attend for any reason, please call or email Butterflies on that day to let us know. If we have not received a call or email by 10.00am we will call to establish why the child is absent.

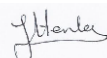
- Supporting Families. We recognise that sometimes families may need extra support with attendance, therefore effective communication is essential between you and your key person. Butterflies will collaborate with you to support your child's good attendance and punctuality. Where children's attendance is not improving, the setting will talk to you about the available support, for example, implementing bedtime routines, supporting you with healthy eating, referrals to early help or other support agencies.
- We keep a record of absences and monitor, if no response from parents, or reasonable explanation, we will make a referral to the local authority Children and Family Service.
- We must notify Essex County Council where children in receipt of 2-year-old funding are absent for over 2 weeks.
- Fees remain payable during periods of absence.

This policy was adopted at a meeting of Butterflies Montessori School

Held on..... 09.09.25.....

Date to be reviewed..... 09.09.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Safeguarding Children

Uncollected Children

Policy Statement

In the event that a child is not collected by an authorised adult at the end of their session, Butterflies put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedure so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

EYFS key themes and commitments

A unique child

Positive relationships

Enabling environments

1.3 keeping safe

2.2 Parents as partners

3.4 The wider context

1.4 Health and well-being

Procedures

- Parents of children starting at the setting are asked to provide the following specific information which is recorded on our registration form:
 - Home address and telephone number – if the parents do not have a telephone, and alternative number must be given, perhaps a neighbour or close relative.
 - Mobile telephone (if applicable)
 - Names and addresses, telephone numbers and details of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing how they can be contacted.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with details of the name of the person collecting the child and a password to enable collection.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact details.
- We inform parents that we apply our child protection procedures as set out in our child protection policy in the event that their children are not collected from Butterflies by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.

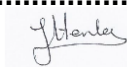
We follow the Pre-school Learning Alliance procedures for an uncollected child.

This policy was adopted at a meeting of Butterflies Montessori School

Held on..... 11.11.25.....

Date to be reviewed..... 11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Safeguarding Children

Missing Child

Policy Statement

Children's safety is always maintained as the highest priority both on and off the premises. Every attempt is made through carrying out the outings procedure and the entrance/exit procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing child procedures is followed.

EYFS key themes and commitments

A unique child

1.3 keeping safe

1.4 Health and well-being

Positive Relationships

2.2 Parents as partners

Enabling Environments

3.4 The wider context

Procedures

Child going missing on the premises

- The internal door to classroom 1 must be closed before opening the external door.
- As soon as it is noticed that a child is missing the key person/staff alerts Katie/Jacqui or the manager in charge at the time.
- They will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has gone missing.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the parent is contacted and the missing child reported to the police.
- The setting leader talks to the staff to find out when and where the child was last seen and records this.
- Katie Richards and Jacqui Henley carries out an investigation and may come to the setting immediately if they are not already there.
- Ofsted is notified by Jacqui or Katie.

Child goes missing on an outing:

Parents usually attend outings and are responsible for their own child, in the event of a child going missing under the responsibility of Butterflies, the following procedures are carried out.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The setting leader is contacted immediately and the incident reported.
- The setting leader contacts the police and reports the child as missing.
- The setting leader contacts the parent (if they are not attending), who makes their way to the setting or venue. The setting is advised as the best place, as by the time the parent arrives, the child may have been returned to the setting.
- Staff take the remaining children back to the setting.
- If in an indoor venue, the staff contact the venue's security who handle the search and contact the police if the child is not found.
- Katie Richards and Jacqui Henley carry out an investigation.
- Ofsted is notified by Jacqui or Katie.

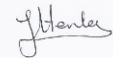
We follow the Pre-school Learning Alliance guidelines for the investigation that follows.

This policy was adopted at a meeting of Butterflies Montessori School

Held on..... 11.11.25.....

Date to be reviewed..... 11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Safeguarding Children

Supervision of children on outings and visits

Policy statement

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Staff at Butterflies ensures that there are procedures to keep children safe on outings: all staff and volunteers are aware of and follow the procedures below.

EYFS key themes and commitments

A unique Child

Positive Relationships

Enabling Environments

Learning and Development

1.3 Keeping safe

2.2 Parents as partners

3.3 The learning environment

4.2 Active learning

1.4 Health and well-being

Procedures

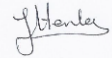
- Parents sign a consent form for children to leave Butterflies.
- There is a risk assessment for each trip planned.
- Our adult to child ratio is high, normally one to two.
- Named children are assigned to staff and volunteers to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- Staff take mobile phones on outings, and supplies of wipes, pants etc as well as a mini first aid kit, snacks and water. The amount of equipment will vary and be consistent with the outing and the number of children as well as how long they will be out for.
- Staff take a list of children with them with contact numbers of any parent/carer not attending.
- A minimum of two staff should accompany children on outings and a minimum of two should remain behind with any children not attending.

This policy was adopted at a meeting of Butterflies Montessori school

Held on..... 11.11.25.....

Date to be reviewed..... 11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Safeguarding Children

Mobile Phone Policy

Butterflies Montessori has a No Mobile Phone Policy.

We believe our staff should be completely attentive during their working hours to ensure all children in the nursery receive good quality care and education. Mobile phones/smart watches must not be used during working hours unless on their lunch break.

Personal mobile phones must be kept in the teacher's bags in the kitchen on the first floor. Teachers are requested to give the setting's number as an emergency number for them to be contacted on.

Smart Watches and Fitbits

Smart watches and Fitbits are permitted to be worn by staff but to be used only as a watch when working with children. Therefore, other functions must be disabled when staff are with the children i.e. set to airplane mode.

Staff use of mobile phones and wearable devices during their working day should be:

- Appropriate only during break times
- In keeping with professional responsibilities and expectations.

Staff should never use their phones or wearable devices to take photographs of pupils or allow themselves to be photographed by pupils.

Camera Policy

Photographs taken of the children to support observations are to be taken on the school iPads. These images are for the sole purpose of the children's learning journals. No images are to be taken out of the school or used for other purposes without parental consent.

Parents' and visitors' use of mobile phones and smart watches

Parents and visitors are kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children.

If you are found to be using your phone inside the nursery premises you will be asked to finish the call or take the call outside. We do this to ensure all children are

safeguarded and the time for dropping off and picking up is a quality handover opportunity where we can share details about your child.

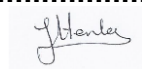
Visitors are requested to leave their mobile phones or smart watches in the safety of their bag or the safety of the office where they will be safely stored.

This policy was adopted at a meeting of Butterflies Montessori School

Held on..... 11.11.25.....

Date to be reviewed..... 11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Safeguarding Children

E-safety (including all electronic devices with imaging and sharing capabilities)

Online Safety

It is important that children and young people receive consistent messages about the safe use of technology and are able to recognise and manage the risks posed in both the real and the virtual world.

Terms such as 'e-safety', 'online', 'communication technologies' and 'digital technologies' refer to fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks. The issues are:

Content – being exposed to illegal, inappropriate or harmful material

Contact – being subjected to harmful online interaction with other users

Conduct – personal online behaviour that increases the likelihood of, or causes, harm

I.C.T Equipment

- The setting manager ensures that all computers have up-to-date virus protection installed.
- Tablets are only used for the purposes of observation, assessment and planning and to take photographs for individual children's learning journeys.
- Tablets remain on the premises and are stored securely at all times when not in use.
- Staff follow the additional guidance provided with the system
- Children do not have access to the iPad or school telephones.

Internet access

- Children never have unsupervised access to the internet.
- The setting manager ensures that risk assessments in relation to e-safety are completed.
- Only reputable sites with a focus on early learning are used (e.g. CBeebies).
- Video sharing sites such as YouTube are not accessed without adult supervision due to the risk of inappropriate content.
- Children are taught the following stay safe principles in an age-appropriate way:

- only go online with a grown up
- be kind online **and** keep information about me safely
- only press buttons on the internet to things I understand
- tell a grown up if something makes me unhappy on the internet
- Staff support children's resilience in relation to issues they may face online, and address issues such as staying safe, appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age-appropriate ways.
- All computers for use by children are sited in an area clearly visible to staff.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.

The setting manager ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.

Personal mobile phones – staff and visitors (includes internet enabled devices)

- Personal mobile phones and internet enabled devices are not used by staff during working hours. This does not include breaks where personal mobiles may be used off the premises or in a safe place e.g, staff room. The setting manager completes a risk assessment for where they can be used safely.
- Personal mobile phones are switched off and stored in staff room or a locked office drawer.
- In an emergency, personal mobile phones may be used in the privacy of the office with permission.
- Staff ensure that contact details of the setting are known to family and people who may need to contact them in an emergency.
- Staff do not take their mobile phones on outings.
- Members of staff do not use personal equipment to take photographs of children.
- Parents and visitors do not use their mobile phones on the premises. There is an exception if a visitor's company/organisation operates a policy that requires contact with their office periodically throughout the day. Visitors are advised of a private space where they can use their mobile.

Cameras and videos

- Members of staff do not bring their own cameras or video recorders to the setting.
- Photographs/recordings of children are only taken for valid reasons, e.g. to record learning and development, or for displays, and are only taken on equipment belonging to the setting.
- Camera and video use is monitored by the setting manager.
- Where parents request permission to photograph or record their own children at special events, general permission is first gained from all parents for their children to be included. Parents are told they do not have a right to photograph or upload photos of anyone else's children.
- Photographs/recordings of children are only made if relevant permissions are in place.
- If photographs are used for publicity, parental consent is gained and safeguarding risks minimised, e.g. children may be identified if photographed in a sweatshirt with the name of their setting on it.

Cyber Bullying

If staff become aware that a child is the victim of cyber-bullying at home or elsewhere, they discuss this with the parents and refer them to help, such as: NSPCC Tel: 0808 800 5000 www.nspcc.org.uk or ChildLine Tel: 0800 1111 www.childline.org.uk

Use of social media

Staff are expected to:

- understand how to manage their security settings to ensure that their information is only available to people they choose to share information with
- ensure the organisation is not negatively affected by their actions and do not name the setting
- are aware that comments or photographs online may be accessible to anyone and should use their judgement before posting
- are aware that images, such as those on Snapshot may still be accessed by others and a permanent record of them made, for example, by taking a screen shot of the image with a mobile phone
- observe confidentiality and refrain from discussing any issues relating to work
- not share information they would not want children, parents or colleagues to view

- set privacy settings to personal social networking and restrict those who are able to access
- report any concerns or breaches to the designated safeguarding lead in their setting
- not engage in personal communication, including on social networking sites, with children and parents with whom they act in a professional capacity. There may be occasions when the educator and family are friendly prior to the child coming to the setting. In this case information is shared with the manager and a risk assessment and agreement in relation to boundaries are agreed.

Use/distribution of inappropriate images

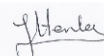
- Staff are aware that it is an offence to distribute indecent images and that it is an offence to groom children online. In the event of a concern that a colleague is behaving inappropriately, staff advise the designated safeguarding lead who follows the appropriate procedure.

This policy was adopted at a meeting of Butterflies Montessori School

Held on..... 11.11.25.....

Date to be reviewed..... 11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Safeguarding Children

Maintaining children's safety and security on premises

Policy statement

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

EYFS key themes and commitments

A unique Child

Positive Relationships

1.3 keeping safe

2.2 Parents as partners

Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the DBS.
- Adults do not normally supervise children on their own.
- All children are supervised at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security


- Systems are in place for the safe arrival and departure of children.
- The children's arrival and departures are recorded.
- The arrival and departure of visitors are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.

This policy was adopted at a meeting of Butterflies Montessori School

Held on..... 11.11.25.....

Date to be reviewed..... 11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Safeguarding Children

Visitor or intruder on the premises

The safety and security of the premises is maintained at all time and staff are vigilant in areas that pose a risk, such as shared premises. A risk assessment is completed to ensure that unauthorised visitors cannot gain access.

Visitors with legitimate business - generally a visitor will have made a prior appointment

- On arrival, they are asked to verify their identity and confirm who they are visiting.
- Staff will ask them to sign in and explain the procedures for the use of mobile phones and emergency evacuation.
- Visitors (including visiting VIPs) are never left alone with the children at any time.
- Visitors to the setting are monitored and asked to leave immediately should their behaviour give cause for concern.

Intruder

An intruder is an individual who has not followed visitor procedures and has no legitimate business to be in the setting; he or she may or may not be a hazard to the setting.

- An individual who appears to have no business in the setting will be asked for their name and purpose for being there.
- The staff member identifies any risk posed by the intruder.
- The staff member ensures the individual follows the procedure for visitors.
- The setting manager is immediately informed of the incident and takes necessary action to safeguard children.
- If there are concerns for the safety of children, staff evacuate them to a safe place in the building and contact police. In some circumstance this could lead to 'lock-down' of the setting and will be managed by the responding emergency service (see procedure 01.21 Terrorist threat/attack and lock-down).
- The designated safeguarding lead informs their designated officer of the situation at the first opportunity.
- In the case of a serious breach where there was a perceived or actual threat to the safety of the children, the manager/designated person completes 06.1c Confidential safeguarding incident report form) and copies in their line manager on the day of the


incident. The owners/trustees/directors ensure a robust organisational response and ensure that learning is shared.

This policy was adopted at a meeting of Butterflies Montessori School

Held on..... 11.11.25.....

Date to be reviewed..... 11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Safeguarding Children

Making a complaint

Policy statement

Butterflies believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of Butterflies to a satisfactory conclusion for all parties involved.

EYFS key themes and commitments

A Unique Child

1.2 Inclusive practice

Positive Relationships

2.1 Respecting each other

2.2 Parents as partners

Enabling Environments

3.2 Supporting every child

3.4 The wider context

Procedures

Butterflies will keep a summary log of all complaints that reach stage two or beyond. This is to be made available to parents as well as Ofsted inspectors.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all his/her concerns with Jacqui Henley or Katie Richards.
- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to Katie or Jacqui.
- Butterflies will store written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the setting may wish to store all information relating to the investigation in a separate file designated for this complaint.

- When the investigation into the complaint is completed, the setting leader meets with the parents to discuss the outcome.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 3

- If the parent(s) is not satisfied with the outcome of the investigation, he or she requests a meeting with the setting manager. The parent should have a friend or partner present if required and the manager should have the support of the management team.
- An agreed written record of the discussion is made as well as any decision or action to be taken as a result. All the parties present at the meeting sign the record and receive a copy of it.
- The signed record signifies that the procedure is concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 4

- If at this stage three meeting the parent and setting cannot reach an agreement, an external mediator is invited to help to settle the complaint. The person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Pre-school learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice they give.

Stage 5

- When the mediator has concluded their investigations, a final meeting between the parent, the setting and the chairperson is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.
- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the

registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundations Stage are adhered to.

- The number to call Ofsted with regard to a complaint is 0300-1234666
- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.

Records

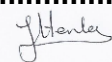
- A record of complaints against Butterflies and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the Summary Complaints Record which is available for parents and Ofsted inspectors at request.

This policy was adopted at a meeting of Butterflies Montessori School

Held on..... 11.11.25.....

Date to be reviewed..... 11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Safeguarding Children

Safeguarding Child Protection Policy

Follow the link below for our full Safeguarding Child Protection Policy

[Safeguarding Child Protection Policy](#)

Safeguarding Children

Code of Conduct Policy for Parents and Carers

Butterflies Montessori School aims to provide a friendly, safe and respectful environment for all children, staff, families and volunteers. The staff have a duty to follow the staff Conduct Standards policy and in turn we would like parents and carers to take note of their responsibilities to ensure our ethos is continued. We are committed to ensuring that all children are safeguarded whilst in our care, and so with this in mind, you can help us to maintain our responsibilities in the following ways:

Please do:

- Share information with staff on your child's development, health and well-being.
- Let us know if someone else is collecting your child and give them a password.
- Collect your child on time – if you are going to be unavoidably late then please contact the nursery to let them know.
- Discuss any worries, concerns or complaints with your child's Key Person or the Nursery Managers, as appropriate. See the complaints policy for more guidance.

Please refrain from:

- Shouting at, smacking or physically punishing your child(ren) or any other children whilst in the nursery.
- Using inappropriate language or displaying aggressive or intimidating behaviour towards the staff, children or other parents/carers either in person, or on the phone or in writing.
- Collecting your child(ren) from nursery if you have consumed alcohol, medication or other substances that have affected your judgement or responses.
- Discussing sensitive issues within earshot of your child or other children or other adults.
- Threatening behaviour, such as verbally intimidating staff, or using bad language
- Taking photos or videos of children other than your own, unless agreed by a member of staff.
- Using your mobile phone whilst in the nursery, as outlined in the Mobile Phone policy.
- Defamatory, offensive or derogatory comments regarding the nursery or any of the children, parents or staff at the nursery on any social media sites.

Breach of this code of conduct

Any breach of this code of conduct will be treated promptly and taken very seriously. The management will endeavour to determine the appropriate course of action which may include, but is not limited to, any of the following procedures:

- A first and final meeting or letter being used to inform the relevant person of the outcome of the investigation and that another breach will not be tolerated.
- Withdrawal of permission for the relevant person to be on nursery premises, which will in effect prevent that person from attending the setting even to drop off or pick up children.
- The suspension and possible permanent withdrawal of a child's place. This action will only be taken if all other avenues have been explored and the management feel it is the only possible course of action left open to them.

If the staff are presented with a difficult or volatile situation and they feel that an individual is at immediate risk of harm, then the police will be contacted, and their assistance requested to help deal with the situation.

The nursery believes that if the above points are adhered to a safe, friendly and respectful environment will be created.

Code of Conduct

Butterflies Montessori School promotes respect and responsibility in a safe learning environment. All children, parents and staff have the right to be safe and feel safe in their pre-school community.

This Code of Conduct applies to all individuals in the pre-school community.

Children are to be treated with respect and dignity.

Parents play an important role in the early education of their children and have a responsibility to support the efforts of pre-school in maintaining a respectful learning environment for all. Parents fulfil this responsibility when they:

- Show an active interest in their child's work and progress.
- Communicate regularly with pre-school.
- Encourage and assist their child to follow the pre-school rules.
- Working together with pre-school staff in dealing with any behaviour issues.

Supervisors under the direction of the management team take a leadership role in the daily running of the pre-school. They provide this leadership by:

- Demonstrating care and commitment to a safe learning environment.
- Hold everyone under their authority accountable for their behaviour and actions.
- Communicate regularly and meaningfully with all members of the pre-school community.

Staff, under the leadership of the supervisors, are expected to maintain a high standard of respect and responsible behaviour within pre-school. All staff are good role models and understand their position of trust with the community. They uphold these high standards when they:

- Help children to develop their self-confidence and self-esteem.
- Communicate regularly and meaningfully with parents.
- Maintain consistent standards of behaviour following pre-school guidelines and policies.
- Demonstrate respect for all within the pre-school community
- Listen and support children and understand their individual needs
- Adhere to confidentiality guidelines and maintain appropriate professional boundaries
- Ensure that safeguarding of children in their care underpins everything they do.

Management Team provides direction for the pre-school by:

- Holding meetings relevant to managing the pre-school
- Working in partnership with parents and liaising with other professionals and organisations.
- Developing policies that set out how the pre-school will implement and follow the Code of Conduct and, if needed, an effective intervention strategy is in place.
- Ensuring that all members of the pre-school community are aware of the Code of Conduct in a manner that ensures their commitment and support.

Whistleblowing

All members of staff and the wider setting community should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously

by the leadership team. However, for anyone who feels unable to raise concerns internally, or where they feel their concerns have not been addressed, they may contact the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or by email at: help@nspcc.org.uk.

All school members must:

- Demonstrate honesty and integrity.
- Respect differences in people, their ideas and opinions.
- Always treat one another with dignity and respect.
- Respect and treat others fairly, regardless of their colour, ethnicity, religion, social background, gender, sexual orientation, age or disability.
- Respect the rights of others.
- Show proper care of pre-school property and the property of others.
- Take appropriate measures to help those in need.

The ultimate golden rule is that all of us within the pre-school community treat each other as we would wish to be treated – with consideration, kindness and respect.

Our Code of Conduct includes fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs which are implicitly embedded in the EYFS [British Values](#).

This policy was adopted at a meeting of Butterflies Montessori School

Held on..... 11.11.25.....

Date to be reviewed..... 11.11.26.....

Signed on behalf of the management committee..... 

Name of signatory.....Katie Richards/Jacqui Henley.....

Role of signatory.....Managers.....

Equality of Opportunity

Valuing diversity and promoting equality

Policy statement

Butterflies ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, same sex parents, gender, ability or disability. Butterflies are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families according to the Equality Act 2010.

We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- Make inclusion a thread that runs through all of the activities of the setting.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.2 Supporting every child	4.4 Areas of learning and
1.3 Keeping safe	2.2 Parents as partners	3.4 The wider context	development.
	2.3 Supporting learning		
	2.4 Key person		

Procedures

Admissions

Our setting is open to all members of the community.

- We reflect the diversity of our society in our publicity and promotional materials.
- We provide information in clear concise language, whether in written or spoken form.

- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possible offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post subject to references and checks by the DBS. This ensures fairness in the selection process.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practice, which enable all children to flourish.
- We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

Curriculum

The curriculum offered at Butterflies encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. We do this by:

- Making children feel valued and good about themselves.
- Ensuring that children have equality of access to learning.
- Making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- Positively reflect on the widest possible range of communities in the choice of resources;
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- Celebrating a wide range of cultures and festivals;
- Creating an environment of mutual respect and tolerance;
- Differentiating the curriculum to meet children's special educational needs;
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

- We welcome diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food

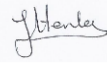
- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....11.11.25.....

Date to be reviewed.....11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Equality of Opportunity

Supporting children with special educational needs

Policy statement

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

- We have regard for the DfES Special Educational Needs and Disability Act (2001).
- Special Educational Needs and Disability Code of Practice 2014 (amended 2015)
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEND)
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development	2.1 Respecting each other	3.2 Supporting every child	4.1 Play and exploration
1.2 Inclusive practice	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning
1.4 Health and well-being	2.3 Supporting learning	3.4 The wider context	4.3 Creativity and crucial thinking
	2.4 Key person		

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is Katie Richards. We have an assistant SENCO Lauren Mitchell.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduation response system for identifying, assessing and responding to children's special educational needs.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education

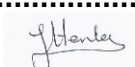
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to the other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing one plans for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during Observation pro-formas, Provision and outcomes, Statutory Assessment and EHCP process.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. One Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

This policy was adopted at a meeting of Butterflies Montessori School.

Held on..... 11.11.25.....

Date to be reviewed..... 11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Katie Richards.....

Role of signatory.....Manager.....

Equality of Opportunity

Achieving positive behaviour

Policy statement

At Butterflies Montessori School we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We aim to teach children to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development

Procedures

Katie Richards is the named person to co-ordinate with key people with issues concerning behaviour. All staff are responsible for supporting personal, social and emotional development including issues concerning. The key person would take initial responsibility, when

- We require the named person to:
 - keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and to
 - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of-and respect-those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the settings behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough activities and resources so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.

- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'.

For children under five, hurtful behaviour is momentary, spontaneous and often without recognition of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves
- We understand that self management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding, cuddling and nonverbal gestures and body language. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;

- the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
- the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Biting

Biting is a behaviour that is both age and stage appropriate for pre-school children. Even in high quality settings, where staff is vigilant, a variety of activities are available, and all preventative strategies are used, biting may still occur. Understanding the reasons for biting, taking the necessary preventative measures and communicating with families will hopefully bring an end to the problem. We understand the frustration from both sides of a biting incident and our staff works very hard to ensure that the biting incident is handled in a way that respects both families involved in the incident.

We handle biting incidents as follows: The child who is bitten is attended to immediately. The child is taken to a quiet area and the bite is examined and the child comforted. The bite is cleaned and a cold compress is applied to prevent swelling. If the skin is broken and depending upon the severity of the bite, the child's parents may be contacted to let them decide if they wish to seek medical consultation. After the child that is bitten is taken care of, we focus on the biter. Explaining and demonstrating what gentle and acceptable behaviour means. If the incident happens repeatedly with the biter, attention given to the child will vary

to avoid establishing a predictable and routine pattern, which may become positive reinforcement for the biter.

The parent(s) of the bitten child will be verbally informed of the incident at the end of session and a written accident form will be completed. With respect to confidentiality, we do not share the name of the biter with the parent(s) of the child who was bitten.

The parent(s) of the biter will be informed of the biting incident by phone or in person at the end of the day and due to confidentiality will not be told the name of the child that was bitten.

We have reference and resource materials for the parents of the biter and the bitten child to better understand the biting behaviour.

Butterflies Montessori School consult with the parent(s) of a habitual biter to develop strategies that can be used at BMS and in the home, so that we are working together. The Managers will continue communicating on the status of the biting via e-mails, phone calls and/or meetings.

Some of the strategies that the staff may use to help prevent biting incidents from happening are the following:

- We encourage children to use simple words to communicate their wants and needs. Each time there is a conflict, we remind the child to use their words. Where a child is pre-verbal, we use gestures and body language alongside our speech.
- We stay close to children who are in a “biting phase” and try to be ready to intervene quickly before a biting incident occurs.
- We provide a generous variety of Montessori activities that encourage children to stay involved. Since a large majority of incidents occur when children want the same toy or object; we will use a timer to help children to understand when it is their turn.
- We use lots of positive reinforcement and redirection, praising children when they are playing cooperatively, sharing and being kind to each other.
- Even with all of these strategies in place, it is not always possible to stop biting.

In extreme cases:

Butterflies may liaise with outside agencies to determine whether the biting is a result of additional/behavioural needs the child may have.

If the child continues to bite and despite every attempt by Butterflies to prevent this it does not stop, then the parents/carers need to be advised that it may be appropriate for the child to be taken out of Pre-School for a short period of time. Sometimes this change of environment and routine can break the cycle.

Model Behaviour and Relationships

Our aims and expectations:

Our mission is for all children to feel valued and have a sense of belonging. Each child is an individual with their own identity, views, and perspective of the world, and it is our role to celebrate their unique spirit, giving them opportunities to grow and shine. We are passionate about making sure each child feels safe and listened to.

This policy is designed to promote a whole setting approach and explicitly teach good behaviour, rather than simply deterring challenging behaviour. We allow our children to be curious, active, and engaged in their surroundings, while supporting them to understand and express their feelings in appropriate ways, resulting in high levels of engagement and wellbeing.

In addition, we have the following steps in place to ensure that all staff understand the settings approach to managing behaviour and relationships:

- Policies relating to relationships and behaviour are regularly reviewed/shared with staff, and this process forms part of a six-week induction period for staff who are new to the team.
- We have a separate code of conduct policy outlining behaviour expectations for all who use the setting. This is shared with parents and staff on enrolment.
- Regular staff meetings with in-house training and discussions around behaviour management.
- Interview questions relating to behaviour are asked during screening to ensure suitability.
- Observations/ supervisions are carried out on staff routinely, to discuss best practise and explore any possible areas for development such as tailored support/training.
- Regular parent meetings/partnerships to discuss children's learning and development, including behaviour and attitudes.
- We encourage staff to undertake training and have a behaviour management coordinator responsible for supporting others at the setting.

Our behaviour management coordinator is *Katie Richards*

Rationale:

Our setting has adopted a whole setting approach to behaviour, using trauma informed practice. Behaviour is understood neuro-scientifically as a communication of unmet need or as an adapted, defensive response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour. We expect staff to work hard as 'stress detectives' to identify the need and provide developmentally appropriate support, removing barriers to learning and promoting engagement.

Setting Ethos:

Our setting ethos promotes '*planting the seeds of kindness*', which has three main principals that are interwoven through everyday practice and routines.

- Being kind to ourselves
- Being kind to others
- Being kind to nature

Our setting prides itself on providing a homely welcoming environment to all. We work hard to promote positive respectful relationships and wellbeing among staff, which is mirrored in relationships among children and their families.

As part of promoting positive behaviour, we promote British values in our everyday practice:

When thinking about and supporting behaviour and relationships, we take account of the following British values:

- **Democracy – Learning about and taking an active role in making decisions together**

Fairness and equality. We encourage children to see their role in the bigger picture, helping children to know their views count, showing consideration for other's opinions and values. We capitalise on opportunities for talking about feelings, e.g., when children do and do not need help and to develop inquiring minds in an atmosphere where questions are valued.

We demonstrate democracy in action whenever we can e.g., children sharing views on what song to sing next with a show of hands, turn taking or toddler pointing. Staff support the decisions that children make and provide a wide range of activities that involve participation, sharing and collaboration as part of group, to enable them to develop social skills. As part of positive behaviour management, we promote non-violence and encourage children to deal with conflict peacefully, including

opportunities for children to contribute to decisions about accepted behaviour where age/ stage appropriate.

- **Individual liberty – We have the right to believe, act and express ourselves freely and the freedom to make our own choices.** We encourage children to develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. Staff encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.
- **Mutual respect and tolerance – We should treat others how we want to be treated, we should respect each other, and different opinions:** We recognise that codes for interacting with people vary between cultures and require all children and practitioners to respect themselves, other people in the community including those of different faiths and backgrounds, and the setting environment. Practitioners and children's relationships are built on mutual respect and trust, strengthened through staff acting as positive role models who offer guidance and support when children struggle with conflict and emotional situations.
- **Rule of law – We are all expected to follow the law, and other rules:** We aim to promote the development of a sense of right and wrong. As children develop, they learn about boundaries, the difference between right and wrong, and consider the views and feelings, needs and rights of others. Sometimes it is necessary to help children understand their own boundaries in certain situations, explaining why we do not accept certain behaviour. Boundaries are set in a way which helps the child to develop a sense of the significance of their own behaviour which encourages self-discipline. We keep rules to a minimum and ensure that these are age and stage appropriate.

Trauma Perceptive Practice (TPP)

An understanding of trauma and childhood adversity underpins our approach to all relationships within our setting community. We are committed to ensuring that our setting develops a trauma and mental health informed approach, and that all children and practitioners develop positive mental health and resilience which enables them to fully engage in life and learning.

The (TPP) values are:

- **Compassion and Kindness (instead of blame and shame),**
- **Hope (instead of hopelessness),**
- **Connection and belonging (instead of disconnection).**

Our setting uses these pillars of practice to outline our approach for positively supporting behaviour:

1. Consistent calm adult behaviour
2. Consistency in routines and boundaries
3. Restorative practice
4. Supporting challenging behaviour with dignity
5. Working together with Parents and partners
6. 'Stress' detecting

At our setting, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

Key person approach

Relationships are an extremely important part of behaviour management. Non-verbal and extremely young children require the support of an adult who they trust, and who knows and understands them well to interpret behaviour. Our focus on strong Key person relationships, enables practitioners at our setting to understand each child's behaviour and emotional needs in a much deeper way.

We believe in equality. Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support to achieve the high expectation we have for behaviour for all children. We aim to actively promote high self-esteem, and high aspirations for all children, through a culture and ethos that values every child (connection and belonging).

Parents as partners

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour. We recognise that there may be different expectations for children's behaviour at home and at the setting. With a good level of communication, we can provide consistency for the children, and this will help alleviate frustrations and misunderstandings that can lead to behaviours that are unacceptable or unknown. Where behavioural difficulties continue, parent/carers will be further invited into the setting to talk with relevant practitioners. By working together, parent/carer and the setting will explore possible underlying causes and share positive strategies to ensure a consistent approach between setting and home, and an action plan will be agreed, shared and reviewed to monitor outcomes.

Our setting shares our behaviour and relationships policy, and other related policies with parents on enrolment at the setting, and parents are given information about the settings approach to behaviour on the registration documentation. Key adults have daily discussions with parents about children's wellbeing, relationships, and activities, sharing any behaviour concerns at the earliest opportunity. In addition to this, parents are invited to meet with the key person at least twice annually at parent consultations, where the child's progress and any concerns can be discussed / reviewed in greater detail. We invite parents to come and speak to us with any concerns they have and will arrange additional discussions as required.

Preserving dignity:

Positive language is used when supporting children who are struggling to cope with a situation, and a differentiated, personalised response will always be required to support the individual emotional needs of children. Behaviour management begins with a positive and proactive approach (hope). Our practitioners will use the following strategies when they identify that a child is feeling unregulated:

- Redirection- (reminder - what should the child be doing?)
- Distraction- (what else can we find to do instead?)
- Non-verbal strategies- (hand out palm facing up-stop, finger to lips-shhhh)
- Rule reminder- (what's our rule about-kind hands etc, indoor walking)
- Gentle encouragement- (calm voice, I prefer it when you, I know you can...)
- 'Time in' with the key person or a practitioner- (cuddle, story, opportunity to be listened to)
- encouragement to a 'safe space' within the room/environment- (tent, den, library, under table, favourite place etc)
- Peer led approaches (encouraging positive pairings with other friends).

Our practitioners help children to learn through ensuring a consistent, calm and fair approach to supporting children through stressful moments.

Age-appropriate strategies (stepped approach) used by practitioners (ages are a rough guide and responses must be differentiated for the individual child):

1. Be a stress detective! Observe children's behaviours against the (TPP) Window of Tolerance. Support them to feel regulated. Are they in their comfort zone? Consider upstairs/ downstairs thinking (All Age).
2. Always praise positive behaviour – (TPP) hope instead of hopelessness (All Age).

3. Direct encouragement:
 - 0-2 years - Directly encouraging and modelling good/kind behaviour. 'I know you can..'
 - 2-3 years - Directly encouraging and modelling good behaviour. 'Kind hands/ feet/ words' prompt. 'I prefer it when you..'
 - 3-5 years - Directly encouraging and modelling good behaviour. Use 'look' and other non-verbal symbols. 'Kind hands/ feet/ words' prompt etc. explain what you want to see.
4. Rule Reminder:
 - 0-2 years - Rule reminder – simple, positive language. Use 'look' and other non-verbal symbols. Stop sign – clear hand signal, along with verbal 'stop'.
 - 2-3 years - Rule reminder – simple positive language. Use 'look' and other non-verbal symbols. Stop sign – clear hand signal, along with verbal 'stop'. Explain what you want to see.
 - 3-5 years - Rule reminder - ask children if they 'remember the rule about', and can they explain why we have this rule. Always use positive language. Stop sign – clear hand signal, along with verbal 'stop'.
5. Redirection:
 - 0-2 years – redirection, distraction, and inclusion – (TPP belonging)
 - 2-5 years – redirection, distraction, and inclusion. Directional choices, when/ then. – (TPP belonging)
6. Approach situation calmly, stopping any hurtful actions (co- regulate using regulate, relate, reason) (All Age):
 - REGULATE: Adult is calm and regulated. Rhythmical breathing pattern. Hurdle help: Aid the child getting over the first hurdle. There is always a way back, keep the problem small. Use Movement – Patterned, repetitive, rhythmic, hand on arm with gentle pressure, mindful breathing. Singing, dancing music, walking, running, swinging.
 - RELATE: Help the child to the shore. Connect – empathy: let the child know that we understand how they feel, and it matters to us. Use words the adult would like the child to use at some point in the future during these occasions. Self-talk, self- direction.
Scripts: *'I notice this seems to be a problem', 'this is kind of scary', 'I am wondering whether this might be hard for you'. 'I imagine you are angry/disappointed/frustrated and now you don't know what to do with yourself', 'its scary/hard/big deal because...', 'we can...that should help'.*
 - REASON: Invite the child to problem solve with you. It lets the child know that solving the problem is something to being worked out with them rather than to them. Only when the child has returned to their window of tolerance can any consequences be discussed. Having a think about potential solutions to the problem. Remind children that the goal is for a solution that works for both, and it will help them get to what they want.
7. Restorative 5 (All Age).

Summary of Regulate, Relate, Reason:

- Noticing and acknowledging by name, affirm and validate
- Sitting alongside, not opposite
- Communicating and open body language, not crossing arms or legs
- Keeping a calm tone
- Initiating contact rather than waiting for a child to approach
- Actively listen with whole body, not just your ears
- Smiling and laughing whenever possible
- Seeing distractions as attempts to self sooth (self-regulate) because a child is feeling stressed

- Commentating rather than interrogating/translating as much as possible

Restorative five

We use the restorative five (**TPP**) to support children experiencing difficulties through restorative conversations. Five key reflections are used to ensure that the conversation is reflective yet is not detrimental to a child's view of themselves.

- What happened?
- How were you feeling/ what did you need?
- Who else was affected, how could they be feeling?
- What could you do next time?
- What might make things better?

Acting as a 'stress detectives', adults can consider these questions when identifying how to best support and meet the child's needs.

Our Practice

Staff training:

- In order to manage children's behaviour in an appropriate way, we will attend relevant training to help understand and guide appropriate models of behaviour
- Implement the setting's behaviour procedures, including the stepped approach
- Have the necessary skills to support other staff with behaviour issues and to access expert advice if necessary, such as linking with our SEN, speech and language partners, and TPP networking group.
- Check that all staff have relevant in-service training (TPP) on positive behaviour. We keep a record of staff attendance at this training.
- We regularly assess the environment to ensure that it is not having a negative impact on behaviour, and that all children's needs are being met.

We help children to look after themselves by:

- Praising them – focusing on the positive things they do
- Helping them to recognise their feelings and express themselves in an acceptable way
- Encouraging those to ask for help from peers as well as adults
- Encouraging their attempts and identifying with a view to planning for their interests
- Building their independence through self-help skills
- Encouraging them to see the good in others
- Encouraging them to learn from each other

We help children to look out for others by:

- Using conflict resolution and keeping calm
- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings, eg in circle time
- Naming and making feelings clear, including the consequences of their actions: reflecting to children.
- Being aware of the power of language, ie not being confrontational or negative
- Boosting self esteem
- Giving time to listen and help acknowledging their responses sensitively.

We help children to be polite by:

- Saying good morning and where appropriate, please and thank-you (We model behaviours we want them to copy).
- Encouraging children to wait their turn
- Talking one at a time – listening to each other without interrupting when someone is already speaking.
- Giving children clear messages and setting an example.

We ask children to look after equipment by;

- Encouraging children to use equipment appropriately
- Teaching them about health and safety
- Encouraging them to help mend broken toys and equipment
- Playing games e.g., in circle time and considering – ‘how do we look after this?’
- Washing the bikes and toys etc
- Reminding children to tell us about breakages
- Looking after the equipment ourselves and therefore modelling it.

We help children to care about the environment by:

- Making it as attractive as possible
- Cleaning tables
- Tidying up together
- Displaying children’s work
- Picking up rubbish
- Providing labelled storage
- Looking after indoor and outdoor plants
- Explaining proper care and use of areas (painting area, home corner, sand pit etc)
- Noticing, acknowledging, and praising ‘careful handling’ and modelling it
- Sharing responsibility

Children with SEN

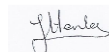
We understand that a minority of children may need additional or different support, beyond that of other children of the same age. Support for these children in collaboration with parents/carers may involve implementation of a ‘one plan’ and ‘one page profile’ with specific targets related to behaviour (please refer to our specific educational needs policy). Where appropriate, this stage may include referral to external agencies for additional support/ assessments with parents/ carers consent. For these children, it is important that teams (parents, carers, key practitioners, and SENCO) meet regularly (TAC meetings) to ensure good communication and continued consistency.

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....11.11.25.....

Date to be reviewed.....11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Katie Richards.....

Role of signatory.....Manager.....

Promoting Health and Hygiene

Administering medicines

While it is not Butterflies' policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

In many cases, it is possible for children's GPs to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has been prescribed medication, we ask that the parent keeps the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect.

The key person, where possible, is responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that the online parent consent forms have been completed, that the medicine are stored correctly and that records are kept according to procedures. In the absence of the key person, the manager is responsible for the overseeing of administering the medication.

EYFS key themes and commitments

A unique child

Positive Relationships

Enabling Environments

1.4 Health and well-being

2.2 Parents as partners

3.2 Supporting every child

2.4 Key person

Procedures

- Children taking prescribed medication must be well enough to attend Butterflies.
- Only prescribed medication or medication as part of a care plan is administered. It must be in-date and prescribed for the current condition and clearly labelled.
- Calpol is administered with the verbal consent of parents in the case of a high temperature. Children with a temperature of 37.8 or above are not able to attend Butterflies and we ask that parents do not administer Calpol before the child attends. All parents/carers have signed a form on registration as to whether the child has been given this previously. The parent would be asked to collect the child.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign the online medication form stating the following information.

- Full name of child and date of birth
- Name of medication and strength
- Who prescribed it
- Dosage to be given
- How the medication should be stored and expiry date
- Signature, printed name and date.

Storage of medicines

- All medication is stored safely in a locked cupboard or refrigerated.
- The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting. Key persons check that any medication held to administer on as and when required basis, is in date and returns any out-of-date medication back to the parent.
- If the administration of prescribed medicine requires medical knowledge, individual training is provided for the relevant members of staff by a health professional.
- If rectal diazepam is given another member of staff must be present and co-signs the record book.
- No child may self administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However this does not replace staff vigilance in knowing and responding when a child requires medication.

Managing medicines on trips and outings

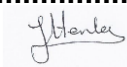
- If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or other member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic bag clearly labelled with the child's name, name of the medication, inside the box is a copy of the consent form and a card to record when it has been given with the details as given above.
- On returning to the setting the card is signed by the parents and entered on MMC. If a child on medication has to be taken to hospital, the child's medication is taken in the sealed plastic box clearly labelled with the child's name, name of medication, inside the box is the consent form signed by the parents.

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....11.11.25.....

Date to be reviewed.....11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Promoting Health and Hygiene

Managing children with allergies, or who are sick or infectious

Policy statement

Butterflies provide care for healthy children and promote health through identifying allergies and preventing contact with the allergenic substance and through preventing cross infection of viruses and bacterial infections.

EYFS key themes and commitments

A Unique Child

1.2 Inclusive Practice
1.4 Health and well-being

Positive Relationships

2.2 Parents as partners
2.4 Key person

Enabling Environments

3.2 Supporting every child

Procedures for children with allergies

- When parents start their children at the setting they are asked if their child suffers from any known allergies or medical conditions. Details of the child's allergies or medical conditions are to be recorded on the enrolment and home visit form and entered onto MMC.
- For children with an allergic condition, the school requires parents/carers to provide written advice from a doctor (GP) which explains the condition, defines the allergy triggers and required medication.
- In addition, if a child has an allergy or medical condition, the pre-school managers will ensure that a Healthcare Plan (HCP) is completed and updated to detail the following.
 - The allergen
 - The nature of the allergic reaction e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
 - What to do in the case of allergic reaction, any medication used and how it is to be used e.g. Epipen
 - Control measures- such as how the child can be prevented from contact with the allergen.
 - Review
- The HCP is kept in the child's personal file and a copy is displayed where staff can see it.
- The pre-school will seek updated information of the allergic or medical condition via medical form at the commencement of each academic year. Furthermore, any change in a child's medical condition throughout the year must be reported to the school.

- Teachers and Key-persons are required to review and familiarise themselves with the medical information. Key persons should review this information with the parent/carer at Parent consultations.
- Generally, no nuts or nut products are used within the setting.
- The insurance will automatically include children with any disability or allergy but certain procedures must be strictly adhered to.
- The setting will have the allergy list available to each class before the start of each term.

We follow the Pre-school Learning Alliance guidelines for administering medicine.

Procedures for children who are sick or infectious

- If children appear unwell during the day- have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the manager calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts. Calpol may be given with parents/carers verbal permission. Written permission is already held on the children's file from registration.
- Temperature is taken using a thermometer which is kept in the first aid cabinet.
- In extreme cases of emergency the child should be taken to the nearest hospital and the parent informed.
- Parents are asked to take their child to the doctor before returning them to nursery; the nursery can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease. Where a child has a temperature of 37.8 or over they will not be able to attend Butterflies.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the setting.
- After diarrhoea or sickness, parents are asked to keep children home for 48 hours or until a formed stool is passed and sickness ceased.
- The following infectious diseases require temporary exclusion from school;
 - Chicken pox- at least 5 days from the onset of the rash and until all blisters have crusted over.
 - Diarrhoea and vomiting – 48 hours after their last episode.
 - Cold and flu-like illness (with temperature) – They no longer have a temperature and feel well enough to attend.
 - Impetigo – Their sores have crusted and healed, or 48 hours after they have started antibiotics.
 - Measles – 4 days after the first rash appeared.
 - Mumps – 5 days after the swelling started.
 - Scabies – They have had their first treatment.
 - Scarlet fever – 48 hours after they have started taking antibiotics.

- Whooping cough – 48 hours after they have taken antibiotics.
- The following do not require exclusion unless the child is not well enough to attend, however we do need notification; Hand foot and mouth, Glandular fever, Head lice, Tonsillitis, Threadworm and slapped cheek.

Reporting of 'notifiable diseases'

- If a child is diagnosed suffering a notifiable disease under Public Health Regulations 1988, the GP will report this to the Health Protection Agency.
- When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency and according to Health Protection (Notification) Regulations 2010.

HIV/AIDS/Hepatitis procedure

- HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- Single vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning/sluicing clothing after changing.
- Soiled clothing is rinsed and bagged for parents to collect.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.
- Children do not share toothbrushes.

Nits and head lice

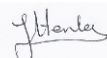
- Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has been treated.
- On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....11.11.25.....

Date to be reviewed.....11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Promoting Health and Hygiene

Procedure for use of EPIPEN

If a child has been prescribed EPIPEN, the parent/carer will provide a care plan for the individual child and a clearly named box containing 2 EIPENS and any other medication to be kept in the setting. Where 2 Epipens are not provided they may need to be passed between parent and Butterflies on a sessional basis.

The medication should be prescribed for the child by a doctor and be clearly labelled.

It is the parent's responsibility to ensure that the EIPENS are within expiry date.

The care plan provided by the parent will provide a thorough guide to the use of the EPIPEN for that individual child and should be followed accordingly.

Only staff within the pre-school that have received current training in the use of an EPIPEN will administer the EPIPEN. However, staff that have not received the training may witness the administration of the EPIPEN and assist with the necessary procedures and paperwork.

Staff will be required to attend EPIPEN training as long as there is a child or an adult in the setting that has been prescribed with an EPIPEN and must sign the EPIPEN training form.

In the event of a child showing signs of allergic reaction or anaphylaxis, the child's INDIVIDUAL CARE PLAN and EPIPEN Guidance should be followed.

If EPIPEN or PIRITON is administered, all necessary paperwork must be completed and signatures obtained as soon as possible.

If EPIPEN has been used, a child MUST NOT return to pre-school until EPIPEN medication has been replaced and there are 2 EIPENS for the child on site. Obtain support and assistance from the Health Visitor.

Preventative measures to avoid anaphylaxis or allergic reactions should be taken in the pre-school including:

Staff and other families should be made clearly aware.

All food should be checked for possible allergens and avoided.

Cooking recipes should be adapted accordingly to avoid the allergens.

Food packaging used for junk modelling etc should be carefully checked and avoided if necessary.

Other items such as other children's lunches, sun creams etc should be clearly labelled and kept away from the child if they could contain the allergen.

EPIPENS marked with child's name will be kept in the locked medication cupboard in the kitchen and expiry dates are checked regularly by Nicola Caley.

All necessary paperwork, medication and a telephone should be taken on any occasion when leaving the pre-school for a walk or trip.

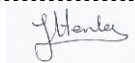
Necessary documentation should be obtained as per insurance details.

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....11.11.25.....

Date to be reviewed.....11.10.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Promoting Health and Hygiene

Nappy changing

Policy statement

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We have a secluded area in which we change children's nappies.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concerns of adults.

EYFS key themes and commitments

A Unique Child

Positive Relationships

Enabling Environments

1.2 Inclusive practice

2.2 Parents as partners

3.2 Supporting every child

1.4 Health and well-being

2.4 Key person

Procedures

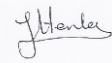
- Nappies are changed as soon as it is realised they are soiled.
- Each child has their own bag with their nappies and changing wipes.
- Gloves and aprons are used to change nappies. These are changed after each child to prevent cross contamination.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- A rota system is used to change all children in nappies both in the morning and afternoon session. Where a child is particularly sensitive to being changed, the key-person will change the nappy.
- The changing area is warm and safe to lay young children if they need their bottoms cleaned.
- Young children are encouraged to take an interest in using the toilet.
- Staff changing nappies should not make inappropriate comments about young genitals when changing their nappies.
- Older children access the toilets and potty's when they have the need to and are encouraged to be independent.
- Nappies and 'pull-ups' are disposed of hygienically. Pants that have been soiled are rinsed and bagged for parents to take home.

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....11.11.25.....

Date to be reviewed.....11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Promoting Health and Hygiene

No-smoking

Policy statement

We comply with health and safety regulations and the Welfare Requirements of the EYFS in making our setting a no-smoking environment – both indoor and outdoor. The Smokefree legislation 2007.

EYFS key themes and commitments

A Unique Child

Positive Relationships

Enabling Environments

1.4 Health and well-being

2.1 Respecting each other

3.2 Supporting every child

All staff, parents and volunteers are made aware of our no smoking policy


- Staff who smoke do not do so during working hours. Unless on a break and off the premises.
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues. Staff should wash their hands thoroughly on return.

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....11.11.25.....

Date to be reviewed.....11.11.26

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Promoting Health and Hygiene

Best Practice Food and Nutrition Policy

This document has been developed in line with the Department for Education Early Years Foundation Stage (EYFS) Nutrition Guidance (DfE, 2025).

INTRODUCTION

At Butterflies Montessori School, we are committed to providing high-quality nutrition that supports children's healthy growth and development. This policy demonstrates how we implement the EYFS Nutrition Guidance and create positive mealtime experiences for all children.

Mealtimes are social, educational opportunities where children develop independence, social skills, and healthy eating habits. We ensure all food provided meets nutritional standards while respecting individual dietary needs and cultural preferences.

This policy should be read alongside the Allergen Management Guide document.

PART 1: NUTRITIONAL STANDARDS

1.1 Nutritional Standards

We follow the nutritional standards set out in the EYFS Nutrition Guidance (DfE, 2025), as recommended in the Safeguarding and Welfare Requirements section of the EYFS Statutory Framework, 3.62 Food and Drink, p.27 for childminders and p.36 for group based and school providers. This specifies daily requirements for the four main food groups (fruit and vegetables; starchy carbohydrates; dairy and alternatives; protein foods), as well as guidance on foods to provide, limit and avoid. Our snacks are planned to meet these standards, ensuring children receive healthy, balanced and nutritious food throughout the day.

Full details of the nutritional standards can be found in the EYFS Nutrition Guidance (DfE, 2025): <https://www.gov.uk/government/publications/early-years-nutrition-guidance>

1.2 Sustainability

We are committed to sustainable food practices, which may include:

- Using seasonal produce where possible to reduce environmental impact and costs
- Minimising food waste through careful snack planning and portion control
- Using reusable containers and minimising single-use packaging

PART 2: OPERATIONAL PROCEDURES

2.1 Meal and Snack Provision

We provide snacks appropriate to the ages and attendance patterns of children in our care, in line with DfE guidance:

- Children over 12 months receive regular meals and 2-3 snacks daily

Portion sizes are appropriate for children's ages and appetites. Children are offered small servings initially and can request more if hungry. We never force children to finish everything on their plate or offer rewards for finishing meals.

For portion size guidance, refer to the Early Years Nutrition Guidance (DfE,2025): [Portion sizes for children aged 5 and under](#)

2.2 Mealtime Environment and Approach

Creating positive experiences:

- No child left unsupervised during eating (qualified paediatric first aider always present)
- Staff eat with children and model good table manners
- Mealtimes organised as social occasions with children in small groups
- Children encouraged to serve themselves, make choices, and develop independence
- Staff use mealtimes for conversation to support language development and food education

Supporting healthy eating behaviours:

- Children given time to eat at their own pace without rushing
- No pressure or force-feeding; children decide how much they eat
- Children who refuse food offered alternatives later in the day
- Positive language used around all foods; no labelling foods as "good" or "bad"
- Children are gently encouraged to try small amounts of new foods (may take 10+ attempts)

We recommend that parents/carers follow the [NHS Best Start in Life guidance on baby and young child feeding](#). We encourage parents/carers to prepare food from scratch wherever possible rather than opting for pre-made foods such as puree pouches, as we do not recommend that commercial baby food (such as food pouches, jars, or pots) is relied on as everyday foods. We recommend that parents/carers check food labels, choose the food with the least amount of sugar and salt.

2.4 Allergen Management and Dietary Requirements

Before a child starts:

- Detailed dietary information gathered from parents (allergies, intolerances, religious/cultural requirements, preferences)
- Risk assessments completed for children with allergies in collaboration with parents and health professionals where appropriate
- Individual allergy action plans created and shared with all relevant staff
- Regular reviews scheduled with parents to update information

Daily practice:

- Nominated practitioner checks that food meets all dietary requirements before each meal/snack
- Careful seating arrangements to prevent cross-contamination
- Where appropriate, adults supervise children with allergies during meals
- Age-appropriate conversations with children about allergies and food safety
- Separate storage and preparation of allergen-containing foods

Staff knowledge:

- All staff trained in allergen awareness and anaphylaxis recognition/treatment using adrenaline auto-injectors
- Staff understand differences between allergies (immune system reaction, potentially life-threatening) and intolerances (digestive issues, not life-threatening)
- Staff maintain vigilance as allergies can develop at any time, particularly during weaning
- Staff know emergency procedures: administer auto-injector if available and call 999; use second auto-injector after 5 minutes if no improvement
- Sensitive approach taken; children not labelled or singled out due to dietary needs

Resources:

DfE allergen checklist available on [Help for Early Years Providers](#) website.

2.5 Cultural and Religious Dietary Requirements

We respect and celebrate diverse dietary needs for example by:

- Providing foods from children's cultural backgrounds
- Introducing children to new foods from different cultures
- Respecting cultural differences in eating habits and food preferences
- Asking parents/carers to share traditional recipes

2.6 Children with Additional Support Needs and Special Diets

Some children may have specific dietary needs for example:

- Physical or developmental issues affecting eating ability (e.g., difficulty swallowing)
- Sensory needs related to food textures, tastes, or smells
- Medical conditions requiring special diets (with written confirmation from qualified health professionals)

We support these children by:

- Modifying food preparation (texture, presentation) as needed
- Providing one-to-one support at mealtimes (if required and appropriate)
- Adapting the eating environment (limiting noise/distractions, avoiding pressure)
- Recording and regularly updating dietary requirements
- Communicating with parents, health professionals
- Including children in mealtimes with peers wherever safely possible

2.7 Food Safety and Hygiene

Staff competency:

- All staff handling food hold Level 2 Food Hygiene certification (updated every 3 years)
- Staff trained in safe food preparation to minimise choking risks following Food Standards Agency guidance

Food safety practices:

- Proper storage, preparation, and serving temperatures maintained

- Cross-contamination prevention measures in place (separate equipment for allergens)

Incident reporting:

- We follow all statutory requirements for incident reporting to Ofsted and relevant health agencies.

PART 3: PARTNERSHIP WITH PARENTS AND EDUCATION

3.1 Communication and Transparency

Information sharing:

- Meal and snack timings shared with parents to prevent children from being fed twice
- Parent feedback actively sought through parent surveys and meetings

Key person role: Parents work with their child's key person to ensure consistent communication about food provision, dietary needs, cultural preferences, and the child's eating patterns across home and setting.

3.2 Packed Lunches and Food from Home

When packed lunches are provided:

- Parents/carers given guidance on nutritious content ([NHS packed lunch guidance shared](#))
- [Food Standards Agency choking guidance](#) shared with parents/carers (link to choking guidance)
- Parents/carers advised to pack foods appropriate for the child's developmental needs
- We do not provide refrigerated storage for packed lunches. Parents/carers must use ice packs or the 4-hour rule applies
- We do provide reheating facilities for packed lunches.
- All lunch boxes checked before serving to manage allergen and choking risks
- Parents/carers encouraged to clearly label lunch bags with child's name
- If applicable, food must align with healthy options offered by a setting to provide consistent nutrition messages

3.3 Special Occasions and Celebrations

Our approach:

- Parents may bring food for birthdays
- Alternative celebrations encouraged: fruit platters/stickers etc
- All food from home must have ingredient lists (Food Information Regulations 2014 compliance)
- Any food brought in is checked for allergens before sharing

3.4 Education and Learning

We help children develop healthy relationships with food through:

Learning activity examples:

- Play-based learning about where food comes from

- Age-appropriate cooking activities
- Discussions about nutrition, food groups, and healthy choices
- Positive role modelling by staff

Mealtimes conversations: Staff use mealtimes as learning opportunities through discussions about:

- Sensory exploration (textures, flavours, colours, smells)
- Food origins and growing
- Trying new foods without pressure
- Building food vocabulary
- Social conversation to develop language skills

Resources:

DfE help for early years providers website has guidance on planning food activities with children.

PART 4: MONITORING AND REVIEW

Quality assurance processes:

Policy review:

- This policy is reviewed annually involving the manager
- Updates made to reflect current DfE guidance and best practice
- Staff training needs identified and addressed regularly

Responsibilities:

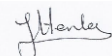
- All staff responsible for allergen management and risk assessments
- Jacqui Henley responsible for staff training coordination
- All staff responsible for implementing policy in daily practice

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....04.11.25.....

Date to be reviewed.....04.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Promoting Health and Hygiene

First Aid

Policy statement

At Butterflies staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. All members of staff have or have booked current first aid training and are on the premises or on an outing at any one time. The first aid qualification includes first aid for young children.

EYFS key themes and commitments

A Unique Child

Positive Relationships

Enabling Environments

1.3 Keeping safe

2.2 Parents as partners

3.2 Supporting every child

1.4 Health and well-being

2.4 Key person

3.4 The wider context

Procedures

The First Aid Kit complies with British Standards regulations workforce kit.

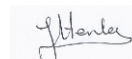
- The first aid box is easily accessible to adults and is kept out of the reach of children. Accidents are recorded on MMC and where appropriate made visible to the parents to sign.
- No un-prescribed medication is to be given to children or staff.
- Calpol is given to children with a temperature with consent of parents. Parents will be asked to collect their child after Calpol has been administered.
- At the time of admission to the setting, parent's written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.
- Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that the parents have been informed and are on their way to the hospital.
- Staff update their first aid training every three years.

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....11.11.25.....

Date to be reviewed.....11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Employment

Employment and staffing

Policy statement

At Butterflies we provide a staffing ratio or above, in line with the Welfare requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for criminal and other records through the DBS in accordance with statutory requirements and The Employment rights act 1996/ Employment Act 2008.

EYFS key themes and commitments

A Unique Child

Positive Relationships

Enabling Environments

1.3 Keeping safe

2.4 Key person

3.4 The wider context

Procedures

Ratios

- To meet this aim we use the following ratios to children:
 - Children aged two years of age: 1 adult : 4/5 children; and
 - Children aged three to seven years of age: 1 adult : 8 children
 - Butterflies usually have more staff that required at the setting.
- A minimum of two staff/adults are on duty at any one time.
- We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation.

Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.

- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Disclosure and Barring Service for staff and volunteers who will have unsupervised access to children. This in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.

Changes to staff

- We inform Ofsted of any changes in the person responsible for our setting.

Training and staff development

- Jacqui Henley holds a BA in Early Years and Early Years Professional Status, Katie Richards holds a Foundation Degree in Early Childhood Studies. Other members of staff hold BA Degrees in Early Years, EYTS, Montessori Diploma level 4, CACHE level 3. A minimum of half our staff hold the CACHE Level 3 Certificate in Pre-school practice or an equivalent or higher qualification.
- We provide regular in-service training to all staff - whether paid staff or volunteers through Essex County Council.
- Butterflies budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes staff reading the policies and signing to say they will adhere to them.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice. Managers have received "Safer Recruitment" training.

Managing staff absences and contingency plans for emergencies

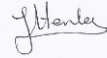
- Our staff take most of their holiday breaks when the setting is closed. Each member of staff is offered an optional unpaid week off within term time. Where staff may need to take time off for any reason other than sick or training, this is agreed with the manager with sufficient notice.
- Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary.
- We have contingency plans to cover staff absences, as follows:
 - Details are kept of emergency staff, and they are called when necessary.
 - Other members of staff that are part time may be asked to work extra sessions.

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....11.11.25.....

Date to be reviewed.....11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Employment

Recruitment Policy

We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation.

The pre-school will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed.

No applicant will be rejected on the grounds of age, gender, sexuality, class, means, family status, disability, colour, ethnic origin, culture, religion or belief. Commitment to implementing the group's equal opportunities policy will form part of the job description for all workers.

Advertising

A position will be advertised using available local resources. Job vacancies are advertised in the local community and job descriptions and application forms are sent to all applicants. The advert will state that appointment is subject to DBS checks. All applicants will be asked to send in a CV of previous experience and a covering letter. We will always appoint the best person for the job and will treat fairly all applicants for jobs. Previous experience and relevant qualifications are considered before appointing anyone.

Interviews

Suitable applicants will be invited to attend an interview on the premises with the managers. If applicable, they will be required to bring their certificates of qualifications with them.

Offering the job

If a candidate is suitable they will be made an offer of employment SUBJECT to acceptable reference checks (at least 2) and DBS checks. The candidate will be given the DBS form plus the accompanying notes for completion. The Administrator will verify the additional identification checks.

The employee will be subject to an induction period and may be required to complete the Induction Standards.

Records of all qualifications are kept on MMC.

All disclosure information will be stored and disposed of in accordance with the DBS's Code of Practice.

DBS Enhanced disclosures

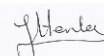
Relevant checks are carried out on everyone that helps in pre-school wherever possible. No-one is ever left alone with the children unless they have been suitably checked

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....11.11.25.....

Date to be reviewed.....11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Employment

Induction of staff, volunteers and managers

Policy Statement

We provide an induction for all staff, volunteers and managers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

EYFS key themes and commitments

A Unique Child

Positive Relationships

Enabling Environments

1.3 Keeping safe

2.4 Key person

3.2 Supporting every child

Procedures

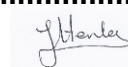
- We have a written induction plan for all new staff, which includes the following:
 - Introductions to all staff and volunteers, including management members.
 - Familiarising with the building, health and safety and fire procedures.
 - Ensuring our policies and procedures have been read and are carried out.
 - Introduction to parents, especially parents of allocated key children where appropriate.
 - Familiarising them with confidential information where applicable in relation to any key children.
 - Details of the tasks and daily routines to be completed.
- The induction period lasts two weeks. The manager inducts new staff and volunteers.
- During the induction period, the individual must demonstrate understanding of and any compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period.

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....11.11.25.....

Date to be reviewed.....11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Employment

Menopause Policy

Menopause is the time in a menstruator's life when menstruation periods permanently stop. The purpose of this policy is to help you create an open and honest workplace where managers and employees can discuss any issues associated with the menopause, and to make sure the necessary support is known and offered to employees when they need it.

Effect of the menopause - Physical symptoms of the menopause can include: hot flushes, insomnia, fatigue, poor concentration, headaches, skin irritation and urinary problems. As a result of the above, or as an extension of the hormone imbalance, individuals going through menopause and can also experience psychological difficulties, including: depression, anxiety, panic attacks, mood swings, irritability, problems with memory and loss of confidence. It's also commonly acknowledged that Hormone Replacement Therapy, medication which is often prescribed for menopause, can have side effects which can cause problems at work. These include nausea, headaches and leg cramps.

Communication - It's important that, as an employee, you prioritise your personal health and wellbeing. If you're struggling with any aspect of your role because of symptoms associated with the menopause, you should report any concerns you may have to your manager, who will treat the matter with complete confidence. To make sure we can give you the best support possible we encourage you to be open and honest in these conversations. Alternatively, your manager may start a discussion with you if they notice a change in your behaviour or performance. We understand that you may feel uncomfortable talking about personal information with your manager. If this is the case you're encouraged to discuss your situation with any member of the management team. During any discussions, your manager will consider your individual situation and evaluate if any adjustments can be made. Your individual needs will be addressed sensitively, and everything will remain confidential. Managers will also arrange follow up sessions to evaluate the effectiveness of any adjustments put in place.

Supervisions policy

Supervision is a means to ensure staff are clear about what their job is, what the pre-school wants them to do, to raise safeguarding concerns about particular children and to be supported to do that job well. The meeting gives parties the opportunity to evaluate and review workloads and performances so that learning and development can take place and to identify performance shortfalls, encourage and motivate staff and initiate training, support and /or mentoring. Supervision does not replace the annual staff appraisals.

Responsibility

The manager is responsible for ensuring that regular supervision meetings are conducted with every member of staff. The member of staff is responsible for ensuring that they meet the required standard for the job.

Process and Frequency

Supervision is an essential part of the effective working relationship between a member of staff and a manager. The meetings are a two way discussion between a member of staff and a manager and to be effective communication and cooperation and recognition of the value of supervision meetings for both parties. All staff must be provided with a regular supervision (1-1) meeting with their manager at least once every half term which is booked in advance at an agreed time. There must be a written record of the meeting.

What to cover at supervision meeting

The content of the supervision meeting will be to:

- Discuss and agree targets/tasks and objectives which need to be carried out
- Record progress on these targets/tasks
- Set timescales and deadlines for carrying out the tasks
- Identify any performance concerns and improvements required
- Discuss any issues of concern about particular children
- Identify appropriate support and guidance with regard to all aspects of work including support in dealing with particular children and their individual needs
- Identify any training and development needs.

Recording supervision meetings

The supervision meeting will be recorded on the Supervision Record Form and should be completed by both parties. This is signed and will agree the date for the next supervision meeting. To ensure that the confidentiality and identity of individual children, no names of the children discussed will be used, only initials. A record of any actions to be taken are kept and actioned by the manager.

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....11.11.25.....

Date to be reviewed.....11.11.26.....

Signed on behalf of the management committee.....

Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Health and Safety

Risk Assessment

Policy statement

Butterflies believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment. These are written according to the Health and Safety at Work Act 1974. Updates 2024.

The basis of this policy is risk assessment.

- Identification: Where is it and what is it?
- Who is at risk: Staff, children, parents and visitors.
- Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

A Unique Child

Enabling Environments

1.3 Keeping safe

3.3 The learning environment

3.4 The wider context

Procedures

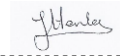
- Our risk assessment process covers adults and children and includes:
 - checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
 - assessing the level of risk and who might be affected;
 - deciding which areas need attention; and
 - developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- As we have more than five staff and volunteers employed, the risk assessment is written and is reviewed.
- We maintain lists of daily health and safety issues, which are checked daily before the sessions begin.

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Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Health and Safety

Health and safety general standards

Policy statement

Butterflies believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for the children, parents, staff and volunteers.

- We aim to make the children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our member of staff responsible for health and safety is: Nicola Caley.
- She is competent to carry out these responsibilities.
- She has undertaken level 3 health and safety training and regularly updates her knowledge and understanding.
- We display the necessary health and safety poster in the kitchen.

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in each classroom. Our insurance is covered by Morten Michel.

A Unique Child

Enabling Environment

1.1 Keeping safe

3.3 The learning environment

1.2 Health and well-being

Procedures

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and storage of potentially dangerous substances.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We operate a no-smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Safety of adults

- Adults are provided with guidance about the storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.
- We keep a record of all substances that may be hazardous to health – such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
- We keep all cleaning chemicals in their original containers.

Windows

- Windows are made from materials that prevent accidental breakage and are safe.

Doors

- We take precautions to prevent children's fingers from being trapped in doors.

Floors

- All surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical cupboard is not accessible to the children.
- Lighting and ventilation is adequate in all areas including storage areas.
- Butterflies have under floor heating.

Storage

- All resources and materials from which children select are stored safely.
- All equipment and resources are stored or stacked to prevent them accidentally falling or collapsing.

Outdoor area

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.

- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand pits are covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times.

Hygiene

- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting which includes the classroom, kitchen, toilets and nappy changing area.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning toilets regularly;
 - wearing protective gloves as appropriate
 - providing tissues;

Activities and resources

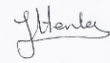
- Equipment and resources are checked to ensure that they are safe for the stages of children currently attending the setting.
- The layout of equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials including glue and paint are non- toxic.
- Sand is clean and suitable for children's play. This is cleaned with Milton on a weekly basis.
- Physical play is constantly supervised.
- Children are taught how to handle and store tools safely.
- Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired, if it cannot be repaired it is discarded.
- Large pieces of equipment are discarded only with the consent of one of the managers.

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Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Health and Safety

Fire safety and emergency evacuation

Policy statement

At Butterflies we ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The managers are familiar with the current legal requirements.

A Unique Child

Enabling Environments

1.3 Keeping safe

3.3 The learning environment

3.4 The wider context

Procedures

- The basis of fire safety is risk assessment. These are carried out by our Health and safety officer.
- The managers have received training in fire safety.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards.
- Our emergency evacuation procedures are approved by the Brentwood Fire Safety Officer and are:
 - Clearly displayed in the premises;
 - Explained to new members of staff and volunteers
 - Practiced regularly at least once every term.
- Records are kept of fire drills.

Emergency evacuation procedure

Our emergency evacuation procedure, including drills includes:

- Children, staff and parents aware of the fire exits.
- Staff being aware of how children are led from the building to the assembly point.
- That all children and staff are accounted for by the manager using the register.
- The time taken to vacate the building is recorded.
- The fire officer calls the emergency services in the event of a real fire.
- The parents would be contacted by one of the work phones which is taken out.

The fire drill is recorded on MMC:

- Date and time of the drill.
- How long it took.

- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the fire drill.

Fire Evacuation Procedure

Each term (three times a year) the emergency evacuation procedure will be practised on sufficient days in a week to ensure that all children and adults can take part. All new children, staff or students, joining the pre-school between practises will have the procedure explained to them, as will parent helpers and other visitors to the pre-school. A spare gate key can be found on a hook in each classroom. The door keys, iPad/contact list and phone will be kept in each classroom at all times.

Fire drill procedure

Ground Floor: On hearing the fire alarm, all staff and children should make their way to the fence at the back of the outdoor gardens. One member of staff should sweep the areas to ensure that there aren't any children left in the building, including the kitchen and toilets.

First floor: On hearing the fire alarm all staff should sweep the area to ensure nobody is left upstairs and then make their way down the stairs and through classroom 1 and gather at the rear garden fence. If no access, then they should use the front door.

Everyone will proceed to the back fence of the building, this being the fire assembly point -classroom 1 to the right hand side, classroom 2 middle, and classroom 3 to the left hand side, where the manager or session leader will take the register for all children and adults, while another member of staff confirms the previous headcount total and checks this against the register total for the session.

In the event of an actual fire, staff will escort the children to the safest first exit. Fire exits are located in Classroom 3's exit gate and classroom 2's exit gate and Classroom 1's front door and the assembly point is at the barrier at the entrance to Butterflies carpark. Nobody should return to the building until cleared to do so by the emergency services.

The manager/session leader or an adult designated by the manager/session leader will be responsible for notifying the emergency services, in the event of an actual incident, and ensuring that the emergency services are aware of any persons unaccounted for.

The manager/session leader or a designated adult will be responsible for contacting parents and carers in the event of an actual incident. All contact details should be found on the iPad/contact sheet.

If the procedure is a practice, the children will be escorted back to the building, with the adult at the front of the line counting the children as they enter the building and confirming the total with the manager/session leader. The children should be congratulated on their response to the practice and their questions answered.

The manager/session leader will complete the record, which is kept on My Montessori Child, recording date, time, evacuation time, numbers of adults and children present and whether the procedure was a practice or an emergency evacuation.

Ground floor: Fire extinguishers are located in the kitchen area and in each classroom.
Upstairs: Fire extinguishers are located in the hall landing and store room; also a fire blanket in the kitchenette.

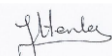
In the event of an emergency requiring evacuation the main concern of all adults present should be to ensure the prompt and safe evacuation of the children.

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Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Health and Safety

Recording and reporting of accidents and incidents

Policy statement

Butterflies follow the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013

EYFS key themes and commitments

A Unique Child

Positive Relationships

Enabling Environments

1.3 Keeping safe

2.2 Parents as partners

3.4 The wider context

1.4 Health and well-being

2.4 Key person

Procedures

Our accident folder:

- Is kept online on MMC;
- Is accessible to all staff and volunteers, who know how to complete it; and
- Is reviewed at least termly to identify any potential or actual hazards.

Ofsted is notified of any injury requiring treatment by a general practitioner or hospital doctor or the death of a child or adult.

When there is an injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of injuries, Diseases and Dangerous Occurrences.

Dealing with incidents

We meet our legal requirements for the safety of our employees by complying with RIDDOR. We report to the Health and Safety Executive:

- any accident to a member of staff requiring treatment by a general practitioner or hospital; and
- any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.

Our incident book

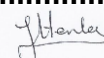
- We have ready access to telephone numbers for emergency services, including local police. We ensure we have access to the responsible person that is responsible for our rented premises.
- We keep an incident book for recording incidents including those that are reportable to the Health and Safety Executive as above.
- These include:
 - Break in, burglary, theft of personal or the setting's property;
 - An intruder gaining unauthorised access to the premises;
 - Fire, flood, gas leak or electrical failure;
 - Attack on member of staff or parent on the premises or nearby;
 - Any racist incident involving staff or family on the premises.
 - Death of a child, and
 - A terrorist attack, or threat of one.
- In the incident book we record the date and time of the incident, nature of event, who was affected, what was done about it – or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, should also be recorded.
- In the unlikely event of a child dying on the premises, the emergency services are called, and the advice of the services is followed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

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Role of signatory.....Manager.....

Health and Safety

Terrorist threat/attack and lock-down

Most procedures for handling an emergency are focussed on an event happening in the building. However, in some situations you will be advised to stay put (lock-down) rather than evacuate. 'Lock-down' of a building/group of buildings is intended to secure and protect occupants in the proximity of an immediate threat. By controlling movement in an area, emergency services can contain and handle the situation more effectively.

- The setting manager assesses the likelihood of an incident happening based on their location.
- The setting manager will check our police website for advice and guidance.
- Local police contact numbers are clearly displayed for staff to refer to.
- Staff rehearse simple 'age appropriate' actions with the children such as staying low to the floor, keeping quiet and listening to instructions in the same way that fire procedures are practiced. Lock-down should be rehearsed and recorded termly.
- The setting manager is aware of the current terrorist alert level, as available at www.mi5.gov.uk/threat-levels.
- We follow any additional advice issued by the local authority.
- Emergency procedures are reviewed and added to if needed.
- Information about this procedure is shared with parents and all staff are aware of their role during 'lockdown'.
- A text/phone message is issued to parents when lockdown is confirmed.

Suggested wording for parent message

Due to an incident, we have been advised by the emergency services to secure the premises and stay put until we are given the 'all clear'. Please do not attempt to collect your child until it is safe to do so. We will let you know as soon as we are able to when that is likely to be. In the meantime, we need to keep our telephone lines clear and would appreciate your cooperation in not calling unless it is vital that you speak to us.

Lock-down procedures

If an incident happens the setting manager acts quickly to assess the likelihood of immediate danger. In most cases the assumption will be that it is safer to stay put and place the setting

into 'lockdown' until the emergency services arrive. As soon as the emergency services arrive at the scene staff comply with their instructions.

During 'lock-down'

- Staff and children stay in their designated areas if it is safe to do so.
- Doors and windows are secured until further instruction is received.
- Curtains and blinds are closed where possible.
- Staff and children stay away from windows and doors.
- Children are encouraged to stay low and keep calm.
- Staff tune into a local TV or radio station for more information.
- Staff do NOT make non-essential calls on mobile phones or landlines.
- If the fire alarm is activated, staff and children remain in their designated area and await further instructions from emergency services, unless the fire is in their area. In which case, they will move to the next room/area, following usual fire procedures.

The door will not be opened once it has been secured until the manager is officially advised "all clear" or is certain it is emergency services at the door.

During lockdown staff do NOT:

- travel down long corridors
- assemble in large open areas
- call 999 again unless there is immediate concern for their safety, the safety of others, or they feel they have critical information that must be passed on

Following lockdown:

- Staff will cooperate with emergency services to assist in an orderly evacuation.
- Staff will ensure that they have the register and children's details.
- Staff or children who have witnessed an incident will need to tell the police what they saw. The police may require other individuals to remain available for questioning.
- In the event of an incident, it is inevitable that parents will want to come to the setting and collect their children immediately. They will be discouraged from doing so, until the emergency services give the 'all clear'. Staff will be always acting on the advice of the emergency services.

Recording and reporting

- The setting manager reports the lockdown to the owners/directors/trustees as soon as possible. In some situations, this may not be until after the event.
- A record is completed as soon as possible.

Further guidance

Members of the public should always remain alert to the danger of terrorism and report any suspicious activity to the police on 999 or the anti-terrorist hotline: 0800 789 321.

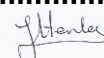
For non-emergency, call the police on 101.

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Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Health and Safety

Oral health

The setting provides care for children and promotes health through promoting oral health and hygiene, encouraging healthy eating, healthy snacks and tooth brushing.

- Fresh drinking water is available at all times and easily accessible.
- Sugary drinks are not served.
- In partnership with parents, babies are introduced to an open free-flowing cup at 6 months and from 12 months are discouraged from using a bottle.
- Only water and milk are served with morning and afternoon snacks.
- Children are offered healthy nutritious snacks with no added sugar.
- Parents are discouraged from sending in confectionary as a snack or treat.
- Staff follow the Infant & Toddler Forum's Ten Steps for Healthy Toddlers.

Where children clean their teeth when at the setting

- Children are encouraged to brush their teeth as part of the daily routine. Teeth should not be cleaned for at least one hour after a meal as this can cause loss of enamel.
- Each child has their own toothbrush, which is stored individually to prevent accidental contact and cross contamination.
- A small amount of toothpaste is put onto a blue paper towel before applying to the brush to prevent cross contamination.
- Toothbrushes are cleaned at each session and sterilised weekly in Milton or similar disinfecting fluid.
- Toothbrushes are changed every three months and provided by Dental Healthcare
- Oral hygiene activities are included in planning at least every three months when toothbrushes are changed.
- The setting co-ordinates with local oral health and ensure procedures are reviewed regularly, additional guidance from the local team may be added to this procedure.
- Butterflies are part of the "Supervised Toothbrushing" scheme.

Pacifiers/dummies

- Parents are *advised* to stop using dummies/pacifiers once their child is 12 months old.

- Dummies that are damaged are disposed of and parents are told that this has happened

Further guidance

Infant & Toddler Forum: Ten Steps for Healthy Toddlers

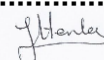
www.infantandtoddlerforum.org/toddlers-to-preschool/healthy-eating/ten-steps-for-healthy-toddlers/

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Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Health and Safety

Food hygiene

Policy statement

At Butterflies we provide and serve food for the children on the following basis

- Snacks
- Packed lunches

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food in accordance with Food safety act 1990.

EYFS key themes and commitments

A unique Child

1.3 Keeping safe

Enabling Environments

3.3 The learning environment

3.4 The wider context

Procedures

- All members of staff understand the principles of Food hygiene and have been on relevant training.
- All members of staff hold an in-date Food Hygiene Certificate.
- We use reliable suppliers for the food we purchase.
- Food preparation areas are cleaned before use as well as after use.
- There are separate facilities for hand washing and washing up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc are cleaned and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of the children's reach.
- Children do not have unsupervised access to the kitchen.

Reporting of food poisoning

- Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department and Health Protection Agency, to report the outbreak and will comply with any investigation.

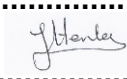
- If food poisoning is identified as a notifiable disease under Public Health Regulations 1988 the setting will report the matter to Ofsted.

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Health and Safety

Manual Handling Policy

At Butterflies we recognise that staff need to carry out manual handling especially in relation to lifting children. A variety of injuries may result from poor manual handling and staff must all be aware and adhere to the nursery's manual handling policy. We instruct all staff in correct handling techniques and expect them to follow these to minimise the risks of injury.

We know that lifting and carrying children is different to carrying static loads and therefore our manual handling training reflects this. All staff will receive training in manual handling within their first year of employment and will receive ongoing training as appropriate.

Preventing injuries

As with other health and safety issues, we recognise that the most effective method of prevention is to remove or reduce the need to carry out hazardous manual handling. Wherever possible, we review the circumstances in which staff have to carry out manual handling and re-design the workplace so that items do not need to be moved from one area to another.

Where manual handling tasks cannot be avoided, for example lifting children when changing nappies, we carry out a risk assessment by examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

Our manual handling assessment considers the following:

- The tasks to be carried out
- The load to be moved (including moving children)
- The environment in which handling takes place
- The capability of the individual involved in the manual handling.

We expect staff to use the following guidance when carrying out manual handling in order to reduce the risk of injury.

Planning and procedure

- Think about the task to be performed and plan the lift
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Never attempt manual handling unless you have read the correct techniques and understood how to use them
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment eg a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads

- If more than one person is involved, plan the lift first and agree who will lead and give instructions
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring
- Lighting should be adequate
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance.

Carrying children

- If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting
- Do not place the child on your hip, carry them directly in front of you in order to balance their weight equally
- Wherever possible, avoid carrying the child a long distance
- Where a child is young and is unable to hold onto you, ensure you support them fully within your arms
- Avoid carrying anything else when carrying a child. Make two journeys or ask a colleague to assist you
- If a child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the child before continuing
- Students and pregnant staff members will not carry children.

Position

Stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself, or turn the load around, so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

Lifting

Always lift using the correct posture:

- Bend the knees slowly, keeping the back straight
- Tuck the chin in on the way down
- Lean slightly forward if necessary and get a good grip
- Keep the shoulders level, without twisting or turning from the hips
- Try to grip with the hands around the base of the load
- Bring the load to waist height, keeping the lift as smooth as possible.

Moving the child or load

- Move the feet, keeping the child or load close to the body
- Proceed carefully, making sure that you can see where you are going
- Lower the child or load, reversing the procedure for lifting
- Avoid crushing fingers or toes as you put the child or load down
- If you are carrying a load, position and secure it after putting it down
- Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position
- Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

The task

- Carry children or loads close to the body, lifting and carrying the load at arm's length increases the risk of injury
- Avoid awkward movements such as stooping, reaching or twisting
- Ensure that the task is well designed and that procedures are followed
- Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying
- Minimise repetitive actions by re-designing and rotating tasks
- Ensure that there are adequate rest periods and breaks between tasks
- Plan ahead – use teamwork where the load is too heavy for one person.

The environment

- Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable
- Remove obstructions and ensure that the correct equipment is available.

The individual

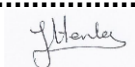
- Never attempt manual handling unless you have been trained and given permission to do so
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....11.11.25.....

Date to be reviewed.....11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Administration

Admissions

Policy statement

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to Butterflies through open, fair and clearly communicated procedures.

EYFS key themes and commitments

A Unique Child

1.2 Inclusive practice

Positive relationships

2.1 Respecting each other

Enabling Environments

3.3 The learning environment

3.4 The wider context

Procedures

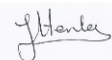
- We ensure that the existence of our setting is widely known through advertisement.
- We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
- We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
- We monitor the ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We make our Equal Opportunities policy widely known.
- We consult with families about the opening times of the setting to ensure we accommodate a broad range of family need.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all children.

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....11.11.25.....

Date to be reviewed.....11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Administration

Funded Early Education Entitlement Policy

Our policy is based on the information, consultation and guidance issued by Essex County Council (ECC). Essex County Council's further consultations may result in changes, at which time we may review our policy.

It is our intention to deliver the Funded Early Education Entitlement (FEEE/FEEE2) in the way in which ECC intends, but also to ensure the future sustainability of Butterflies Montessori School.

As you may be aware, from the term following your child's 2nd/3rd birthday; the Government award funding to pay for pre-school provision as governed by the Early Years Foundation Stage Syllabus (EYFS). The Government funding applies to 15 hours of EYFS education per week, for 38 weeks per academic year for all 3 and 4 year olds, and eligible working parents of 2 year olds. If you are eligible to claim this funding, you need to complete the appropriate form each term your child is eligible and return it to Butterflies. Some two-year-old children may be eligible for 2-year-old funding on economic grounds (FEEE2). Where this funding is in place, fees will not apply. To access this funding, parents must provide the eligibility code, along with the parent's date of birth and National Insurance number, to the office. The funding is paid directly to Butterflies.

You may also be eligible to claim the extended 30 hours funding. The criteria you need to meet and online application is found at <https://childcare-support.tax.service.gov.uk/par/app/extendedentitlement>. You will need to obtain a code and present us with this along with National Insurance Number to claim the extra funding. This is offered on a limited basis so please speak to the office before applying.

As you are aware, we teach and follow Montessori principles in addition to the EYFS. We are passionate about the Montessori principles, value and methods as these enhance and add to your child's learning and development. It is this belief that led us to open Butterflies as a Montessori pre-school. We provide an additional service and education which is not given by settings which purely adhere to the EYFS and we are proud of the Montessori experience we give your child.

Following discussions with Essex County Council, we have been advised that current best practice should incorporate the concept that funding for the EYFS syllabus for over 2 and 3yr olds, has no monetary value to the parent, but is funding provided to the school to teach the EYFS. Therefore, our invoices will show a charge for the use of Montessori equipment, teaching and activities, and will not show any reference to Government funding.

Should parents choose to have their child learn the EYFS only there will be a smaller additional charge for consumables or provision can be made by the parent to supply (art supplies, sun cream, snack etc.). Parents will not have access to My Montessori Child and there would be less flexibility with sessions allocated to your child with available afternoons offered. Please contact us for full details.

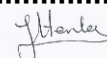
We reserve the right at our discretion to opt out of the Government funding scheme and charge full fees, for all children, should the current arrangements become unmanageable. A term's notice will be given should this be necessary.

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....11.11.25.....

Date to be reviewed.....11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Administration

General Data Protection Regulation Policy

Statement of Intent

The General Data Protection Regulation (GDPR) 2018 is designed to protect the privacy of individuals. It requires that any personal information about an individual is processed securely and confidentially. This includes both staff and children. How the pre-school obtains, shares and uses information is critical, as personal data is sensitive and private. Everyone, adults and children alike, has the right to know how the information about them is used. The General Data Protection Regulation requires the pre-school to strike the right balance in processing personal information so that an individual's privacy is protected. Applying the principles to all information held by the pre-school will typically achieve this balance and help to comply with the legislation.

We will respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the General Data Protection Regulation 2018 and the Human Rights Act 1989.

General Data Protection Regulation principles

To comply with the act, the pre-school must observe the eight 'General Data Protection Regulation principles', ensuring that:

- Personal data shall be processed fairly and lawfully
 - Personal data shall be obtained only for one or more specified and lawful purposes, and shall not be further processed in any manner incompatible with that purpose or those purposes.
 - Personal data shall be adequate, relevant and not excessive in relation to the purpose or purposes for which they are processed.
 - Personal data shall be accurate and, where necessary, kept up to date.
 - Personal data processed for any purpose or purposes shall not be kept for longer than is necessary for that purpose or those purposes.
 - Personal data shall be processed in accordance with the rights of data subjects under this Act.
 - Appropriate technical and organisational measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.
 - Personal data shall not be transferred to a country or territory outside the European Economic Area unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data.

In practice, it means that the pre-school must:

- have legitimate grounds for collecting and using the personal data;

- not use the data in ways that have unjustified adverse effects on the individuals concerned;
- be transparent about how they intend to use the data, and give individuals appropriate privacy notices when collecting their personal data;
- handle people's personal data only in ways they would reasonably expect; and
- make sure they do not do anything unlawful with the data

Personal data is information that relates to an identifiable living individual that is processed as data. Processing amounts to collecting, using, disclosing, retaining or disposing of information. The General Data Protection Regulation principles apply to all information held electronically or in structured paper files.

The principles also extend to educational records – the names of staff and children, dates of birth, addresses, national insurance numbers, school marks, medical information, SEN assessments and staff development reviews.

Sensitive personal data is information that relates to

- race and ethnicity,
- political opinions,
- religious beliefs,
- membership of trade unions,
- physical and mental health,
- sexuality
- criminal offences

Sensitive personal data is given greater legal protection as individuals would expect certain information to be treated as private or confidential – for example, a pre-school manager may have a pre-school e-mail account that is made publicly available on the school's website whereas their home e-mail account is private and confidential and should only be available to those to whom consent had been granted.

It is important to differentiate between personal information that individuals would expect to be treated as private or confidential (whether or not legally classified as sensitive personal data) and personal information you can make freely available. For example: the pre-school manager's identity is personal information but everyone would expect it to be publicly available. However, the pre-school manager's home phone number would usually be regarded as private information.

What must the pre-school do?

- We must notify the ICO (Information Commissioner's Office) that we are processing personal data.
- We have a nominated individual, the Office Manager, as the 'Data Protection Controller'.
- The pre-school has clear, practical policies and procedures on information governance for staff to follow, including:
 - Staff Code of Conduct
 - Privacy notices for staff and parents/pupils

Data Breaches – In the event of a personal data breach, the Data Protection Controller should be notified immediately and an investigation carried out. The Data Controller will notify the ICO within 72 hours of the breach.

Individual Rights

The General Data Protection Regulation includes the following rights for individuals:

- the right to be informed;
- the right of access;
- the right to rectification;
- the right to erasure;
- the right to restrict processing;
- the right to data portability;
- the right to object; and
- the right not to be subject to automated decision-making including profiling.

The General Data Protection Regulation entitles an individual the right to request the personal information a pre-school holds on their behalf – this is known as a Subject Access Request (SAR) and includes all and any information held by the pre-school, not just that information held on central files or electronically, so it could also include correspondence or notes held by others in the pre-school.

- SARs must be responded to within 1 month of receipt.
- The SAR should be made in writing by the individual making the request.
- The pre-school can refuse or charge for requests that are manifestly unfounded or excessive
- Parents can make SARs on behalf of their children if the children are deemed to be too young or they have consented to their parents doing so on their behalf.

Staff Responsibilities

Staff need to know and understand:

- How to manage, keep and dispose of data
- The pre-school's procedures in relation to children's records, email, social media, taking photos in the pre-school, mobile technology and the pre-school website
- When they are allowed to share information with others and how to make sure it is kept secure when shared.

Information and IT Equipment Acceptable Usage

Acceptable Usage covers the security and use of all Butterflies Montessori School's information and IT equipment. It also includes the use of email, internet, voice and mobile IT equipment. This applies to all Butterflies Montessori School employees, contractors and agents (hereafter referred to as 'individuals').

This applies to all information, in whatever form, relating to Butterflies Montessori School business activities, and to all information handled by Butterflies Montessori

School relating to other organisations with whom it deals. It also covers all IT and information communications facilities operated by Butterflies Montessori School or on its behalf.

Computer Access Control – Individual's Responsibility

Access to the Butterflies Montessori School IT systems is controlled by the use of User IDs and passwords.

Individuals must not:

- Allow anyone else to use their user ID and password on any Butterflies Montessori School IT system
- Leave their user accounts logged in at an unattended and unlocked computer.
- Leave their password unprotected (for example writing it down).
- Perform any unauthorised changes to Butterflies Montessori School IT systems or information
- Attempt to access data that they are not authorised to use or access.
- Exceed the limits of their authorisation or specific business need to interrogate the system or data.
- Connect any non-Butterflies Montessori School authorised device to the Butterflies Montessori School network or IT systems
- Store Butterflies Montessori School data on any non-authorised Butterflies Montessori School equipment
- Give or transfer Butterflies Montessori School data or software to any person or organisation outside Butterflies Montessori School without the authority of Butterflies Montessori School.

Pre-school managers must ensure that individuals are given clear direction on the extent and limits of their authority with regard to IT systems and data.

Internet and email Conditions of Use

Use of Butterflies Montessori School internet and email is intended for business use. Personal use is permitted where such use does not affect the individual's business performance, is not detrimental to Butterflies Montessori School in any way, not in breach of any term and condition of employment and does not place the individual or Butterflies Montessori School in breach of statutory or other legal obligations. All individuals are accountable for their actions on the internet and email systems.

Individuals must not:

- Use the internet or email for the purposes of harassment or abuse.
- Use profanity, obscenities, or derogatory remarks in communications
- Access, download, send or receive any data (including images), which Butterflies Montessori School considers offensive in any way, including sexually explicit, discriminatory, defamatory or libellous material.
- Use the internet or email to make personal gains or conduct a personal business
- Use the internet or email to gamble
- Use the email systems in a way that could affect its reliability or effectiveness, for example distributing chain letters or spam.

- Place any information on the Internet that relates to Butterflies Montessori School, alter any information about it, or express any opinion about Butterflies Montessori School, unless they are specifically authorised to do this.
- Send unprotected sensitive or confidential information externally.
- Make official commitments through the internet or email on behalf of Butterflies Montessori School unless authorised to do so.
- Download copyrighted material such as music media (MP3) files, film and video files (not an exhaustive list) without appropriate approval.
- In any way infringe any copyright, database rights, trademarks or other intellectual property.
- Download any software from the internet without prior approval.
- Connect Butterflies Montessori School devices to the internet using non-standard connections

Clear Desk and Clear Screen Policy

In order to reduce the risk of unauthorised access or loss of information, Butterflies Montessori School enforces a clear desk and screen policy as follows:

- Personal or confidential business information must be protected.
- Computers must be logged off/locked or protected with a screen locking mechanism controlled by a password when unattended.
- Care must be taken to not leave confidential material on printers or photocopiers.
- All business-related printed matter must be disposed of using the shredder.

Working Off-site

It is accepted that laptops and mobile devices will be taken off-site. The following controls must be applied:

- Equipment and media taken off-site must not be left unattended in public places and not left in sight in a car.
- Laptops must be carried as hand luggage when travelling.
- Information should be protected against loss or compromise when working remotely (for example at home or in public places). Laptop encryption must be used.
- Particular care should be taken with the use of mobile devices such as laptops, mobile phones, smartphones and tablets. They must be protected at least by a password or a PIN and, where available, encryption.

Mobile Storage Devices

Mobile devices such as memory sticks, CDs, DVDs and removable hard drives must be used only in situations when network connectivity is unavailable or there is no other secure method of transferring data. Only Butterflies Montessori School authorised mobile storage devices with encryption enabled must be used, when transferring sensitive or confidential data.

Software

Employees must use only software that is authorised by Butterflies Montessori School computers. Authorised software must be used in accordance with the software supplier's licensing agreements.

Individuals must not:

- Store personal files such as music, video, photographs or games on Butterflies Montessori School IT equipment

Viruses

The IT support has implemented centralised, automated virus detection and virus software updates within the Butterflies Montessori School. All PCs have antivirus software installed to detect and remove any virus automatically.

Individuals must not:

- Remove or disable anti-virus software
- Attempt to remove virus-infected files or clean up an infection, other than by the use of approved Butterflies Montessori School anti-virus software and procedures.

Telephony (Voice) Equipment Conditions of Use

Use of Butterflies Montessori School voice equipment is intended for business use. Individuals must not use Butterflies Montessori School voice facilities for sending or receiving private communications on personal matters, except in exceptional circumstances. All non-urgent personal communications should be made at an individual's own expense using alternative means of communications. Butterflies Montessori School telephone number can be given out as an emergency contact for staff.

Individuals must not:

- Use Butterflies Montessori School voice for conducting private business
- Make hoax or threatening calls to internal or external destinations
- Accept reverse charge calls from domestic or International operators, unless it is for business use

Actions upon Termination of Contract

All Butterflies Montessori School equipment and data, for example laptops and mobile devices including telephones, smartphones, USB memory devices and CDs/DVDs, must be returned to Butterflies Montessori School at termination of contract.

All Butterflies Montessori School data or intellectual property developed or gained during the period of employment remains the property of Butterflies Montessori School and must not be retained beyond termination or reused for any other purpose.

Monitoring and Filtering

All data that is created and stored on Butterflies Montessori School computers is the property of Butterflies Montessori School and there is no official provision for individual data privacy, however wherever possible Butterflies Montessori School will avoid opening personal emails.

IT system logging will take place where appropriate, and investigations will be commenced where reasonable suspicion exists of a breach of this or any other policy. Butterflies Montessori School has the right (under certain conditions) to monitor activity on its systems, including internet and email use, in order to ensure systems security and effective operation, and to protect against misuse.

It is your responsibility to report suspected breaches of security policy without delay to the Butterflies management team.

All breaches of information security policies will be investigated. Where investigations reveal misconduct, disciplinary action may follow in line with Butterflies Montessori School disciplinary procedures.

Access to staff personal data

- Employees are allowed to have access to all personal data about them held on manual or computer records under the Data Protection Act (1998). The Act requires the organisation to action requests for access to personal data within one month.
- Should an employee request access to their personal data, the request must be addressed in writing to the relevant line manager. The request will be judged in the light of the nature of the personal data and the frequency with which they are updated. The employee will be informed whether or not the request is to be granted. If it is, the information will be provided within one month of the date of the request.
- In the event of a disagreement between an employee and the line manager regarding personal data, the matter should be taken up under Butterflies' grievance procedure.
- The right of employees to see information held about them is extended to information held in paper record-keeping systems as well as computerised systems.
- There are some exemptions; for example employees will not be able to see employment references about them supplied in confidence, nor will people involved in negotiations with the data controller be able to see information about the data controller's intentions in relation to those negotiations.
- Employee data cannot be used for direct marketing (including fundraising) if the data subject objects. Approval to use employee data for marketing purposes must be sought from the Director of Communications.

Legal Framework

General Data Protection Regulation 2018 <https://ico.org.uk/>

Data Protection Act 1998

Computer Misuse Act 1990

Freedom of Information Act 2000

Human Rights Act 1999

The Children Act 2004, 2006 (Every Child Matters)

Statutory Framework

Statutory Framework for the Early Years

Section 3: The Safeguarding and Welfare requirements 3.67-3.72

Guidance

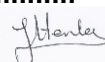
Please see separate Child Protection Policy.

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....11.11.25.....

Date to be reviewed.....11.11.25.....

Signed on behalf of the management committee.....



Name of signatory.....Katie Richards/Jacqui Henley.....

Role of signatory.....Managers.....

Staff, volunteers and students procedures

Student placement

Qualifications and training make an important contribution to the quality of care and education. As part of our commitment, we may offer placements to students undertaking relevant qualifications/training. We aim to provide students experiences that will contribute to the successful completion of their studies and provide examples of quality practice in early years care and education.

- The setting manager ensures that students meet the 'suitable person' requirements.
- The setting manager discusses the aim of the placement with the student's tutor prior to the placement commencing. The expectations of both parties are agreed at this point.
- The good character of students under 17 years old is vouched for by the establishment that places them, the setting manager must be satisfied that all relevant checks have been made.
- Students do not have unsupervised access to children.
- Students and apprentices who are undertaking L3 or above may be counted in ratios if the setting manager is convinced that they are suitably experienced.
- Employed trainee staff over the age of 17 may be included in staffing ratios if deemed competent.
- Staff working as apprentices (aged 16 or over) may be included in staffing ratios if deemed competent.
- Public liability and employer's liability insurance is in place that covers students and voluntary helpers.
- Students are aware of confidentiality.
- Student induction includes how the setting and sessions are managed, and policies and procedures, in particular safeguarding, confidentiality and health and safety.
- Appropriate members of staff co-operate with students' tutors to assist them in fulfilling the requirements of their course of study.
- The setting communicates a positive message to students about the value of qualifications and training.
- The needs of the children and their families remain paramount at all times and students are only admitted in numbers that do not hinder the work of the setting.

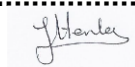
- The setting manager ensures that students and trainees on placement are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....11.11.25.....

Date to be reviewed.....11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Child Care Practice

The role of the key person, settling-in and transition

Effective and well-planned transition enables children to feel safe and secure, parents to build confidence and trust with key members of their new preschool setting, family and teachers to begin the process of building sustainable relationships. At Butterflies Montessori School (BMS) we are committed to working in partnership with parents to ensure smooth transitions for all children.

At Butterflies we believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed, and the setting is a happy and dedicated place to attend or work in. We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting. We aim to make Butterflies a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-Being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and development

Procedures

- We allocate a key person before the child starts.
- Butterflies offer a home visit for autumn term starters, and are carried out before the child starts, this is done by the manager and the key person. Where this is not possible, the family are invited into the setting.
- The key person is responsible for the induction of the family and settling the child into the setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a child minder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for the developmental records and for sharing information on a regular basis with the child's parents to keep records up-to-date, reflecting the full picture of the child in our setting and home.

- The key person encourages positive relationships between children in their group, spending time with them as a group each day.
- All staff work with all children and complete an observation sheet if the child is not their key child.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

Settling- in

- Before a child starts to attend the setting, we use a variety of ways to provide their parents with information. These include written information, and information about the settings activities and topics.
- We allocate a key person to each child and their family before they start to attend; the key person welcomes the child during the settling- in process.
- We offer a home visit to all September in-take, and they are visited by the key person and one of the managers. All relevant information regarding the child is shared at this point.
- When a child starts to attend, we explain the process of settling-in with their parents and jointly decide on the best way to help the child settle into the setting.
- We have an individual settling-in policy which differs for each child.
- Younger children may take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when they arrive, goes to them for comfort and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in their activities.
- It is not always possible for the key person to be at Butterflies on every session their key child attends. All other members of staff work together to make the children feel safe, and secure.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back and when.
- We reserve the right to not accept a child to the setting without a parent or carer if the child finds it distressing to be left.

Children moving classroom

Procedure

- Parents will be given a pack which includes a handbook about their new classroom room.
- The child will spend short sessions in their new room prior to the permanent move to enable them to feel comfortable in their new surroundings. The child's key person will go with the child on these initial visits to enable a familiar person to be present at all times. The child will be allocated a new key person who will spend time with the child during these sessions.
- Wherever possible groups of friends will be moved together to enable these friendships to be kept intact and support the children with the peers they know

- Parents will be introduced to the child's new key person prior to them moving room. The key person will discuss the room's daily routine and the child's medical and dietary needs. This is an opportunity for parents to discuss any concerns or any things they are unsure about
- Time is allocated so that both new and existing key persons can transfer information.

The Transition from Nursery to Primary School / Other Nursery Setting

We recognise that starting school can be a worrying time for children and their parents/carers, and the more that can be done to ease this transition, the more positive an experience it will be for all involved:

- We invite teachers/support staff into the setting to visit the child and make direct contact.
- Our practitioners make themselves available to visit the school if requested.

Family separations

- When parents/family members separate it is a difficult situation for all concerned. At Butterflies we endeavour to not only support the child but the families affected.

Moving home and new siblings

- These are normally two events that parents will have advance notice of, and we ask that parents inform BMS about these events so we can support the child to be ready for this. We will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

Bereavement

As this can be a difficult time for children and their families. BMS will offer support to all concerned should this be required. If parents feel that their child requires additional support because of any changes in their life, we ask that you speak to the key person to enable this support to be put into place.

How parents/carers can support their child

- We understand the importance of parents/carers role in providing stability and continuity throughout the transition process for their child, the following are ideas for offering support:
- Preparing your child for nursery by explaining you will leave them, but you will come back. Ensure you say goodbye to your child, it sometimes may feel easier to leave them if they are distracted with an activity. However, your child may assume that

you are still within the setting and when they realise that you are not, may get even more distressed and could hinder the transition process

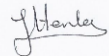
- Talk to your child about their key person
- Allow time to talk through your child's worries and concerns
- Share information about your child during settling-in sessions

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Held on.....11.11.25.....

Date to be reviewed.....11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Child Care Practice

Establishing children's starting points

When children start at the setting they arrive at different levels of learning and development. In order to help them to settle and make rapid progress it is important that they are provided with care and learning opportunities that are suited to their needs, interests and abilities. This means establishing and understanding their starting points and whether there are any obstacles to their learning, so that teaching can be tailored to the 'unique child'.

- The aim of establishing a child's starting points is to ensure that the most appropriate care and learning is provided from the outset.
- Starting points are established by gathering information from the first contact with the child's parents at induction and during the 'settling in' period. Staff do not 'wait and see' how the child is settling before they begin to gather information.
- The key person is responsible for establishing their key children's starting points by gathering information in the following ways:
 - observation of the child during settling in visits
 - discussion with the child's parents
 - building on information that has been gathered during registration by referring to the registration form

The information gathered is recorded within two weeks of the child's official start date and sooner where possible.

- The key person must make a 'best fit' judgment about the age band the child is working in, referring to Development Matters or Birth to Five Matters.
- The key person should complete details by indicating where they have gathered their evidence from, using more than one source where possible i.e. parent comment and observation during settling in.

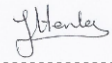
If the initial assessment raises any concerns that extra support may be required procedure 09.13 Identification, assessment and support for children with SEND is followed.

This policy was adopted at a meeting of Butterflies Montessori School

Held on.....11.11.25.....

Date to be reviewed.....11.11.26.....

Signed on behalf of the management committee.....



Name of signatory.....Jacqui Henley.....

Role of signatory.....Manager.....

Child Care Practice

Prime times – Sleep and rest time

Sleep and rest times are key times in the day for being close and promoting security.

Younger children will need to sleep but older children do not usually need to. No child is made to sleep.

Children over 2yrs old

- Children sleep on rest mats and have their own personalised bedding.
- Children have a suitable place or basket to store clothes, shoes and a special toy, book or comforter for sleep. This is labelled with a photo so they can identify their basket (if used).
- Nappies are changed and heavier clothing removed.
- Hair accessories that may come lose or detach are removed before sleep/rest time.
- A separate area is made quiet, perhaps with soft music playing and curtains drawn.
- Children are settled by their key person and comforted to sleep. Key persons may gently stroke or pat children.
- If children fall asleep in-situ it may be necessary to move or wake them to make sure they are comfortable.
- Sleeping children are regularly checked at least every ten minutes and are within sight and/or hearing of staff

Young children

- Young children sleep on rest mats and have their own personalised bedding.
- Young children each have a place to put their clothes and shoes in, and in which they keep any special toy, book, or comforter that they need for sleep.
- Nappies are changed and heavier clothing is removed.
- Hair accessories with parts that may come lose or detached and pose a choking hazard are removed before sleep/rest time.
- A separate area of the room is made as quiet as possible, perhaps with some soft music playing and curtains drawn.

- Young children are settled by their key person. They are soothed to sleep. Key persons may stroke or very gently pat children.
- Sleeping children are supervised within sight and/or hearing of staff at all times.

Further guidance

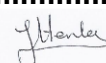
[Safer Sleep for Babies](http://www.lullabytrust.org.uk/safer-sleep-advice) (Lullaby Trust) www.lullabytrust.org.uk/safer-sleep-advice

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Child Care Practice

Progress check at age two

- A template for completing the two-year-old progress check is provided as 09.15a Progress check at age two template.
- The key person is central to the progress check and must be the person completing it.
- Settings should take guidance from their local authority as to when the progress check at age two is completed; if no such guidance is provided, the progress check is completed when the child is between 26 and 30 months old. The child should be attending the setting for at least 1 term before the check is completed.
- Once the timing of the child's progress check is confirmed, parents are invited to discuss their child's progress at a mutually convenient time.
- The setting must seek to engage both parents and make allowance for parents who do not live with their child to be involved.

Completing the progress check at age two

- On-going observational assessment informs the progress check and must be referred to.
- Children's contributions are included in the report. Staff must be 'tuned in' to the ways in which very young children, or those with speech or other developmental delay or disability, communicate/
- Where any concerns about a child's learning and development are raised these are discussed with the parents, the SENCo and the setting manager.
- If concerns arise about a child's welfare, they must be addressed through Safeguarding children, young people and vulnerable adults procedures.
- The key person must be clear about the aims of the progress check as follows:
 - to review a child's development in the three prime areas of the EYFS
 - to ensure that parents have a clear picture of their child's development
 - to enable educators to understand the child's needs and, with support from educators, enhance development at home
 - note areas where a child is progressing well and identify any areas where progress is less than expected

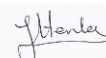
- describe actions the provider intends to take to address any developmental concerns (working with other professionals as appropriate)

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Role of signatory.....Manager.....

Partnership

Parental involvement

Policy statement

At Butterflies we believe that children benefit most from early years education and care when parents and setting work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development according to the Children's Act 2004.

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but who have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

'Parental responsibility' is all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.

EYFS key themes and commitments

A Unique Child

1.2 Inclusive practice

1.4 Health and well-being

Positive Relationships

2.1 Respecting each other

2.2 Parents as partners

2.3 Supporting learning

2.4 Key person

Enabling Environments

3.2 Supporting every child

Procedures

- We ensure ongoing dialogue with all parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular communication. We check to ensure that parents understand the information that is given to them.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children- either formally or informally.

- We provide opportunities for parents to contribute their skills, knowledge and interests to the activities of the setting.
- Parents are invited to use My Child at Home on MMC to record activities/experiences at home and integrate them with their Butterflies learning journal.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaint's procedure.

In compliance with the Welfare Requirements, the following documentation is in place:

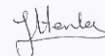
- Admissions policy
- Complaints policy
- Record of complaints
- Developmental records of children

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Role of signatory.....Manager.....

Partnership

Working in partnership with other agencies

Policy statement

At Butterflies we work in partnership with local and national agencies to promote the well-being of all children.

EYFS key commitments and themes

A Unique Child

1.3 Keeping safe

1.4 Health and well-being

Positive Relationships

2.1 Respecting each other

Enabling Environments

3.4 The wider context

Procedures

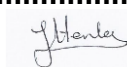
- We work in partnership or in tandem with local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Safeguarding Children and the Special Educational Needs Procedures.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected. During the Covid-19 pandemic these may take place remotely. When taking place within the setting government guidelines will be followed.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to other children during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that helps us develop understanding of issues facing us and who can provide support and information for parents.

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Role of signatory.....Manager.....

Record Keeping

Children's records

Policy statement

There are record keeping systems in place that meet legal requirement; means of storing and sharing that information take place within the framework of the Data Protection Act, GDPR 2018 and the Human Rights Act 1998.

This policy and procedures is taken in conjunction with the confidentiality policy and procedures for information sharing.

EYFS key themes and commitments

A Unique Child

1.2 Inclusive practice

Positive Relationships

2.1 Respecting each other

Enabling Environments

3.1 Observation, Assessment and planning

Procedures

We keep two kinds of records on children attending our setting:

Developmental records

- These include observations of children in the setting, photographs, and samples of their work and summary developmental reports.
- These are kept on My Montessori Child which is an electronically recorded website.
- Parents are able to access these by their personal login and password details.

Personal records

- These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns.
- These confidential files are stored over night in a lockable cabinet and are kept safe.
- Parents have access to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes awareness of the importance of confidentiality in the role of the key person.

- We retain children's records for three years after they have left the setting.

Other records

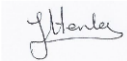
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students are advised of our confidentiality policy and are required to respect it.

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