

**Maeda Gakuen Yochien**

**Policies and Procedures**

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# Introduction

Early years providers in England are required to meet all the statutory requirements of the Early Years Foundation Stage and take all necessary steps to keep children safe and well, including by maintaining records, policies and procedures.

As working documents policies and procedures govern all aspects of the school's operations and are vital for consistency and quality assurance across the provision.

Policies describe the approach of operating as an organisation and incorporate current legislation and registration requirements. Procedures detail the methods by which the policies are implemented.

Our staff, volunteers and trainees understand and know how to implement the policies and procedures. These policies and procedures are made accessible to parents/carers, so that everyone knows what actions they need to take in practice to achieve them.

Each of the policies and procedures can be found in this booklet.

## **Adopting, implementing and reviewing policies**

- Copies of the policies and procedures to be adopted are made available to all parents/carers and staff; giving everyone the opportunity to discuss and fully understand each policy and procedure.
- Our employees and volunteers appreciate that the policies contain the rules required for running the school in a way which complies with the requirements of the EYFS and Ofsted registration and that they must be adhered to.
- All staff and volunteers are made aware of the content of the policies and procedures, and their role and responsibility in implementing them.
- Each policy and procedure is continually monitored by collecting evidence about the results of their implementation. The evidence is used to make any necessary changes to the policies and procedures and/or the way they are implemented.
- All staff and parents/carers are requested to contribute to the evidence collected and share in decisions about any necessary changes.
- Our headteacher and manager have the delegated responsibility to make sure that relevant procedures are known by all members of staff and are adhered to, bringing any cause for concern to their attention.

If any adaptations are needed to any policy or procedure, we ensure that it still meets the requirements of the relevant regulations.

Risk assessment is vital to implementation of many procedures. The school manager ensures that risk assessments as detailed are carried out at least once a year – more if the need arises and will amend or add to the procedures as required. Risk assessment procedures are detailed in procedures 'Risk assessment' and 'Fire safety'.

## Children's rights and entitlements statement

This statement underpins the policies and procedures—in particular, to Safeguarding Children, Young People and Vulnerable Adults procedures. It is important that all staff uphold and work with the principles and ethos within this statement.

We support the 54 Articles contained within the UN Convention on the Rights of the Child (1989). We recognise that these articles apply to children globally and draw attention to the disparity between and within countries and across regions of the world in the way that children receive and enjoy basic rights. We support organisations and statutory agencies to promote recognition and achievement of children's rights to ensure a better experience for all children.

At Maeda Gakuen 'three key commitments' are broad statements against which policies and procedures across the organisation are drawn to provide a consistent and coherent strategy for safeguarding children young people and vulnerable adults in all services provided.

1. Maeda Gakuen is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.
2. Maeda Gakuen is 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 'What to do if you are worried a child is being abused' (HMG 2015)
3. Maeda Gakuen is 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.

### **What it means to promote children's rights and entitlements:**

*To be strong means to be*

- secure in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on
- safe and valued as individuals in their families and in relationships beyond the family, such as school
- self-assured and form a positive sense of themselves – including all aspects of their identity and heritage
- included equally and belong in school and in community life

- confident in abilities and proud of their achievements
- progressing optimally in all aspects of their development and learning
- to be part of a peer group in which to learn to negotiate, develop social skills and identity as global citizen, respecting the rights of others in a diverse world
- to participate and be able to represent themselves in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

*To be resilient means to*

- be sure of their self worth and dignity
- be able to be assertive and state their needs effectively
- be able to overcome difficulties and problems
- be positive in their outlook on life
- be able to cope with challenge and change
- have a sense of justice towards self and others
- to develop a sense of responsibility towards self and others
- to be able to represent themselves and others in key decision making processes

*To be listened to means*

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas
- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate
- adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

# 1. Policy and procedures implementation and review policy

Alongside associated procedures in 1.0 Implementation and review, this policy was adopted by Maeda Gakuen Ltd on 13th April 2024.

## **Aim**

We have one set of policies and procedures which are consistent across our schools and in line with the current EYFS requirements.

## **Objectives**

We adhere to and implement operational policies and procedures by:

- ensuring that all members of staff are aware of their role and responsibility in policy and procedure implementation
- ensuring that members of staff are aware of the content of the policies and procedures through:
  - induction
  - line management and staff meetings and training events
  - contributing feedback to procedure review
  - use of relevant publications
- Staff are aware of their duty to adhere to the operational policies and procedures and how they contribute to a consistent approach throughout the organisation.

## *Legal references:*

Childcare Act (2006)

Education Act (2011)



## 1.1 Implementation and review procedure

We have one set of policies and procedures which are consistent across our schools and in line with the current EYFS requirements.

- Policies and procedures are written and reviewed annually.
- Changes are only made to the policies and procedures by the directors/trustees in liaison with the school manager where risk assessment has indicated that this is required.
- Policies and procedures are risk assessed and reviewed following any incident that is reportable under RIDDOR.
- Disciplinary action may be taken where individuals have disregarded policies and procedures.

### **Familiarisation and implementation**

- It is the responsibility of every member of staff, volunteer and trainee within the school to adhere to and always implement the policies and procedures.
- The school manager offers advice and support to staff regarding procedure implementation.
- An overview of policies and procedures is included in induction for individual members of staff, with specific emphasis given to safeguarding procedures.
- Members of staff must sign to say that they are aware of and will adhere to the current policies and procedures.
- Members of staff understand that they must refer to the procedures as they support all aspects of their work within the school.
- Staff meetings and in-house training events are used as opportunities to focus on procedures as required, and to discuss their implementation.
- Where there is an outbreak of a communicable disease or infection, the relevant procedure is photocopied and displayed for parents' reference during the outbreak.
- Other procedures may be displayed where a situation arises, for example to highlight health and safety concerns such as closing the gate.
- Following implementation of a procedure, such as emergency evacuation or other health and safety procedures, the school manager will conduct a review as follows:
  - did all members of staff follow the procedure?
  - is further training required on any aspect of implementation?
  - did the procedure fit the circumstance; does it need adapting or changing?

### **Parents/Carers**

- Parents/carers know how to access a full set of policies and procedures.
- Parent/carers suggestions are used as opportunities to review and discuss the implementation of the policies and procedures.

## 2. Health and safety policy

Alongside associated procedures in 2.1 to 2.19 Health and safety, this policy was adopted by Maeda Gakuen on 13th April 2024.

**Designated Health and Safety Officer is: Mitsuhiro Maeda**

### **Aim**

Our schools are a suitable, clean and safe place for children to be cared for, where they can grow and learn. We meet all statutory requirements for health and safety and fulfil the criteria for meeting the Early Years Foundation Stage Safeguarding and Welfare Requirements.

### **Objectives**

- We recognise that we have a corporate responsibility and duty of care towards those who work in and receive a service from our school. Individual staff and service users also have responsibility for ensuring their own safety as well as that of others. Adherence to policies and procedures and risk assessment is the key means through which this is achieved.
- Insurance is in place (including public liability) and an up-to-date certificate is always displayed.
- Risk assessment is carried out to ensure the safety of children, staff, parents/carers, and visitors. Legislation requires all those individuals in the given workplace to be responsible for the health and safety of premises, equipment and working practices.
- Smoking is not allowed on the premises, both indoors and outdoors. If children use any public space that has been used for smoking, members of staff ensure that there is adequate ventilation to clear the atmosphere. Staff do not smoke in their work clothes and are requested not to smoke within at least one hour of working with children. The use of electronic cigarettes is not allowed on the premises.
- Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication that they believe may impair them, they seek further medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability to look after children. The school manager must be informed.
- Alcohol must not be bought onto the premises for consumption.
- A risk assessment and access audit are carried out for each area and the procedure is modified according to needs identified for the specific environment.

- Risk assessments are monitored and reviewed by those responsible for health and safety.

*Legal references:*

Health and Safety at Work etc Act 1974

Health and Safety (Consultation with Employees) Regulations 1996

Management of Health and Safety at Work Regulations (1999)

Regulatory Reform (Fire Safety) Order 2005)

Electricity at Work Regulations (1989)

Regulation (EC) No 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Manual Handling Operations Regulations (1992) (Amended 2002)

Medicines Act (1968)

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) (Amendment) Regulations 2012

Control of Substances Hazardous to Health (COSHH) Regulations 2004

Health and Safety (First Aid) Regulations 1981

Childcare Act 2006

Further guidance

Dynamic Risk Management in the Early Years (Alliance 2017)

Health and Safety Executive [www.hse.gov.uk/risk](http://www.hse.gov.uk/risk)

Food Standards Agency [www.food.gov.uk](http://www.food.gov.uk)

Ministry of Housing, Communities & Local Government [www.communities.gov.uk](http://www.communities.gov.uk)

## 2.1 Risk assessment

Risk assessments are carried out to ensure the safety of children, staff, parents/carers and visitors. Legislation requires all individuals in the workplace to be responsible for the health and safety of premises, equipment and working practices. We have a 'corporate responsibility' towards a 'duty of care' for those who work in and receive a service from our provision. Individuals also have responsibility for ensuring their own and others safety.

- Generic risk assessment form is completed for each area of work, and the areas of the building that are identified in these procedures
- Access audit is completed to ensure inclusion and the health and safety of all visitors, staff, and children. The relevant procedure is modified if required to match the assessment.
- Prioritised place risk assessment is completed for offering prioritised places during a national pandemic (such as Covid-19). A separate form is completed for each child who is prioritised because they are vulnerable, or meet any other criteria stipulated by the Government at the time. Risk assessment is also completed for each individual group/room as appropriate. If the risk assessment indicates a high risk if the place is offered, that cannot be minimised, the offer of the place may be withdrawn at the discretion of the headteacher.

Risk assessment means: Taking note of aspects of your workplace and activities that that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to and is updated when necessary.

The law does not require that all risk be eliminated, but that 'reasonable precaution' is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

Daily safety sweeps and checks indoors and outdoors

- Safety sweeps are conducted when school is up for the day, closing time in the evening, or in the morning, prior to children arriving. Sometimes a safety sweep will identify a risk that requires a formal risk assessment on form. For example, if a window latch is becoming stiff and a practitioner has to stand on a chair in order to reach it to ensure it has closed properly.

### **Health and safety risk assessments**

Health and safety risk assessments inform procedures. Staff and parents/carers will be involved in reviewing risk assessments and procedures, as they are the ones with

first-hand knowledge as to whether the control measures are effective and they can give an informed view to help update procedures accordingly.

The health and safety officer undertakes training and ensures staff have adequate training in health and safety matters. The health and safety officer also ensures that checks/work to premises are carried out and records are kept.

- Gas safety by a Gas Safe registered gas/heating engineer.
- Electricity safety by a qualified electrician.
- Fire precautions to check that all fire-fighting equipment and alarms are in working order.
- Heating systems cleaned and checked.
- Deep clean is carried out in kitchen.

The headteacher ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety, in each of the following areas of the premises:

- Entrance and exits.
- Outdoor areas.
- Passageways, stairways and connecting areas.
- Group rooms.
- Sleep areas.
- Main kitchen.
- Staff room.
- Rooms used by others or for other purposes.

The headteacher ensures staff members carry out risk assessment for off-site activities, such as children's outings (including use of public transport), including:

- Places of interest to be visited
- Or dedicated sites for school trips

The headteacher ensures staff members carry out risk assessment and daily safety checks for work practice including:

- nappy changing, and the intimate care of young children and older children
- arrivals and departures
- preparation of milk and other food/drink for children
- children with allergies and special dietary needs or preferences
- serving food in group rooms
- cooking activities with children
- supervising outdoor play and indoor/outdoor climbing equipment
- settling young children to sleep

- visitors to the school who are bringing equipment or animals as part of children's learning experiences, for example 'fire engines'
- following any incidents involving threats against staff or volunteers
- following any accident or incident involving staff or children

The school manager liaises with Crime Prevention Officers as appropriate to ensure security arrangements for premises and personnel are appropriate.

## 2.2 Group rooms, stair ways and corridors

- Significant changes such as structural alterations or extensions are reported to Ofsted. A risk assessment is done to ensure the security of the building during building work.
- Door handles are placed high or alternative safety measures are in place.
- Chairs are stacked safely and not too high.
- There are no trailing wires; all radiators are guarded.
- Windows are opened regularly to ensure flow of air.
- Floors are properly dried after mopping up spills.
- Staff, children and visitors remove outdoor shoes before entering classrooms.
- Children do not have unsupervised access to stairways and corridors.
- Stair gates are in place at the top of the stairs.
- Floor covering on stairways and corridors is checked for signs of wear and tear.
- There are child height stair rails as well as adult height in place.
- Children are led walking upstairs one at a time and hold the rail.
- Staff hold the hand of toddlers and children who require assistance.
- Materials and equipment are not generally stored in corridors, but where this is the case, it does not block clear access or way out.
- Walkways and stairs are uncluttered and adequately lit.
- Stairways and corridors are checked to ensure that safety and security is maintained, especially in areas that are not often used, or where there is access to outdoors
- Socket safety inserts are not used as there is no safety reason to do so, modern plug sockets are designed to remove risk of electrocution if something is poked into them.
- The use of blinds with cords is avoided. Any blinds fitted with cords are always secured by cleats. There are no dangling cords.



## 2.3 Kitchen

### General safety

- Doors to the kitchen are kept always closed.
- There is no gas or other open heating devices besides a microwave.
- Children do not have unsupervised access to the kitchen.
- We do not prepare meals on the premises, only for educational purposes with a hot plate and children are supervised.
- Wet spills are mopped immediately.
- A clearly marked and appropriately stocked First Aid box is kept in the kitchen.

### Cleanliness and hygiene

Staff follow the recommended cleaning schedules in Safer Food Better Business (SFBB).

- Floors are washed down at least daily.
- All work surfaces are washed regularly with anti-bacterial agent.
- Inside of cupboards are cleaned monthly.
- Cupboard doors and handles are cleaned regularly.
- Fridge and freezer doors are wiped down regularly
- Kitchen is used to store milk in the fridge, and the fridge is regularly cleaned.
- Any cleaning cloths used for surfaces are washed and replaced daily.
- There is a mop, bucket, broom, dustpan, and brush set aside for kitchen use only.
- Any repairs needed are recorded and reported to the manager.
- Chip pans are not used.

Further guidance: Safer Food Better Business: Food safety management procedures and food hygiene regulations for small business:

[www.food.gov.uk/business-guidance/safer-food-better-business](http://www.food.gov.uk/business-guidance/safer-food-better-business)

## 2.4 Children's bathrooms/changing areas

- Children are be asked to bring their own bags for spare clothing and nappies/pants.
- Nappy changing is done on clean mats place on floor surface.
- Changing mats are covered in tissue roll for each change.
- Changing mats are disinfected after each change.
- Anti-bacterial spray is not used where residue may have direct contact with skin.
- Disposable nappies/trainers are cleared of solid waste and placed in nappy disposal units.
- Staff use single use gloves and aprons to change children and wash hands when leaving changing areas. Please note that gloves are not always required for a wet nappy if there is no risk of infection, however, gloves are always available for those staff who choose to wear them for a wet nappy. Gloves are always worn for a 'soiled' nappy.
- Staff never turn their backs on or leave a child unattended whilst on a changing mat.
- Anti-bacterial sprays used in nappy changing areas are not left within the reach of children.
- Natural or mechanical ventilation is used; chemical air fresheners are not used.
- All other surfaces are disinfected daily.

### **Children's toilets and wash basins**

- Children's toilets are cleaned twice daily using disinfectant cleaning agent for the bowls (inside and out), seat and lid, and whenever visibly soiled.
- Toilet flush handles are disinfected daily.
- Toilets not in use are checked to ensure the U-bend does not dry out and are flushed every week. Taps not in use are run for several minutes every two to three days to prevent infections such as Legionella.
- There is a toilet brush available for children's toilets. This is stored in the cleaning cupboard, along with a separate cleaning cloth.
- Cubicle doors and handles and curtains are washed weekly.
- Children's hand basins are cleaned twice daily and whenever visibly soiled, inside, and out using disinfectant cleaning agent. Separate cloths are used to clean basins etc. and are not interchanged with those used for cleaning toilets. Colour coded cloths are used.
- Mirrors and tiled splash backs are washed daily.
- Paper towels are provided.
- Bins are provided for disposal of paper towels and are emptied daily.
- All bins are lined with plastic bags.

- Staff who clean toilets wear rubber gloves.
- Wet or soiled clothing is sluiced, rinsed, and put in a plastic bag for parents to collect.
- Floors in children's toilets are washed twice daily.
- Spills of body fluids are cleared and mopped using disinfectant.
- Mops are rinsed and wrung after use and stored upright, not stored head down in buckets.
- Mops used to clean toilets or body fluids from other areas are designated for that purpose only and kept separate from mops used for other areas. Colour coding helps keep them separate.
- Used water is discarded down the sluice or butler sink.
- Butler sinks and sluices are cleaned and disinfected at the end of each day.
- Professional cleaners clean all toilets (children's and staff and visitors) daily at the end of the day.

## **2.5 Short trips, outings and excursions**

### **Planning and preparation**

- Outings have a purpose with specific learning and development outcomes.
- If staff are 'borrowed' from another area to maintain ratios on an outing they are fully briefed about the children they are accompanying.
- The excursion does not go ahead if concerns are raised about its viability at any point.
- Parents/carers are informed of an outing and staff check that consent forms on children's registration were signed.
- A minimum of two staff accompany children on outings. There is a ratio of 1:2 children younger than 3 years. Older children have a ratio of 1:4, depending on the risk assessment.
- Children are specifically allocated to each member of staff/volunteer; they are responsible for supervising their designated children for the duration of the excursion.
- Parents/carers on outings are responsible for their own children only.
- The designated lead for the outing has responsibility for only one child.
- A mobile phone belonging to the school, and small first aid kit is taken out.
- Staff make sure they have water, plastic cups, spare nappies/change of clothes and wet wipes for the children going out appropriate to the length of time they are out for.
- Sun cream is applied as needed and children are clothed appropriately
- Children wear name badges and 'high viz' vests with the name and number of the school.
- Staff have emergency contacts, medication and equipment needed for children.

### **Risk assessment**

- Risk assessment is completed prior to the outing and signed off by the school headteacher and all staff taking part. Existing risk assessments are reviewed/amended as required.
- Children with specific needs have a separate risk assessment if necessary.

### **Outing venue (larger outings)**

- Venues used regularly are 'risk assessed' and an initial pre-visit is made to look at the health and safety aspects. If pre-visits cannot be made, risk assessment is achieved by calling the venue and asking for their risk assessment.

### **Transport**

- If coach hire is required for an outing, only reputable companies are used.

- The headteacher ensures that seat belts are provided on the coach and that booster seats and child safety seats are used as appropriate to the age of the children.
- The maximum seating capacity of the coach or minibus is not exceeded.
- Contracted drivers are not counted in ratios.
- Public transport should always be ratio of 1-2 (unless agreed with the school manager and headteacher).

### **Where transport is provided by the school**

- Records are kept including insurance details and a list of named drivers.
- Drivers using their own transport should have adequate insurance cover.

### **Farm and zoo visits**

Staff are aware of the risks posed by infections such as E.coli being contracted from animals. They are also aware of toxic substances used on farms that could be hazardous to health. Staff are vigilant of the natural dangers presented by a farm or zoo visit and conduct a risk assessment prior to the visit.

- The venue is contacted in advance of the visit to ensure no recent outbreaks of E.coli or other infections. If there has been an outbreak the visit will be reviewed and may be postponed.
- Hands are washed and dried thoroughly after touching an animal.
- Nothing is consumed whilst going round the farm. Food is eaten away from animals, after thoroughly washing hands.
- Children are prevented from putting their faces against animals or hands in their own mouths.
- If animal droppings are touched, hands are washed and dried immediately.
- Shoes are cleaned and hands washed thoroughly as soon as possible on departure.
- Staff or volunteers who are or may be pregnant, should avoid contact with pregnant ewes and may want to consult their own GP before the visit.
- Farmers have a responsibility to ensure that hand washing and drying facilities are available and are suitably located, that picnic areas are separate and clean, and that all other health and safety laws are fully observed.

For further guidance, refer to the insurance provider.

### **Larger outings checklist**

There is an identified lead person for the outing.

- The outing has an educational purpose and has been agreed with the school headteacher.

- Risk assessments completed/updated and shared with every staff, student/volunteer accompanying the children.
- Staff understand the potential risks when they are out with children and takes all reasonable measures to remove minimise risks.
- Bouncy castles and similar attractions are not accessed by children on an excursion.
- The designated lead practitioner is the last to leave the venue, or transport being used.
- The designated lead conducts a 'safety sweep' before during and after the outing.

*Further guidance:*

Daily Register and Outings Record (Early Years Alliance 2021)

Good Practice in Early Years Infection Control (Pre-school Learning Alliance 2009)

Not on my Watch! (Early Years Alliance 2018)

Preventing Accidents to Children on Farms (Health and Safety Executive 2013)

## 2.6 Outdoors

- All gates and fences are childproof, safe, and secure.
- Areas are checked daily to make sure animal droppings, litter, glass etc. is removed. Staff wear rubber gloves to do this.
- Bushes or overhanging trees are checked to ensure they do not bear poisonous berries.
- Wooden equipment is maintained safely, put away daily and not used if broken.
- Wooden equipment is sanded and varnished as required.
- Broken climbing equipment or outdoor toys are removed and reported to the school manager.
- Children are always supervised within ratios outside.
- Children are suitably attired for the weather conditions and type of outdoor activities.
- Sun cream (if parents have given permission) is applied and hats are worn during the summer months. Outdoor play is avoided in extreme heat between noon and 3pm.
- Children who have no adequate means of sun protection, such as a hat, long sleeves and trousers or sun cream, will not be able to play outdoors in un-shaded areas.
- Children are supervised on climbing equipment, especially younger children.
- Water play is not left out but is cleared, cleaned and stored after each use.
- Receptacles are left upturned to prevent collection of rainwater, this is important in areas where there are vermin to prevent urine/faeces contaminating the water.
- Sightings of vermin are recorded and reported to the manager who reports to the Environmental Health's Pest Control Department.
- Outdoor areas that have flooded are not used until cleaned down and restored. Grassed areas are not played on for at least one week after the floodwater has gone.
- If paddling pools are used, a risk assessment is conducted, and consideration given to the needs of disabled children or those less ambulant.

### **Drones**

If there are concerns about a 'drone' being flown over the outdoor area, that may compromise children's safety or privacy, the school manager will contact the police on 101.

- Children will be brought inside immediately.
- Parents will be informed that a Drone has been spotted flying over the outdoor area and will be advised fully of the actions taken by the school.
- The police will have their own procedures to follow and will act accordingly.

- If at any point following the incident, photographs taken by a drone emerge on social media that could identify the nursery or individual children, these are reported to the police.
- A record is completed in the Notifiable Incident Record unless there is reason to believe that the incident might have safeguarding implications, for example:
  - the drone has hovered specifically over the outdoor area for any length of time
  - there is a likelihood that images of the children have been recorded
  - is spotted on more than one occasion
  - if the Police believe there is cause for concern

Where this is the case, 'Safeguarding children, young people and vulnerable adults' procedures are followed.

*Further guidance:*

Reportable Incident Record (Pre-school Learning Alliance 2015)



## 2.7 Staff cloakrooms

- All areas are kept tidy and always uncluttered.
- Doors to staff/visitor toilets and cloakrooms are kept always shut.
- Staff are provided with lockers or a secure area for storing personal belongings, including any medication they are taking. Lockers are emptied each evening.
- Toilet areas are not used for storage due to the risk of cross-contamination.
- Staff/visitor toilets are cleaned daily using disinfectant.
- Toilet flush handles are disinfected daily.
- There is a toilet brush provided per toilet and separate cleaning cloth.
- Toilets that are not in use are checked to ensure that the U-bend is not drying out and are flushed every week. Taps that are not in use are run for several minutes every two to three days to minimise the risk of infections such as legionella.
- Cubicle doors and handles are washed weekly.
- Staff hand basins are cleaned daily using disinfectant. Separate cloths are used to clean basins etc. and are not interchanged with those used for cleaning toilets.
- Floors in staff toilets are washed daily.
- Mirrors and tiled splash backs are washed daily.
- Paper towels or hot air dryers are provided for hand drying.
- Bins are provided for sanitary wear and cleared daily (or as per contract agreement).
- Bins are provided for disposal of paper towels and are cleared daily.
- All bins are lined with plastic bags.
- Members of staff who are cleaning toilets wear rubber gloves that are kept specifically for this purpose to prevent cross contamination.

## 2.8 Maintenance and repairs

Any faulty equipment or building fault is recorded, including:

- date fault noted
- item or area faulty
- nature of the fault and priority
- who the fault reported to for action
- action taken and when
- if no action taken by the agreed date, when and by whom the omission is followed up
- date action completed

Any area that is unsafe because repair is needed, such as a broken window, should be made safe and separated off from general use.

- Any broken or unsafe item is taken out of use and labelled 'out of use'.
- Any specialist equipment (e.g. corner seat for a disabled child) which is broken or unsafe should be returned to the manufacturer or relevant professional.
- Any item that is beyond repair is condemned. This action is recorded as the action taken and the item is removed from the school's inventory.
- Condemning items is done in agreement with the school's health and safety officer. Condemned items are then disposed of appropriately and not stored indefinitely on site.
- Where maintenance and repairs involve a change of access to the building whilst repairs are taking place, then a risk assessment is conducted to ensure the safety and security of the building is maintained.

## **2.9 Laundry area**

- Children do not have access to laundry areas.
- Laundry areas are kept well ventilated.
- Detergents/detergent pods and cleaning materials are stored out of reach of children.
- Biological detergents are not used due to the risk of allergies.
- Buckets are provided to soak soiled bedding in suitable disinfectant solution.
- If children's clothes are soiled, they are rinsed only if there is a suitable sluice in which to do so. They are then bagged and sent home.
- Separate baskets are provided for dirty and clean laundry.
- Members of staff wash their hands after handling dirty laundry and laundry chemicals.
- Machines are switched off from the plug after use.
- Members of staff do not leave the washing machines on at night or any other time when the building is vacant.

## 2.10 Staff personal safety

### General

- Members of staff who are in the building early in the morning or late in the evening, ensure that doors and windows are locked.
- Where possible, the last two members of staff in the building leave together after dark and arrange to arrive together in the morning.
- Visitors are allowed access only with prior appointments and once identifications are verified.
- When taking cash to the bank, members of staff are aware of personal safety. The health and safety officer and headteacher carries out a risk assessment and develops an agreed procedure appropriate to the school, staff, and location.
- Staff make a note in the shared diary of meetings they are attending and when they are expected back.
- The school managers liaises with local police for advice on any issues or concerns.

### Dealing with agitated parents/visitors in the school

- If a parent or visitor appears to be angry, mentally agitated, or possibly hostile, two members of staff will lead them away from the children to an area less open but will not shut the door behind them.
- If the person is standing, staff will remain standing.
- Staff will try to empathise, for example: 'I can see that you are feeling angry at this time'.
- Staff offer to discuss the issue of concern and show they recognise the concern.
- Staff will ensure that the language they use can be easily understood
- Staff will make it clear that they want to hear issues and seek solutions.
- If the person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting or being abusive, avoiding expressions like 'calm down' or 'be reasonable'.
- If threats continue, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of the children.
- Procedure 'Threats and abuse towards staff and volunteers' is implemented where staff feel threatened or intimidated.
- After the event, it is recorded in the child's file together with any decisions made with the parents to rectify the situation.
- Any situation involving threats to members of staff are reported to the line manager, following procedure 'Threats and abuse towards staff and volunteers'.

- Copies of correspondence regarding the incident will be kept in the relevant child's file.

## **2.11 Entrances and approach to the building**

- Entrances and approaches are kept tidy and always uncluttered.
- All gates and external fences are childproof and safe
- Front doors are always kept locked and shut.
- Where possible, entry phones and 'spy holes' are used in the main door at a suitable height.
- The identity of a person not known to members of staff is checked before they enter the building.
- All staff and visitors to the school sign in and out of the building.
- A member of staff is available to open and close the door and to greet arrivals, say goodbye to parents and to make sure that doors and gates are shut.
- Back doors are always kept locked and shut if they may lead to a public or unsupervised area, unless this breaches fire safety regulations or other expectations.
- Where building works or repairs mean that normal entrances/exits or approaches to the building are not in use, a risk assessment is conducted to maintain safety and security whilst the changes are in place.
- Whilst social distancing restrictions are in place a risk assessment identifies measures required to keep parents two metres apart and to reduce risk of parents gathering in entrance areas during peak times.

## **2.12 Control of Substances Hazardous to Health (COSHH)**

- Staff implement the current guidelines of the Control of Substances Hazardous to Health (COSHH) Regulations.
- Personal protective equipment (PPE), such as rubber gloves, latex free/vinyl gloves, aprons etc., is available to all staff as needed and stocks are regularly replenished.
- Hazardous substances are stored safely away from the children.
- Chemicals used in the school should be kept to the minimum to ensure health and hygiene is maintained.
- Risk assessment is done for all chemicals used in the school.
- Environmental factors are considered when purchasing, using and disposing of chemicals.
- All members of staff are vigilant and use chemicals safely.
- Bleach is not used in the school.
- Anti-bacterial soap/hand wash is not normally used, unless specifically advised during an infection outbreak, such as Pandemic flu or Coronavirus.
- Anti-bacterial cleaning agents are restricted to toilets, nappy changing areas and food preparation areas and are not used when children are nearby.
- Members of staff wear rubber gloves when using cleaning chemicals.

## 2.13 Manual handling

- All staff comply with risk assessment and have a personal responsibility to ensure they do not lift objects likely to cause injury. Failure to do so may invalidate an insurance claim.
- Members of staff bring the health and safety officer's attention to any new risk, or situations where the control measures are not working.
- Risk assessments may need to be changed for some individuals, such as a pregnant woman, or staff with an existing or previous injury or impairment that may affect their capacity to lift.
- Risk assessment is carried out of the environment in which the lifting is done. Features such as uneven floor surfaces, stairs, etc. add to the general risk and need to be taken into consideration.
- The health and safety officer and the headteacher ensures that they and their staff are trained to lift and move heavy objects and unstable loads correctly. Young children are also heavy and need to be lifted and carried carefully and correctly.

### **Guidelines:**

- Do not lift heavy objects alone. Seek help from a colleague.
- Bend from the knees rather than the back.
- Do not lift very heavy objects. even with others. that are beyond your strength.
- Use trolleys for heavy items that must be carried or moved on a regular basis.
- Items should not be lifted onto, or from, storage areas above head height.
- Do not stand on objects, other than proper height steps, to reach high objects and never try to over-reach.
- Push rather than pull heavy objects.
- Do not carry heavy objects up or down stairs; or carry large objects that may block your view of the stairs.
- Do not hold young children by standing and resting them on your hips.

*Please note this is not an exhaustive list.*

The health and safety officer and headteacher are responsible for carrying out risk assessment for manual handling operations, which includes lifting/carrying children and lifting/carrying furniture or equipment.



## **2.14 Festival (and other) decorations**

### **General**

Basic safety precautions apply equally to decorations put up for any festival as well as to general decorations in the school. Children are informed of dangers and safe behaviour, relative to their level of understanding.

### **Decorations**

- Only fire-retardant decorations and fire-retardant artificial Christmas trees are used.
- Paper decorations, other than mounted pictures, are not permitted in the public areas of the buildings, for example, lobbies, stairwells etc.

### **Electrical equipment.**

- Electrical equipment (a light, extension leads etc) must be electrically tested before use.
- When using tree lights, place the tree close to an electrical socket and avoid using extension leads. If using extension leads, always fully uncoil any wound extension lead to avoid overheating.
- Remember to unplug the lights at the end of the day.
- Electrical leads are arranged in such a way that they do not create a trip hazard.

### **Location**

- Trees and decorations must never obstruct walkways or fire exits.
- Do not place decorations on or close to electrical equipment (e.g. computers); they are a fire hazard.
- Decorations must be clear of the ceiling fire detectors, sprinklers, and lights.

### **Children's areas**

- Christmas trees are placed where children cannot pull them over.
- Glass decorations are not used.

## 2.15 Jewellery and hair accessories

Children, staff members, volunteers and children do not attend the school wearing jewellery or fashion accessories that may pose a potential hazard to other children or themselves.

- Health and safety take precedence over respect for culture, religion or fashion.
- Members of staff do not wear jewellery or fashion accessories, such as belts or high heels, that may pose a danger to them or to young children. These include large rings with sharp edges, earrings - other than studs, chain necklaces, or bracelets with attachments that can be pulled off, or belts with large buckles.
- Parents/carers must ensure that any jewellery worn by children poses no risk, for example, earrings which may get pulled, bracelets which can get caught when climbing, or necklaces that may pose a risk of strangulation.
- Children may wear small, smooth stud earrings.
- Children, staff, and volunteers do not wear anything with sharp edges that could scratch children, or jewellery with small elements that could become detached and swallowed.
- Hair accessories that may come loose pose a choking hazard are removed before children sleep or rest.
- Parents/carers are requested not to send children wearing hair beads. If staff see beads that are coming loose, they will remove them.
- Hair accessories that may pose a choking hazard to other children should they become detached, should be removed if members of staff consider this to be a possibility.
- Amber beads for teething pain relief are not to be worn due to the risk of choking posed to the infant and other children who may remove them.

## 2.16 Animals and pets

There are no pets at the school, and there will be no new pets introduced to the school without informing the parents/carers. Views of parents and children are considered when selecting a pet for the school.

In case the school decides to get a pet for the school:

- Staff will consider any allergies or issues individual children may have with any animals/creatures.
- A risk assessment will be conducted and considers any hygiene and safety risks posed by the animal or creature.
- Suitable housing for the animal will be provided and will be regularly cleaned and maintained.
- The correct food will be offered at the right times and staff will be trained to manage the pet's welfare and dietary needs.
- Arrangements will be made for weekend and holiday care for the animal/creature.
- There will be appropriate pet health care insurance or other contingencies agreed and put in place to pay for veterinary care and the animal will be registered with a local vet.
- All vaccinations and health measures such as de-worming will be kept up to date.
- Children will be taught correct handling of the pet and will always be supervised.
- Children will be asked to wash their hands after handling the pet and will not have contact with animal faeces, or soiled bedding.
- Members of staff will wear single use vinyl/latex free gloves when cleaning/handling soiled bedding.
- We are aware that snakes and some other reptiles are not suitable pets for the school due to infection risks.
- The manager will check with the owners/directors/trustees before introducing a new pet into the school.

Animals brought in by visitors

- Animals may be brought into the school at the discretion of the headteacher.
- The owner of the animal/creature maintains responsibility for it in the school.
- The owner carries out a risk assessment detailing how the animal/creature is to be handled and how any safety or hygiene issues will be addressed.
- The headteacher will make decisions based on the owner's risk assessment and advice and carry out another risk assessment to provide instructions to staff.

- Parents/carers' permission will be obtained before allowing children to handle pets, even if it is temporary.

*Further guidance:*

Good Practice in Early Years Infection Control (Pre-school Learning Alliance 2009)

## 2.17 Face painting and mehndi

Children are face painted only if parents have given prior written consent. Verbal consent is fine at events where parents are present.

- A child who does not want to have their face painted will not be made to continue.
- Children under three years of age are generally not fully face painted, however a nose and whiskers (or similar) is fine. Having an arm or hand painted with a flower, star or butterfly is also an option for very young children who may not sit still.
- Children with open sores, rashes or other skin conditions are not painted.
- Glitter based face paints are not used on children under three years of age.
- Members of staff painting children's faces wash their hands before doing so, cover any cuts or abrasions and ensure they have the equipment they need close to hand.
- Only products with ingredients compliant with EU and FDA regulations are used.
- Clean water is used to wash brushes and sponges between children. Ideally a sponge is used once only before being machine washed on a hot cycle.
- Staff face painting at an event ensure they have a comfortable chair or shoes if standing, to reduce the risk of back or neck strain. Face painting is an activity that can cause repetitive stress injuries, therefore, regular breaks are not taken at events such as fetes.

### **Mehndi painting**

- Staff never mehndi paint children under three years old using henna/henna-based products.
- Parents/carers' permission must be gained before staff mehndi paint children over the age of three years old.
- Children prone to allergies, anaemic or suffering from any illness that may compromise their immune system are never painted under any circumstances.
- Black henna is never used and only 100% natural red henna (diluted with water) is used on children

### *Further guidance:*

Good Practice in Early Years Infection Control (Pre-school Learning Alliance 2009)

## 2.18 Notifiable incident, non- child protection

Staff respond swiftly, appropriately and effectively in the case of an incident within the school. Notifiable incidents in this procedure are those not involving child protection.

A 'notifiable' incident' could include:

- fire or suspected arson
- electric or Gas fault
- burst pipe, severe leak or flooding
- severe weather that has caused an incident or damage to property
- break-in with vandalism or theft
- staff, parent or visitor mugged or assaulted on site or in vicinity on the way to or from the school
- outbreak of a notifiable disease
- staff or parent threatened/assaulted on the premises by a parent or visitor
- accidents due to any other faults (that are reportable under RIDDOR)
- lost child
- any event or information that becomes known, that may have implications for the school or the wider organisation in the future use

### **The designated health and safety officer:**

- has all emergency services numbers immediately to hand
- has a list of contacts for maintenance and repair
- ensure that members of staff know what to do in an emergency
- risk assess the situation and decides, with the owners/trustees/directors, if the premises are safe to receive children before any children arrive or to offer a limited service.

### **Emergency evacuation**

In most instances, children will not be evacuated from the premises unless there is an immediate risk or unless they are advised to do so by the emergency services.

- There is an emergency evacuation procedure in place which is unique to the school and based upon risk assessment.
- Emergency evacuation procedures are practised regularly and are reviewed according to risk assessment.
- Staff evacuate children to a pre-designated area (as per the fire drill), unless advised by the emergency services that the designated area is not suitable at that time.
- Once evacuated, nobody enters the premises, until the emergency services say so.
- Members of staff will act upon the advice of the emergency services at all times.

See Fire Drill Procedure for Acton and Finchley for further details.

### **Emergency Closure**

The circumstances under which the school may be closed due to an incident include:

- The owners/directors/trustees make the decision to close – thereby withdrawing the service.
- A third party makes the decision to close for example:
  - The Department for Education (DfE)
  - Ofsted or Local Council
  - the emergency services
- A parents/carers makes the decision for their child not to attend.
  - If a parent/carer makes the decision for their child not to attend due to a critical incident, the child's fees are due as normal.
  - Further consideration of individual incidences must be done in consultation with the owners/trustees/directors.

### **Recording and reporting**

- On discovery of the notifiable incident, the member of staff reports to the appropriate emergency service, fire, police, ambulance, if those services are needed.
- The member of staff ensures that the school headteacher, manager and/or deputy are informed and that the owners/trustees/directors are informed.
- The school manager completes and sends an incident record to the owners/trustees/directors, who, according to the severity of the incident notifies Ofsted or RIDDOR.
- If the incident indicates that a crime may have been committed, all staff witness to the incident should make a written statement.
- Staff do not discuss the incident with the press.

### **RIDDOR reportable events include:**

- Specified injuries at work, as detailed at [www.hse.gov.uk/pubns/indg453.pdf](http://www.hse.gov.uk/pubns/indg453.pdf)
- Fatal accidents to staff, children and visitors (parents).
- Accidents resulting in the incapacitation of staff for more than seven days.
- Injuries to members of the public, including parents' and children, where they are taken to hospital.
- Dangerous 'specified' occurrences, where no-one is injured but they could have been. (these are usually industrial incidents).

This may include:

- a member of staff injures back at work through lifting and is off for two weeks
- a parent slips on a wet floor near the water tray and is taken to hospital
- a child falls from a climbing frame and is taken to hospital
- the ceiling collapses
- an outbreak of Legionella

The school manager informs the owners/trustees/directors and completes an accident and/or incident record; witness statements are taken as previously detailed.

- If the incident is RIDDOR reportable, the school manager telephones HSE Contact Centre on 0345 300 9923 or reports online at [www.hse.gov.uk/riddor/report.htm](http://www.hse.gov.uk/riddor/report.htm)
- RIDDOR Reportable events require reporting to RIDDOR within 15 days of the event occurring.

The local authority investigates all reported injuries, diseases or dangerous occurrences. They will decide if there has been a breach in health and safety regulations and will decide what measures will be taken.

The owners/trustees/directors review how the situation was managed, as above, to ensure that investigations were rigorous and that policies and procedures were followed.

If an insurance claim is likely:

- incidents such as fire, theft or flood are notified to the insurance provider immediately
- the school does not admit liability
- if broken or faulty equipment is involved, it must not be repaired, destroyed or disposed of, in case it is needed during the investigation
- if communication from a solicitor is received on behalf of the injured party, this is sent directly to the insurance provider; the school manager will then write to the solicitor to confirm that the letter has been passed on
- the incident is not discussed with any outside persons, or other parents, no matter what questions they may ask about their own child's safety in relation to the incident, as it is regarded as confidential under the Data Protection Act.



## 2.19 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 designated health and safety assesses the likelihood of an incident happening based on their location.
- The designated health and safety officer 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 must be rehearsed and recorded termly.
- The school's management is aware of the current terrorist alert level, as available at [www.mi5.gov.uk/threat-levels](http://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/carers and all staff are aware of their role during 'lockdown'.
- A text/phone message is issued to parents/carers when lockdown is confirmed.

### **Suggested wording for parents/carers' 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 school manager/deputy/headteacher 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 school 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/deputy/headteacher 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/carers will want to come to the school 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 school manager/headteacher reports the lockdown to the the owner/director/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.

### 3 Fire safety policy

Alongside associated procedures in 'Fire safety', this policy was adopted by Maeda Gakuen Yochien on 13th April 2024.

**Designated Fire Marshals are: Ashley Derriman and Mitsuhiro Maeda**

#### **Aim**

Our provision is a suitable, clean, and safe place for children to be cared for, where they can grow and learn. We meet all statutory requirements about fire safety and fulfil the criteria for meeting the relevant Early Years Foundation Stage Safeguarding and Welfare Requirements.

#### **Objectives**

- We recognise that we have a corporate responsibility and a duty of care for those who work in and receive a service from our provision, but individual employees and service users also have a responsibility to ensure their own safety as well as that of others. Risk assessment is the key means through which this is achieved.
- A fire safety risk assessment is carried out by fire marshals in accordance with the Regulatory Reform (Fire Safety) Order 2005.
- A Fire Log is completed and regularly updated.
- Necessary equipment is in place to promote fire safety.

#### *Legal references:*

Regulatory Reform (Fire Safety) Order 2005)

Electricity at Work Regulations (1989)

Further guidance

Fire Safety Record (Early Years Alliance 2019)

Fire Safety Risk Assessment: Educational Premises

[www.communities.gov.uk/publications/fire/firesafetyrisk6](http://www.communities.gov.uk/publications/fire/firesafetyrisk6)

## 3.1 Fire safety

The designated Fire Marshals have access to, or a copy of, the fire safety procedures specific to the building and ensure they align with these procedures. The Fire Marshals make reasonable adjustments as required to ensure the two documents do not contradict each other.

### **Fire safety risk assessment**

Fire safety risk assessment form is carried out in each area of the school by the designated Fire Marshals using the five steps to fire safety risk assessment as follows:

1. Identify fire hazards
  - Sources of ignition.
  - Sources of fuel.
  - Sources of oxygen (including oxygen tanks for disabled children).
2. Identify people at risk
  - People in and around the premises.
  - People especially at risk including very young babies, less ambulant disabled children or those using specialised equipment, such as splints, standing frames.
3. Evaluate, remove, reduce and protect from the risk
  - Evaluate the risk of the fire occurring.
  - Evaluate the risk to people from a fire starting on the premises.
  - Remove and reduce the hazards that may cause a fire.
  - Remove and reduce the risks to people from a fire.
4. Record, plan, inform, instruct, train
  - Record significant findings and action taken.
  - Prepare an emergency plan.
  - Inform and instruct relevant people; inform and co-operate with others.
  - Provide training.
5. Review
  - Keep assessment under review and revise when necessary.

**The fire safety risk assessment focuses on the following for each area:**

- Electrical plugs, wires, sockets.
- Electrical items.
- Gas boilers.
- Cookers.
- Matches.

- Flammable materials, including furniture, furnishings, paper etc.
- Flammable chemicals (which are also covered in COSHH).
- Means of escape.
- Any other, as identified.

**Fire safety precautions include:**

- All electrical equipment is checked by a qualified electrician annually.
- Any faulty electrical equipment is taken out of use and recorded as such or condemned (whichever is necessary).
- Water and electrical items do not come into contact; staff do not touch electrical items with wet hands.
- All fire safety equipment is checked annually.
- Gas boilers are checked and serviced annually by a Gas Safe registered engineer.
- Matches are kept in a drawer in the kitchen, away from children and any other flammable items.
- Oxygen tanks.

**Fire Drills**

- Fire Drills (to include emergency evacuation procedures and lock down) are held at least termly.
- Drills are recorded, including:
  - date of drill
  - staff involved and numbers of children
  - how long it took to evacuate
  - any reason for a delay in achieving the target time and how this will be remedied

**Fire precautions**

- Fire exit signs are the green running man signs and are in place and clearly visible.
- Fire exits by doors are those that show a green light at night.
- Fire doors are not locked during normal working hours.
- Fire evacuation notices are in every room; these are displayed in print large enough to read from a short distance. They say where the assembly point is.
- Fire alarms are in place and tested monthly, and where necessary supplemented with visual warnings. This is recorded.
- Smoke alarms are in place and tested monthly. This is recorded.
- A fire blanket is in place in the kitchen.
- Fire extinguishers are in place and are appropriate.

*Further guidance:*

Dynamic Risk Management (Pre-school Learning Alliance 2017)

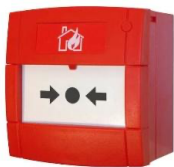
Fire Safety Record (Early Years Alliance 2019)

Fire Safety Risk Assessment: Educational Premises (HMG 2006):

[www.gov.uk/government/publications/fire-safety-risk-assessment-educational-premises](http://www.gov.uk/government/publications/fire-safety-risk-assessment-educational-premises)

## 3.2 a) Evacuation Procedure for Finchley Yochien

1. On seeing smoke or fire, break white glass pane of nearest call point to start fire bell.



### 2. Steps for Admin:

- On hearing the fire alarm - call 999.
- Get keys to the front gate and the register
- Close the windows
- Turn the lights off and shut the door behind you
- Exit using the nearest fire exit.
- When outside, open the gates for the fire brigade to come in
- Wait at the fire assembly point.

### 3. Steps for teachers:

- On hearing the alarm, line up the children immediately (Take your class register).
- One teacher to lead the children out of the classroom via the nearest fire exit.
- Another teacher to close the windows, turn off the lights, shut the doors and follow the children out.

4. All other staff and visitors to evacuate the building immediately turning off any lights and closing doors behind them.

5. Assemble at the fire assembly point.

6. Check the register to ensure everyone is present. If someone is not accountable, inform the fire marshal. Do not re-enter the building.

No staff must re-enter the building until advised to do so by the fire marshal.

## 3.2 b) Evacuation Procedure for Acton Yochien

1. On seeing smoke or fire, break glass pane of nearest call point to start fire bell.



Note: some are white glass pane with black dot.

### 2. Steps for Admin:

- On hearing the fire alarm - call 999.
- Get keys to the front gate and the register
- Close the windows
- Turn the lights off and shut the door behind you
- Exit using the nearest fire exit.
- When outside, open the gates for the fire brigade to come in
- Wait at the fire assembly point.

### 3. Steps for teachers:

- On hearing the alarm, line up the children immediately (Take your class register).
- One teacher to lead the children out of the classroom via the nearest fire exit.
- Another teacher to close the windows, turn off the lights, shut the doors and follow the children out.

4. All other staff and visitors to evacuate the building immediately turning off any lights and closing doors behind them.

### 3. Assemble at the fire assembly point.

4. Check the register to ensure everyone is present. If someone is not accountable, inform the fire marshal. Do not re-enter the building.

No staff must re-enter the building until advised to do so by the fire marshal.

*Legal framework:*

Regulatory Reform (Fire Safety) Order 2005



## 4 Food safety and nutrition policy

Alongside associated procedures in Food safety and nutrition, this policy was adopted by Maeda Gakuen on 13th April 2024.

### **Aim**

Our school is a suitable, clean, and safe place for children to be cared for, where they can grow and learn. We meet all statutory requirements for food safety and fulfil the criteria for meeting the relevant Early Years Foundation Stage Safeguarding and Welfare requirements

### **Objectives**

- We recognise that we have a corporate responsibility and duty of care for those who work in and receive a service from our provision, but individual employees and service users also have responsibility for ensuring their own safety as well as that of others. Risk assessment is the key means through which this is achieved.
- Procedure 'Kitchen' is followed for general hygiene and safety in food preparation areas.
- We provide nutritionally sound meals and snacks which promote health and reduce the risk of obesity and heart disease that may begin in childhood.
- We follow the main advice on dietary guidelines and the legal requirements for identifying food allergens when planning menus based on the four food groups:
  - meat, fish, and protein alternatives
  - milk and dairy products
  - cereals and grains
  - fresh fruit and vegetables.
- Following dietary guidelines to promote health also means taking account of guidelines to reduce risk of disease caused by unhealthy eating.
- Parents/carers share information about their children's particular dietary needs with staff when they enrol their children and on an on-going basis with their key person. This information is shared with all staff who are involved in the care of the child.
- Foods provided by the school for children have any allergenic ingredients identified on the menus.
- Care is taken to ensure that children with food allergies do not have contact with food products that they are allergic to.
- Risk assessments are conducted for each individual child who has a food allergy or specific dietary requirement.

*Legal references:*

Regulation (EC) 853/2004 of the European Parliament and of the Council on the hygiene of foodstuffs.

Food Information Regulations 2014

The Childcare Act 2006

Further guidance

Safer Food Better Business for Caterers (Food Standards Agency)

<https://www.food.gov.uk/business-guidance/safer-food-better-business-for-caterers>

## 4.1 Food preparation, storage and purchase

### General

- Our food is delivered three times a week by a specialist catering company who deliver balanced healthy meals for children and staff in line with Eat Better, Start Better (Action for Children 2017) and have a food rating of level 5 in managing food safety, food allergies and reading food labels.
- When food arrives at the school at lunch time, the food handlers check and record the temperature and the food is consumed immediately.
- Two days a week, children bring packed lunches from home. Staff promote healthy eating, ensuring that parents are given advice and information about what is appropriate content for a child's lunch box. Parents/carers are also advised to take measures to ensure children's lunch box contents remain cool i.e. ice packs, as the school may not have facilities for refrigerated storage. Parents/carers are informed that we are a nut free school and they should not send nuts in children's lunch/snack packs. Children in the nursery group also bring fruit to eat at snack time.
- From time-to-time, we plan a meal-preparation activity with the children and it usually does not involve the process of actually cooking. Children chop fruits and vegetables that can be consumed raw and make a fruit salad or sandwiches using cucumber and butter. Food handlers follow the school's policies to ensure food hygiene and children's safety.

### At the nursery:

- All staff handling food have up to date certificated training on food safety.
- The school manager/deputy are responsible for ensuring that the requirements in Safer Food Better Business are implemented.
- All food handlers have undertaken the Food Allergy Online Training CPD module available at <http://allergytraining.food.gov.uk/>.
- The school manager/deputy are responsible for overseeing the work of all food handlers to ensure hygiene and allergy procedures are complied with.
- The designated health and safety officer has responsibility for conducting risk assessment based on the 'Hazard Analysis and Critical Control Point' method set out in Safer Food Better Business.
- The catering company is sent a list of children's allergies and meals are prepared accordingly.
- The school manager/deputy maintain a Food Allergy and Dietary Needs folder with:

- a list of all children with known food allergies or dietary needs updated at least once a term (the personal/medical details about the allergy or dietary needs remain in the child's file along with a copy of the risk assessment). This is clearly displayed for all staff and the risk assessment shared with all staff.
- a record of food menus along with any allergens using
- a copy of the FSA booklet 'Allergen information for loose foods' available at [www.food.gov.uk/sites/default/files/media/document/loosefoodsleaflet.pdf](http://www.food.gov.uk/sites/default/files/media/document/loosefoodsleaflet.pdf)
- a copy of the Food Allergy Online Training CPD certificate for each member of staff that has undertaken the training
- The school manager is responsible for informing the owners/trustees/directors who then reports to Ofsted any food poisoning affecting two or more children looked after on the premises. Notification must be made as soon as possible and within 14 days of the incident.

### **Purchasing and storing food**

- Food is purchased from reputable suppliers.
- Pre-packed food (any food or ingredient that is made by one business and sold by another such as a retailer or caterer) is checked for allergen ingredients and this information is communicated to parents alongside menu information. For example, a meat pie bought at a supermarket or a tin of baked beans or the ingredients for a recipe prepared on site.
- If food that is not pre-packed (described as 'loose food'), such as sandwiches bought from a bakery is served, then allergen information will have been provided by the retailer, this information must then be shared in the same way with parents/carers.
- Parents/carers are requested not to bring food that contains nuts. Staff check packets to make sure they do not contain nuts or nut products.
- Bulk buy is avoided where food may go out of date before use.
- All opened dried food stuffs are stored in airtight containers.
- Dried packaged food is not decanted from packaging into large bins or containers as this prevents monitoring of sell by/use by dates and allergen information.
- Food is regularly checked for sell by/use by dates and any expired items are discarded.
- Bottles and jars are cleaned before returning to the cupboards.
- 'Squeezy' plastic bottles are not used for sauces.
- Items are not stored on the floor; floors are kept clear so they can be easily swept.
- Perishable foods such as dairy produce, meat and fish are to be used the next/same day. Soft fruit and easily perishable vegetables are kept in the fridge at 1- 5 Celsius.

- Packaged frozen food should be used by use by dates.
- Food left over should not be frozen unless it has been prepared for freezing, such as home-made bread or stews. Hot food should be left to cool for up to 1.5 hours and then quickly frozen.
- Freezer containers should be labelled, dated and used within 1-3 months.
- Fridge and freezer thermometers should be in place. Recommended temperatures for fridge 37 degrees Fahrenheit (3 degrees Celsius), and freezers 0 degrees Fahrenheit (-18 degrees Celsius). Temperatures must be checked and recorded daily to ensure correct temperatures are being maintained.
- Freezers are defrosted every 3 months or according to the manufacturer's instructions.
- Meat/fish is stored on lower shelves and in drip-free dishes.
- Fruit and vegetables stored in the fridge are washed thoroughly before refrigeration to reduce risk of pests and E.coli contamination.
- Staff's own food or drink should be kept in separate designated area of the fridge.
- Items in fridges must be regularly checked to ensure they are not past use by dates.

### **Preparation of food**

- Food handlers must check the content of food/packets to ensure they do not contain allergens.
- Food allergens must be identified on the menus and displayed for parents/carers.
- Food handlers wash hands and cover any cuts or abrasions before handling food.
- Separate boards and knives are used for chopping food, usually colour coded.
- Raw and cooked foods are prepared separately.
- Meat and fish should be washed and patted dry with paper towels. This does not include chicken which must not be washed because of the risk of campylobacter.
- All vegetables and fruit are washed before preparing.
- Food left out is covered, for example when cooling down.
- Frozen meat, fish and prepared foods are thawed properly before cooking.
- Meat and fish are cooked thoroughly; a food probe is to be used to check temperature of roasted meat or baked meat products.
- Where a microwave is used, food is cooked according to manufacturer's instructions. Generally, it is not used to heat children's food and never used to heat babies' bottles.
- Microwaved food is left to stand for a few minutes before serving.
- A food probe is used to check temperature of food, including where heated in a microwave; it is checked in a number of places to avoid 'hot spots'.
- Food is cooked in time for serving and is not prepared in advance of serving times.

- Hot cupboards or ovens are not used to keep food warm.
- Potatoes and vegetables are peeled when needed, not in advance and left in water.
- At the moment we do not have any children requiring any special diets. In case we do in the future, due consideration will be given to their needs. Food prepared and cooked for different religious dietary needs and preferences, such as Halal or Kosher meat will be cooked in separate pans and served separately.
- Food cooked for vegetarians does not come into contact with meat or fish or products.
- Food cooked and prepared for children with specific dietary needs is cooked in separate pans and served separately.
- A separate toaster is kept and used for children with a wheat or gluten allergy.
- Food prepared for children with dietary needs and preferences is clearly labelled and every effort is made to prevent cross-contamination.
- Raw eggs are not to be given in any form, such as mousse or mayonnaise.
- When given to children, eggs are fully cooked.

### **Serving Food**

- Food is served for children in separate covered containers for each table.
- Staff risk assess the likelihood of children with dietary restrictions accessing the food of other children and must take appropriate action to prevent this from happening.
- Children with allergies/food preferences are not made to feel 'singled out' by the methods used to manage their allergy/food preference.
- Food served to children with identified allergies is checked by the key person to ensure that the meal (and its ingredients) does not contain any of the allergens for that child.
- The child's key person remains present throughout the child's mealtime.
- Tables are cleaned before and after, with soapy water or a suitable non-bleach product.
- Members of staff serving food wash their hands and cover any cuts with a blue plaster.

### **E.coli prevention**

Staff who are preparing and handling food, especially food that is not pre-prepared for consumption e.g. fruit and vegetables grown on the premises, must be aware of the potential spread of E.coli and must clean and store food in accordance with the E.coli 0157 guidance, available at:

[www.food.gov.uk/business-industry/guidancenotes/hygguid/ecoliguide#.U7FCVGIOWdl](http://www.food.gov.uk/business-industry/guidancenotes/hygguid/ecoliguide#.U7FCVGIOWdl)

*Further guidance:*

Eat Better, Start Better (Action for Children 207)

[www.foundationyears.org.uk/eat-better-start-better/](http://www.foundationyears.org.uk/eat-better-start-better/)

Example Menus for Early Years Schools in England (PHE 2017)

[www.gov.uk/government/publications/example-menus-for-early-years-schools-in-england](http://www.gov.uk/government/publications/example-menus-for-early-years-schools-in-england)

Safe Food Better Business

[www.food.gov.uk/business-guidance/safer-food-better-business-sfbb](http://www.food.gov.uk/business-guidance/safer-food-better-business-sfbb)

Allergen information for loose foods (Food Standards Agency 2017)

[www.food.gov.uk/sites/default/files/media/document/loosefoodsleaflet.pdf](http://www.food.gov.uk/sites/default/files/media/document/loosefoodsleaflet.pdf)

Campylobacter (Food Standards Agency)

[www.food.gov.uk/news-updates/campaigns/campylobacter/fsw-2014](http://www.food.gov.uk/news-updates/campaigns/campylobacter/fsw-2014)

## 4.2 Food for play and cooking activities

Some parents/carers and staff may have strong views about food being used for play. It is important to be sensitive to these issues. For example, children who are Muslim, Jewish, Rastafarian, or who are vegetarian, should not be given any food to play with that contains animal products (Gelatine). Parents/carers' views should be sought on this. In some cases, it is not appropriate to use food for play at all, particularly in times of austerity.

- Food for play may include dough, corn flour, pasta, rice, food colourings/flavourings.
- Jelly (including jelly cubes) is not used for play.
- Food for play is risk assessed against the 14 allergens referred and is included in the written risk assessment undertaken for children with specific allergies.
- Staff are constantly alert to the potential hazards of food play, in particular choking hazards and signs of previously undetected allergies.
- Pulses are not recommended as they can be poisonous when raw or may choke.
- The use of raw vegetables for printing is discouraged.
- Dried food that is used for play should be kept away from food used for cooking.
- Foods that are cooked and used for play, such as dough, have a limited shelf life.
- Cornflour is always mixed with water before given for play.
- Cornflower and cooked pasta are discarded after an activity; high risk of bacteria forming.
- Utensils used for play food are washed thoroughly after use.

### **Children's cooking activities**

- Before undertaking any cooking activity with children, members of staff should check for allergies and intolerances by checking children's records.
- Children are taught basic hygiene skills such as the need to wash hands thoroughly before handling food, and again after going to the toilet, blowing their nose or coughing.
- The area to be used for cooking is cleaned; a plastic tablecloth is advised.
- Children should wear aprons that are used just for cooking.
- Utensils provided are for children to use only when cooking, including chopping/rolling boards, bowls, wooden spoons, jugs, and are stored in the kitchen.
- Members of staff encourage children to handle food in a hygienic manner.
- Food ready for cooking or cooling is not left uncovered.
- Cooked food to go home is put in a paper food bag and refrigerated until home time.
- Food play activities are suspended during outbreaks of illness.



## 4.3 Meeting dietary requirements

Snack and mealtimes are an important part of the day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We aim to provide nutritious food, which meets the children's individual dietary needs and preferences.

- Staff discuss and record children's dietary needs, allergies and any ethnic or cultural food preferences with their parents/carers.
- If a child has a known food allergy, procedure 'Allergies and food intolerance' is followed.
- Staff record information about each child's dietary needs in the individual child's registration form; parents/carers sign the form to signify that it is correct.
- Up-to-date information about individual children's dietary needs is displayed so that all staff and volunteers are fully informed.
- Staff ensure that children receive only food and drink that is consistent with their dietary needs and cultural or ethnic preferences, as well as their parents/carers' wishes.
- The menus of meal and snacks are displayed on the parent notice board for parents to view. Foods that contain any food allergens are identified.
- Staff aim to include food diets from children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Through on-going discussion with parents/carers and research reading by staff, staff obtain information about the dietary rules of the religious groups to which children and their parents/carers belong, and of vegetarians and vegans, as well as about food allergies. Staff take account of this information when providing food and drink.
- Staff provide a vegetarian alternative when meat and fish are offered and make every effort to ensure Halal meat or Kosher food is available to children who require it. (At the moment we do not have children who have any such requirements.)
- Where it is not possible to source and provide Halal meat or Kosher food, a vegetarian option is available; this will be discussed and agreed with parents/carers at the time of the child's registration.
- All staff show sensitivity in providing for children's diets, allergies and cultural or ethnic food preferences. A child's diet or allergy is never used as a label for the child, they are not made to feel singled out because of their diet, allergy or cultural/ethnic food preferences.
- Fresh drinking water is available throughout the day. Staff inform children how to obtain the drinking water and that they can ask for water at any time during the day.
- Meal and snack times are organised as social occasions.

## **Fussy/faddy eating**

- Children who are showing signs of 'fussy or faddy eating' are not forced to eat anything they do not want to.
- Staff recognise the signs that a child has had enough and remove uneaten food without comment.
- Children are not made to stay at the table after others have left if they refuse to eat certain items of food.
- Staff work in partnership with parents/carers to support them with children who are showing signs of 'faddy or fussy eating' and sign post them to further advice, for example, How to Manage Simple Faddy Eating in Toddlers (Infant & Toddler Forum) <https://infantandtoddlerforum.org/health-and-childcare-professionals/factsheets/>

## 5. Health policy

Alongside associated procedures in Health, this policy was adopted by Maeda Gakuen Yochien on 13th April 2024.

### **Aim**

Our provision is a suitable, clean, and safe place for children to be cared for, where they can grow and learn. They meet all statutory requirements for promoting health and hygiene and fulfil the criteria for meeting the relevant Early Years Foundation Stage Safeguarding and Welfare requirements.

### **Objectives**

We promote health through:

- ensuring emergency and first aid treatment is given where necessary
- ensuring that medicine necessary to maintain health is given correctly and in accordance with legal requirements
- identifying allergies and preventing contact with the allergenic substance
- identifying food ingredients that contain recognised allergens and displaying this information for parents
- promoting health through taking necessary steps to prevent the spread of infection and taking appropriate action when children are ill
- promoting healthy lifestyle choices through diet and exercise
- supporting parents right to choose complementary therapies
- pandemic flu planning or illness outbreak management as per DfE and World Health Organisation (WHO) guidance

### *Legal references:*

Medicines Act (1968)

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)

Control of Substances Hazardous to Health (COSHH) Regulations (2002)

Health and Safety (First Aid) Regulations 1981

Food Information Regulations 2014

Further guidance

Accident Record (Early Years Alliance 2019)

## 5.1 Accidents and emergency treatment

Person responsible for checking and stocking first aid box: **Junko Tanabe**

The school provides care for children and promotes health by ensuring emergency and first aid treatment is given as required. There are also procedures for managing food allergies in section 4 Food safety and nutrition.

- Parents/carers consent to emergency medical treatment consent form on registration.
- All staff are paediatric first aiders who regularly update their training; First Aid certificates are renewed at least every three years.
- All members of staff know the location of First Aid boxes, the contents of which are in line with St John's Ambulance recommendations as follows:
  - 20 individually wrapped sterile plasters (assorted sizes)
  - 2 sterile eye pads
  - 4 individually wrapped triangular bandages (preferably sterile)
  - 6 safety pins
  - 2 large, individually wrapped, sterile, un-medicated wound dressings
  - 6 medium, individually wrapped, sterile, un-medicated wound dressings
  - a pair of disposable gloves
  - adhesive tape
  - a plastic face shield (optional)
- No other item is stored in a First Aid box.
- Vinyl single use gloves are also kept near to (not in) the box, as well as a thermometer.
- There is a named person in the school who is responsible for checking and replenishing the First Aid Box contents.
- A supply of ice is kept in the milk kitchen and main kitchen fridges.
- For minor injuries and accidents, First Aid treatment is given by a qualified first aider; the event is recorded in the school's Accident Record book. Parents may have a photo-copy of the accident form on request.
- In the event of minor injuries or accidents, parents are normally informed when they collect their child, unless the child is unduly upset or members of staff have any concerns about the injury. In which case they will contact the parent for clarification of what they would like to do, i.e. collect the child or take them home and seek further advice from NHS 111.

### **Serious accidents or injuries**

- An ambulance is called for children requiring emergency treatment.

- First aid is given until the ambulance arrives on scene. If at any point it is suspected that the child has died, 'Death of a child on site' procedure is implemented and the police are called immediately.
- The registration form is taken to the hospital with the child.
- Parents/carers are contacted and informed of what has happened and where their child is being taken to.
- The headteacher/deputy arranges for a taxi to take the child and carer to hospital for further checks, if deemed to be necessary.

### **Recording and reporting**

- In the event of a serious accident, injury, or serious illness, the designated person notifies the designated officer using 6.1c Confidential safeguarding incident report form as soon as possible.
- The school's management is consulted before a RIDDOR report is filed.
- If required, a RIDDOR form is completed; one copy is sent to the parent/carers, one for the child's file and one for the local authority Health and Safety Officer.
- The owners/directors/trustees are notified by the school manager of any serious accident or injury to, or serious illness of, or the death of, any child whilst in their care in order to be able to notify Ofsted and any advice given will be acted upon. Notification to Ofsted is made as soon as is reasonably practicable and always within 14 days of the incident occurring. The designated person will, after consultation with the owners/directors/trustees, inform local child protection agencies of these events

#### *Further guidance:*

Accident Record (Early Years Alliance 2019)

## 5.2 Administration of medicine

Key persons are responsible for administering medication to their key children; ensuring consent forms are completed, medicines stored correctly and records kept.

Administering medicines during the child's session will only be done if absolutely necessary.

If a child has not been given a prescription medicine before, it is advised that parents keep them at home for 48 hours to ensure no adverse effect, and to give it time to take effect.

The designated health and safety officer must check the insurance policy document to be clear about what conditions must be reported to the insurance provider.

Consent for administering medication

- Only a person with parental responsibility (PR), or a foster carer may give consent. A childminder, grandparent, parent's partner who does not have PR, cannot give consent.
- When bringing in medicine, the person with PR informs their key person/back up key person, or room senior if the key person is not available. The headteacher/deputy should be also be informed.

**Junko Tanabe or Yoko Koike Campbell are responsible for receiving the child's medication and asks the parents to complete a consent form.** They will inform the key person and the room leader and a record will be maintained in the child's file.

- Staff who receive the medication, check it is in date and prescribed specifically for the current condition. It must be in the original container (not decanted into a separate bottle). It must be labelled with the child's name and original pharmacist's label.
- Medication dispensed by a hospital pharmacy will not have the child's details on the label but should have a dispensing label. Staff must check with parents/carers and record the circumstance of the events and hospital instructions as relayed to them by the parents/carers.
- Members of staff who receive the medication ask the person with PR to sign a consent form stating the following information. No medication is given without these details:
  - 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
  - a note of any possible side effects that may be expected
  - signature and printed name of parent and date

## **Storage of medicines**

All medicines are stored safely. Refrigerated medication is stored separately in a marked box in the main kitchen fridge.

Junko Tanabe of Yoko Koike Campbell take the responsibility of storing the medicine in the medicine cabinet or the fridge in the staff room. They will inform the key person and support the key person to administer the medicine.

- The key person is responsible for ensuring medicine is handed back at the end of the day to the parent/carer.
- For some conditions, medication for an individual child may be kept at the school. In such instances the Healthcare plan form must be completed. Key persons check that it is in date and return any out-of-date medication to the parent/carer.
- Parents do not access where medication is stored, to reduce the possibility of a mix-up with medication for another child, or staff not knowing there has been a change.

## **Record of administering medicines**

A record of medicines administered is kept near to the medicine cabinet. When a parent/carer informs the school that their child needs to be administered medicine, the headteacher/deputy informs the key person and supports them with the process of administering medicine and completing the relevant paperwork.

### **The medicine record book records:**

- name of child
- name and strength of medication
- the date and time of dose
- dose given and method
- signed by key person/school manager
- verified by parent signature at the end of the day

Junko Tanabe or Yoko Koike Campbell sign the medicine record book to verify that they have witnessed medication being given correctly according to the procedures here.

- No child may self-administer. If children are capable of understanding when they need medication, e.g. for asthma, they are encouraged to tell their key person what they need. This does not replace staff vigilance in knowing and responding.
- The medication records are monitored to look at the frequency of medication being given. For example, a high incidence of antibiotics being prescribed for a number of children at similar times may indicate a need for better infection control.

### **Children with long term medical conditions requiring ongoing medication:**

- Risk assessment is carried out for children that require ongoing medication. This is the responsibility of the school manager and key person. Other medical or social care personnel may be involved in the risk assessment.
- Parents/carers contribute to risk assessment. They are shown around the school, understand routines and activities and discuss any risk factor for their child.
- For some medical conditions, key staff will require basic training to understand it and know how medication is administered. Training needs is part of the risk assessment.
- Risk assessment includes any activity that may give cause for concern regarding an individual child's health needs.
- Risk assessment also includes arrangements for medicines on outings; advice from the child's GP's is sought if necessary, where there are concerns.
- The Health care plan form is completed fully with the person with PR; outlining the key person's role and what information is shared with other staff who care for the child.
- The plan is reviewed every six months (more if needed). This includes reviewing the medication, for example, changes to the medication or the dosage, any side effects noted etc.

### **Managing medicines on trips and outings**

- Children are accompanied by their key person, or room leader who is fully informed about their needs and medication.
- Medication is taken in a plastic box labelled with the child's name, name of medication, copy of the consent form and a card to record administration, with details as above.
- The card is later stapled to the medicine record book and the parent/carer signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled as above.

### **Staff taking medication**

Staff taking medication must inform their manager. The medication must be stored securely in the staff room away from the children. The headteacher/manager and deputy must be made aware of any contra-indications for the medicine so that they can risk assess and take appropriate action as required.

#### *Further guidance:*

Medication Administration Record (Early Years Alliance 2019)



## 5.3 Life-saving medication and invasive treatments

Life-saving medication and invasive treatments may include adrenaline injections (EpiPens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatment such as rectal administration of Diazepam (for epilepsy).

- The key person responsible for the intimate care of children who require life-saving medication or invasive treatment will undertake their duties in a professional manner having due regard to the procedures listed above.
- The child's welfare is paramount, and their experience of intimate and personal care should be positive. Every child is treated as an individual and care is given gently and sensitively; no child should be attended to in a way that causes distress or pain.
- The key person works in close partnership with parents/carers and other professionals to share information and provide continuity of care.
- Children with complex and/or long-term health conditions have a health care plan in place which takes into account the principles and best practice guidance given here.
- Key persons have appropriate training for administration of treatment and are aware of infection control best practice, for example, using personal protective equipment (PPE).
- Key persons speak directly to the child, explaining what they are doing as appropriate to the child's age and level of comprehension.
- Children's right to privacy and modesty is respected. Another practitioner is usually present during the process.

### Record keeping

For a child who requires invasive treatment the following must be in place from the outset:

- a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered
- written consent from parents (or person with PR) allowing members of staff to administer medication
- proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse
- a healthcare plan

Copies of all letters relating to these children must be sent to the insurance provider for appraisal. Confirmation will then be issued in writing confirming that the insurance has been extended. A record is made in the medication record book of the intimate/invasive treatment each time it is given.

### Physiotherapy

- Children who require physiotherapy whilst attending the school should have this carried out by a trained physiotherapist.
- If it is agreed in the health care plan that the key person should undertake part of the physiotherapy regime then the required technique must be demonstrated by the physiotherapist personally; written guidance must also be given and reviewed regularly. The physiotherapist should observe the practitioner applying the technique in the first instance.

### **Safeguarding/child protection**

- Practitioners recognise that children with SEND are particularly vulnerable to all types of abuse, therefore the safeguarding procedures are followed rigorously.
- If a practitioner has any concerns about physical changes noted during a procedure, for example unexplained marks or bruising then the concerns are discussed with the designated person for safeguarding and the relevant procedure is followed.

Treatments such as inhalers or Epi-pens must be immediately accessible in an emergency.

## 5.4 Allergies and food intolerance

When a child starts at the school, parents/carers are asked if their child has any known allergies or food intolerance. This information is recorded on the registration form.

- If a child has an allergy or food intolerance, Generic risk assessment form is completed with the following information:
  - the risk identified – the allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc.)
  - the level of risk, taking into consideration the likelihood of the child coming into contact with the allergen
  - control measures, such as prevention from contact with the allergen
  - review measures
- Health care plan form must be completed with:
  - the nature of the reaction e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
  - managing allergic reactions, medication used and method (e.g. Epipen)
- The child's name is added to the Dietary Requirements list.
- A copy of the risk assessment and health care plan is kept in the child's personal file and is shared with all staff and is also kept in the cook's Food Allergy and Dietary Needs file.
- Parents/carers show staff how to administer medication in the event of an allergic reaction.
- Generally, no nuts or nut products are used within the school.
- Parents are made aware, so that no nut or nut products are accidentally brought in.
- Any foods containing food allergens are identified on children's menus.

### Oral Medication

- Oral medication must be prescribed or have manufacturer's instructions written on them.
- Staff must be provided with clear written instructions for administering such medication.
- All risk assessment procedures are adhered to for the correct storage and administration of the medication.
- The school must have the parents' prior written consent. Consent is kept on file.

## 5.5 Poorly children

- If a child appears unwell during the day, for example has a raised temperature, sickness, diarrhoea or pains, particularly in the head or stomach then the school 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 raised temperature, they are kept cool by removing top clothing, sponging their heads with cool water and kept away from draughts.
- A child's temperature is taken and checked regularly, using a thermometer.
- In an emergency an ambulance is called and the parents are informed.
- Parents/carers are advised to seek medical advice before returning them to the school; the school can refuse admittance to children who have a raised temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics for an infectious illness or complaint, parents are asked to keep them at home for 48 hours.
- After diarrhoea or vomiting, parents/carers are asked to keep children home for 48 hours following the last episode.
- Some activities such as sand and water play and self-serve snack will be suspended for the duration of any outbreak.
- The school has information about excludable diseases and exclusion times.
- The school manager notifies the management body if there is an outbreak of an infection (affects more than 3-4 children) and keeps a record of the numbers and duration of each event.
- The school manager has a list of notifiable diseases and contacts Public Health England (PHE) and Ofsted in the event of an outbreak.
- If staff suspect that a child who falls ill whilst in their care is suffering from a serious disease that may have been contracted abroad such as Ebola, immediate medical assessment is required. The school manager or deputy calls NHS111 and informs parents.

### **HIV/AIDS 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 use 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/carers to collect.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of with clinical waste.
- Tables and other furniture or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.
- Baby mouthing toys are kept clean and plastic toys cleaned in sterilising solution regularly.

### **Nits and head lice**

- Nits and head lice are not an excludable condition; although in exceptional cases parents/carers may be asked to keep the child away from the school until the infestation has cleared.
- On identifying cases of head lice, all parents/carers are informed and asked to treat their child and all the family, using current recommended treatments methods if they are found.

**\*\*Paracetamol based medicines (e.g. Calpol, Ibuprofen, Nurofen)**

The school only administers prescribed medication and will not administer any paracetamol based medicine on 'just in case' basis.

#### *Further guidance:*

Good Practice in Early Years Infection Control (Pre-school Learning Alliance 2009)

Medication Administration Record (Early Years Alliance 2019)

Guidance on infection control in schools and other childcare schools (Public Health Agency)

[https://www.publichealth.hscni.net/sites/default/files/Guidance\\_on\\_infection\\_control\\_in%20schools\\_poster.pdf](https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf)

## 5.6 Oral health

The school 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.
- Only water and milk are served during snack break.
- Parents/carers 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 school**

- 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 changed every three months and provided by parents/carers.

Please note: During a pandemic, such as the Covid-19 outbreak, tooth brushing in the school may pose a risk of cross-infection. The school will adapt the policy based on the guidelines from Oral Health adviser from the local council.

#### *Further guidance:*

Infant & Toddler Forum: Ten Steps for Healthy Toddlers

[www.infantandtoddlerforum.org/toddlers-to-preschool/healthy-eating/ten-steps-for-healthy-toddlers/](http://www.infantandtoddlerforum.org/toddlers-to-preschool/healthy-eating/ten-steps-for-healthy-toddlers/)

## 6. Promoting inclusion, equality and valuing diversity policy

Alongside associated procedures in Promoting inclusion, equality and diversity, this policy was adopted by Maeda Gakuen on 13th April 2024.

All early years settings and schools must consider and meet relevant employer and service provider duties as set out in the Equality Act (2010). Those in receipt of funding must eliminate discrimination including indirect, direct discrimination, discrimination and harassment based on association and perception and discrimination for reason relating to a disability or by failing to make a reasonable adjustment to any provision, criterion, or practice. This duty is anticipatory. Schools must advance equality of opportunity and foster good relations with individuals and groups with protected characteristics namely disability, race (ethnicity), religion and belief, sexual orientation, sex (gender), gender reassignment, age, pregnancy and maternity, marriage, and civil partnership.

### **Aim**

Our provision actively promotes inclusion, equality of opportunity and the valuing of diversity.

### **Objectives**

We support the definition of inclusion as stated by the Early Childhood Forum:

‘Inclusion is the process of identifying, understanding and breaking down the barriers to participation and belonging.’

We interpret this as consisting of several tasks and processes in relation not only to children but also to parents and visitors in the school. These tasks and processes include awareness and knowledge of relevant barriers to inclusion for those with a protected characteristic namely:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sexual orientation
- sex (gender)
- age
- marriage or civil partnership (in relation to employment)

This includes unlawful behaviour towards people with protected characteristics. Unlawful behaviour being direct discrimination, indirect discrimination, associative discrimination, discrimination by perception, harassment, and victimisation (in addition, we are aware of the inequality that users facing socio-economic disadvantaged may also encounter). We will not tolerate behaviour from an adult which demonstrates dislike and prejudice towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

We promote understanding of discrimination - through training and staff development - the causes and effects of discrimination on both adults and children and the long- term impact of discrimination; the need to protect children from discrimination and ensure that childcare practice is both accessible and inclusive; the need for relevant support to allow children to develop into confident adults with a strong positive self-identity.

**Developing practice that includes:**

- Developing an environment which reflects the 'kaleidoscope' of factors that can provide schools with a myriad of influences and ideas for exploring and celebrating difference.
- Ensuring that barriers to inclusion are identified and removed or minimised wherever possible; for example, we complete Access audit form during self-evaluation.
- Understanding, supporting and promoting the importance of identity for all children and recognising that this comprises multiple facets which are shaped by a 'kaleidoscope' of factors including British values, 'race'\ethnicity and culture, gender, difference of ability, social class, language, religion and belief, and family form and lifestyle, which combine uniquely in the identity of each individual; for example, we welcome and promote bi/multi-lingualism and the use of alternative communication formats such as sign language, and we promote gender equality while at the same time recognising the differences in play preferences and developmental timetables of girls and boys.
- Recognising that this 'kaleidoscope' also reflects negative images which may be internalised and negatively affect the development of self-concept, self-esteem, and confidence.
- Promoting a welcoming atmosphere that genuinely appreciate British values, different cultural and personal perspectives, without stereotyping and prejudicing cultures and traditions on raising children, by always involving parents/carers.
- Promoting community cohesion and creating an environment that pre-empt acts of discrimination so that they do not arise.



- Recruitment of staff to reflect cultural and language diversity, disabled staff, and staff of both genders.
- Addressing discrimination as it occurs from children in a sensitive, age-appropriate manner to ensure that everyone involved understands the situation and are offered reassurance and support to achieve resolution.
- Challenging discriminatory behaviour from parents, staff or outside agencies or individuals that affect the well-being of children and the early years community.
- Creating an ethos within which staff work confidently within a culturally complex environment; learning when to change or adapt practice in the school and having the confidence to challenge practice (including parental) that is not in the child's best interest, seeking support and intervention from agencies where appropriate.
- Ensuring that practitioners work closely with the Special Educational Needs Coordinator to make sure that the additional needs of all children are identified and met.
- We are aware of anti-discriminatory legislation and able to use it to shape the service and support parents and children against discrimination in the local community, for example, against asylum seekers, the Travelling community and same sex parents.
- We regularly monitor and review our practice including long-term preventative measures to ensure equality such as auditing of provision, formulating an equality plan, applying impact measurements and positive actions. In addition, short term measures such as recognition and assessment of children's additional support needs (e.g. impairment, home language, family hardship, specific family beliefs and practices), day-to-day activities, provision of suitable support and resources, activity programme and curriculum., assessment, recognition of special educational needs and developing inclusive relationships.

*Legal references:*

General Data Protection Regulation 2018

Children and Families Act 2014 Part 3

Special Educational Needs and Disability Code of Practice 2014

Disability Equality Duty 2011

Equality Act 2010

Prevent Strategy 2015

Further guidance

Guide to the Equality Act and Good Practice (Pre-school Learning Alliance 2015)

## 6.1 Promoting inclusion, equality and valuing diversity

We actively promote inclusion, equality of opportunity and value diversity. All early years settings and school have legal obligations under the Equality Act 2010. Those in receipt of public funding also have public equality duties to eliminate discrimination, promote equality, foster good relations with individuals and groups with protected characteristics namely disability, race (ethnicity), religion and belief, sexual orientation, sex (gender), gender reassignment, age, pregnancy and maternity, marriage and civil partnership. Schools also have obligations under the Prevent Duty (2015) which highlights the need to foster equality and prevent children from being drawn into harm and radicalisation. Promoting identity, positive self-concept and self-esteem for all children through treating each child as an individual and with equal concern, ensuring each child's developmental and emotional needs are recognised and met.

- Promoting inclusive practice to ensure every child is welcomed and valued.
- Discussing aspects of family/child identity with parents/carers when settling in a new child.
- Maintaining a positive non-judgemental attitude and use of language with children to talk about topics such as family composition/background, eye and skin colour, hair texture, sex, gender, physical attributes and languages spoken (including signing).
- Becoming knowledgeable about different cultures, and individual subjective perceptions of these and being able to reflect them imaginatively and creatively in the school to create pride, interest and positive self-identity.
- Discussing similarities and differences positively without bias and judgement.
- Celebrating festivals, holy days and special days authentically through involving parents/carers, staff or the wider community to provide a positive experience for all.
- Providing books with positive images of children and families from all backgrounds and abilities. Avoiding caricatures or cartoon-like depictions, and ensuring individual differences are portrayed with sensitive accuracy. The central characters in individual stories should provide a positive, broad representation of diversity e.g. disability, ethnicity, sex and gender, age and social backgrounds. Individual storylines should contain a range of situations which are easily identifiable by children such as those that include disabled children/adults, different ethnic groups, mixed heritage families, gender diversity, single sex/same and different sex families, multi-generational households and cultural diversity.

- Providing visual materials, such as posters and pictures that provide non-stereotypical images of people, places and cultures and roles that are within children's range of experience. This includes photographs taken by staff of the local and wider community, of parents and families and local events.
- Using textiles, prints, sculptures or carvings from diverse cultures in displays.
- Providing artefacts from a range of cultures, particularly for use in all areas of the school, not just in the home corner.
- Ensuring toys, learning materials and resources reflect diversity and provide relevant materials for exploring aspects of difference, such as skin tone paints and pens.
- Developing a range of activities through which children can explore aspects of their identity, explore similarities, differences and develop empathy including:
  - self-portraits, photograph albums and displays showing a range of families
  - books about 'me' or my family
  - persona doll stories which sympathetically and authentically represent diversity
  - food activities, such as tasting and cooking, creating real menu additions
  - activities about real celebrations such as new babies, weddings, cultural and religious events
  - use of textiles and secular artefacts in the room, and to handle and explore, that demonstrate valuing of the cultures from which they come
  - creating textiles such as tie dying, batik and creative use of textiles
  - provide mirrors at different heights for babies and other non-ambulant children
  - developing a music area with a variety of musical instruments for babies and children to use to create a range of music.
  - creating an art and mark making area with a variety of materials from other countries such as wood blocks for printing, Chinese calligraphy brushes etc.
  - home corner play which encourages all children to equally participate and provides domestic articles from diverse cultures
  - 'dressing up' materials which promote non-gendered roles and enable children to explore different gender identities/gender neutrality
  - providing dolls that sensitively and accurately portray difference such as disability and ethnicity
  - use of a variety of music to play to children of different genres and cultural styles with a variety of musical instruments for children to access
  - a language and literacy area with a variety of books, some with dual language texts and signs, involving parents/carers in the translation where possible

- tapes with stories read in English and other languages
  - examples of writing in other scripts from everyday sources such as papers and magazines, packaging etc. children's names written on cards in English and Japanese as well as in their home language script where appropriate
  - labels for children's paintings or other work are made with their name in English/Japanese and home language script (parents/carers can help with this)
  - conversations with young children which explore unfamiliar objects and subjects to help foster an understanding of diversity and identity such as spectacles or hearing aids, religious and cultural practices
- Record keeping that refers to children's emerging language skills (Japanese/English and any other home language) or their use of sign language as achievements in positive terms.
  - Record keeping that refers to children's differing abilities and identities in positive terms.
  - Records that show the relevant involvement of all children, especially children with special educational needs and disabilities, those using Japanese as an additional language and those who are 'more abled' in the planning of their care and education.

#### **Fostering positive attitudes and challenging discrimination.**

- Young children are learning how to grow up in a diverse world and develop appropriate attitudes. This can be difficult, and they may make mistakes and pick up inappropriate attitudes or just get the 'wrong idea' that may underlie attitudes of 'pre-prejudice' towards specific individuals/groups. Where children make remarks or behave in a discriminatory or prejudice way or make inappropriate comments that arise from not knowing facts, staff should explain why these actions are not acceptable and provide appropriate information and intervention to reinforce children's understanding and learning.
- Where children make overtly prejudice or discriminatory remarks they are dealt with as above, and the issue is raised with the parents.
- When children wish to explore aspects of their identity such as ethnicity or gender, they should be listened to in an understanding and non-judgemental way.
- Parents/carers are expected to abide by the policy for inclusion, diversity and equality and to support their child in the aims of the school.

#### **Implementing an equality strategy to foster a 'can do' approach**

- An equality check and access audit are completed to ensure that there are no barriers to inclusion of any child, families and visitors to the school.
- Early years settings and schools in receipt of nursery education funding are covered by the public sector equality duty. These bodies must have regard of the need to eliminate

discrimination, promote equality of opportunity, foster good relations between disabled and non-disabled persons, and publish information to show their compliance with the duty.

Promoting dynamic and balanced mixed gender, culturally, socially, and linguistically diverse staff teams who work constructively together in providing for diverse communities.

- It is recognised that members of staff in diverse teams bring a range of views and opinions to the school regarding a range of issues to do with the job. It is important that a range of views and perspectives are shared and respected in staff meetings and that decisions are made on which way of looking at the situation will result in the best outcomes for the child.
- Staff views are sought where these offer individuals, social and/or cultural insight, although staff should not be put in an uncomfortable position of being an 'expert' or 'ambassador'.
- Staff respect similarities and differences between each other and users such as ability, disability, religious and personal beliefs, sex, sexual orientation, gender reassignment etc. Staff do not discriminate or harass individuals on the grounds of these or encourage any other member of staff to do so; evidence of such will be dealt with by management immediately.
- Members of staff make the best use of different perspectives in the team to find solutions to difficult problems that arise in socially/culturally complex situations.
- Members of staff support each other to highlight similarities and respect differences.
- Members of staff of both sexes carry out all tasks according to their job description; there are no jobs that are designated men's or women's jobs.
- Staff are sensitive to the fact that male workers are under-represented in the early years workforce so may be more likely to experience inequality and discrimination.
- Staff should be aware that male workers may be more vulnerable to allegations. Therefore, work practices should be developed to minimise this. These practices are valuable for all staff.
- Where staff may feel threatened, or under attack, from discriminatory behaviour, staff and managers follow procedure 'Threats and abuse towards staff and volunteers'.
- There is an ethos wherein staff, parents/carers and children are free to express themselves and speak their own languages in ways that enhance the culture of the school.

Ensuring that barriers to equality and inclusion are identified and removed or minimised wherever possible.

- Barriers may include:
  - lack of understanding - where the language spoken at the school is not that which is spoken at a child's home
  - perceived barriers – affordability where parents are not aware of financial support available or assume that a service is not available to them. Perceived barriers may also be physical barriers for those children or parents/carers with a disability or additional needs where they assume, they will not be able to access the service
  - physical barriers – where there are environmental features which stop a disabled child or disabled parent accessing the school such as stairs
  - negative attitudes – stereotypes and prejudices or commitment by staff and managers to the time and energy required to identify and remove barriers to accessibility
  - unconscious and conscious bias of staff towards some families such as those from other backgrounds, disabled parents/carers, same sex parents and families with specific religious beliefs
  - gendered views of staff which limit children's aspirations and choices
  - misconceptions such as disabled children should not attend schools during a pandemic due to heightened risk
  - lack of effective Information Communication Technology (ICT) in the homes of families who are vulnerable or at risk and therefore unable to keep in close contact with the childcare provider
- Staff are aware of the different barriers to inclusion and equality and consider the wider implications for children and their families.

### **Supporting children to become considerate adults**

- Children's social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and Universal values. The EYFS supports children's earliest skills in an age appropriate way to become social citizens, namely listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; risk taking behaviours, rules and boundaries; not to hurt/upset other people with words and actions; consequences of hurtful/discriminatory behaviour and regulating behaviour.

British values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the Early Years Foundation Stage and are further clarified here based on Fundamental British values in the Early Years

(<https://foundationyears.org.uk/wp-content/uploads/2017/08/Fundamental-British-Values-in-the-Early-Years-2017.pdf>)

Democracy: making decisions together

- For self-confidence and self-awareness (PSED), practitioners encourage children to see the bigger picture, children know their views count, value each other's views and values and talk about feelings e.g. when they do or do not need help.
- Supporting the decisions children make and providing activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds, where questions are valued and prejudice attitudes less likely.

Rule of law: understanding rules matter (PSED)

- Practitioners ensure children understand their and others' behaviour and consequence.
- Practitioners collaborate with children to create rules and codes of behaviour, e.g. rules about tidying up and ensure all children understand that rules apply to everyone.

Individual liberty: freedom for all (PSED & UW)

- Children should 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, for example through allowing children to take risks on an obstacle course, mixing colours, exploring facets of their own identity, talking about their experiences and learning. Practitioners encourage a range of experiences, allow children to explore the language of feelings and responsibility, reflect on differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring to Primary school.

Mutual respect and tolerance: treat others as you want to be treated (PSED & UW)

- Staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves, others and among families, faiths, communities, cultures and traditions.
- Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

- Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural/racial stereotyping.

It is not acceptable to:

- actively promote intolerance of other faiths, cultures and races
- fail to challenge gender stereotypes and routinely segregate girls and boys
- isolate children from their wider community
- fail to challenge behaviours (whether of staff, children, or parents/carers) that are not in line with the fundamental values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs



## **7 Safeguarding children, young people and vulnerable adults policy**

Alongside associated procedures in Safeguarding children, young people and vulnerable adults, this policy was adopted by Maeda Gakuen on 13th April 2024.

**Designated Safeguarding Lead (DSL) is: Nikita Phadnavis**

**Deputy Designed Safeguarding Lead (DDSL) is: Yoko Koike Campbell**

### **Aim**

We are committed to safeguarding children, young people and vulnerable adults and will do this by putting young people and vulnerable adult's right to be 'strong, resilient and listened to' at the heart of all our activities.

Maeda Gakuen Yochiens 'three key commitments' are broad statements against which policies and procedures will be drawn to provide a consistent and coherent strategy for safeguarding children young people and vulnerable adults in all services provided. The three key commitments are:

1. Maeda Gakuen Yochien is committed to building 'a culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of its service delivery.
2. Maeda Gakuen Yochien is 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 'What to do if you are worried a child is being abused' (HMG 2015) and 'No Secrets (updated by the Care Act 2014) and Working Together 2018.
3. Maeda Gakuen Yochien is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering children, young people, and vulnerable adults, through its curriculum, promoting their right to be 'strong, resilient and listened to'.

NB: A 'young person' is defined as 16–19-year-old. In a school, they may be a student, worker, or parent/carer.

A 'vulnerable adult' (see guidance to the Care Act 2014) as: 'a person aged 18 years or over, who is in receipt of or may need community care services by reason of 'mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'. In early years, this person may be a service user, parent/carer of a service user, or a volunteer.

### **Key Commitment 1**

- We have a DSL, sometimes known as the designated person, who is responsible for carrying out child, young person, or adult protection procedures.
- There DDSL who acts in the absence of the DSL.
- The DSL and the DDSL ensure they have links with statutory and voluntary organisations regarding safeguarding children.
- The DSL and the DDSL ensure they have received appropriate training on child protection matters and that all staff are adequately informed and/or trained to recognise possible child abuse in the categories of physical, emotional and sexual abuse and neglect.
- The DSL and the DDSL ensure all staff are aware of the additional vulnerabilities that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation or culture and that these receive full consideration in child, young person or adult protection related matters.
- The DSL and the DDSL ensure that staff are aware and receive training in social factors affecting children's vulnerability including
  - social exclusion
  - domestic violence and controlling or coercive behaviour
  - mental illness
  - drug and alcohol abuse (substance misuse)
  - parental learning disability
  - radicalisation
- The DSL and the DDSL ensure that staff are aware and receive training in other ways that children may suffer significant harm and stay up to date with relevant contextual safeguarding matters:
  - abuse of disabled children
  - fabricated or induced illness
  - child abuse linked to spirit possession
  - sexually exploited children
  - children who are trafficked and/or exploited
  - female genital mutilation
  - extra-familial abuse and threats
  - children involved in violent offending, with gangs and county lines.
  - child on child abuse and bullying
- The DSL and the DDSL ensure they are adequately informed in vulnerable adult protection matters.

## **Key Commitment 2**

- There are procedures in place to prevent known abusers from coming into the organisation as employees or volunteers at any level.
- Safeguarding is the responsibility of every person undertaking the work of the school in any capacity.
- There are procedures for dealing with allegations of abuse against a member of staff, or any other person undertaking work whether paid or unpaid for the organisation, where there is an allegation of abuse or harm of a child. Procedures differentiate clearly between an allegation, a concern about quality of care or practice and complaints.
- There are procedures in place for reporting possible abuse of children or a young person in the school.
- There are procedures in place for reporting safeguarding concerns where a child may meet the s17 definition of a child in need (Children Act 1989) and/or where a child may be at risk of significant harm, and to enable staff to make decisions about appropriate referrals using local published threshold documents.
- There are procedures in place to ensure staff recognise children and families who may benefit from early help and can respond appropriately using local early help processes and DSL and DDSL should ensure all staff understand how to identify and respond to families who may need early help.
- There are procedures in place for reporting possible abuse of a vulnerable adult in the school.
- There are procedures in place in relation to escalating concerns and professional challenge.
- There are procedures in place for working in partnership with agencies involving a child, or young person or vulnerable adult, for whom there is a protection plan in place. These procedures also take account of working with families with a 'child in need' and with families in need of early help, who are affected by issues of vulnerability such as social exclusion, radicalisation, domestic violence, mental illness, substance misuse and parental learning disability.
- These procedures take account of diversity and inclusion issues to promote equal treatment of children and their families and that take account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- There are procedures in place for record keeping, confidentiality and information sharing, which are in line with data protection requirements.

- We follow government and LSCB guidance in relation to extremism.
- The procedures of the Local Safeguarding Partners must be followed.

### **Key Commitment 3**

- All staff receive adequate training in child protection matters and have access to the school's policy and procedures for reporting concerns of possible abuse and the safeguarding procedures of the Local Safeguarding Partners.
- All staff have adequate information on issues affecting vulnerability in families such as social exclusion, domestic violence, mental illness, substance misuse and parental learning disability, together with training that takes account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- We use available curriculum materials for young children, taking account of information in the Early Years Foundation Stage, that enable children to be strong, resilient, and listened to.
- All services seek to build the emotional and social skills of children and young people who are service users in an age-appropriate way, including increasing their understanding of how to stay safe.
- We adhere to the EYFS Safeguarding and Welfare requirements.

#### *Legal references:*

Primary legislation

Children Act 1989 – s 47

Protection of Children Act 1999

Care Act 2014

Children Act 2004 s11

Children and Social Work Act 2017

Safeguarding Vulnerable Groups Act 2006

Counter-Terrorism and Security Act 2015

General Data Protection Regulation 2018

Data Protection Act 2018

Modern Slavery Act 2015

Sexual Offences Act 2003

Serious Crime Act 2015

Criminal Justice and Court Services Act (2000)

Human Rights Act (1998)

Equalities Act (2006)

Equalities Act (2010)

Disability Discrimination Act (1995)

Data Protection Act (2018)

Freedom of Information Act (2000)

Further Guidance

Working Together to Safeguard Children (HMG 2018)

Statutory Framework for the Early Years Foundation Stage 2021

What to Do if You're Worried a Child is Being Abused (HMG 2015)

Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism' (HMG 2015)

Keeping Children Safe in Education 2023

Education Inspection Framework (Ofsted 2019)

The framework for the assessment of children in need and their families (DoH 2000)

The Common Assessment Framework (2006)

Statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE 2015)

Further guidance

Information sharing advice for safeguarding practitioners (DfE 2018)

The Team Around the Child (TAC) and the Lead Professional (CWDC 2009)

The Common Assessment Framework (CAF) – guide for practitioners (CWDC 2010)

The Common Assessment Framework (CAF) – guide for managers (CWDC 2010)

Multi-Agency Statutory Guidance on Female Genital Mutilation (HMG. 2016)

Multi-Agency Public Protection Arrangements (MAPPA) (Ministry of Justice, National Offender Management Service and HM Prison Service 2014)

Safeguarding Children from Abuse Linked to a Belief in Spirit Possession (HMG 200)

Safeguarding Children in whom Illness is Fabricated or Induced (HMG 2007)

Safeguarding Disabled Children: Practice Guidance (DfE 2009)

Safeguarding Children who may have been Trafficked (DfE and Home Office 2011)

Child sexual exploitation: definition and guide for practitioners (DfE 2017)

Handling Cases of Forced Marriage: Multi-Agency Practice Guidelines (HMG 2014)

## **7.1 Responding to safeguarding or child protection concerns**

**The Designated Safeguarding Lead (DSL) is Nikita Phadnavis, and the Deputy Designated Safeguarding Lead (DDSL) is Yoko Koike Campbell.**

During unprecedented circumstances like the Covid-19 pandemic, staff remain alert (as per this procedure) to signs of neglect as a result of the extraordinary circumstances and the measures taken to curb the spread of the virus.

### **Safeguarding roles**

- All staff recognise and know how to respond to signs and symptoms that may indicate a child is suffering from or likely to be suffering from harm. They understand that they have a responsibility to act immediately by discussing their concerns with the DSL or DDSL.
- The DSL and DDSL are responsible for co-ordinating action taken by the school to safeguard vulnerable children and adults.
- All concerns about the welfare of children in the school should be reported to the DSL or DDSL.
- The DSL ensures that all practitioners are alert to the indicators of abuse and neglect and understand how to identify and respond to these.
- The school will not operate without an identified designated person at any time.
- The DSL is supervised and supported by the local authority.
- The DSL takes actions to safeguarding children and vulnerable adults and at times may seek advice from the local authority.
- Issues which may require notifying to Ofsted are notified to the local authority as well. The DSL and DDSL must remain up to date with Ofsted reporting and notification requirements.
- If there is an incident, which may require reporting to RIDDOR the DSL immediately seeks guidance from the owners/directors/trustees. There continues to be a requirement that the DSL follows legislative requirements in relation to reporting to RIDDOR.
- All schools follow procedures of their Local Safeguarding Partners (LSP) for safeguarding and any specific safeguarding procedures such as responding to radicalisation/extremism concerns. Procedures are followed for managing allegations against staff, as well as for responding to concerns and complaints raised about quality or practice issues, whistle-blowing and escalation.

### **Responding to marks or injuries observed**

- If a member of staff observes or is informed by a parent/carer of a mark or injury to a child that happened at home or elsewhere, the member of staff makes a record of the

information given to them by the parent/carer in the child's personal file, which is signed by the parent/carer.

- The member of staff advises the DSL/DDSL as soon as possible if there are safeguarding concerns about the circumstance of the injury.
- If there are concerns about the circumstances or explanation given, by the parent/carer and/or child, the DSL decides the course of action to be taken after reviewing Child welfare and protection summary and completing Safeguarding incident reporting form.
- If the mark or injury is noticed later in the day and the parent is not present, this is raised with the DSL/DDSL.
- If there are concerns about the nature of the injury, and it is unlikely to have occurred at the school, the DSL/DDSL decides the course of action required and Safeguarding incident reporting form is completed, taking into consideration any explanation given by the child.
- If there is a likelihood that the injury is recent and occurred at the school, this is raised with the DSL/DDSL.
- If there is no cause for further concern, a record is made in the Accident Record, with a note that the circumstances of the injury are not known.
- If the injury is unlikely to have occurred at the school, this is raised with the DSL/DDSL.
- The parent/carer is advised at the earliest opportunity.
- If the parent/carer believes that the injury was caused at the school this is still recorded in the Accident Record and an accurate record made of the discussion is made on the child's personal file.

### **Responding to the signs and symptoms of abuse**

- Concerns about the welfare of a child are discussed with the DSL/DDSL without delay (within 24 hours).
- A written record is made of the concern on Safeguarding incident reporting form as soon as possible (within 24 hours).
- Concerns that a child is in immediate danger or at risk of significant harm are responded to immediately and if a referral is necessary this is made on the same working day. The DSL/DDSL may decide to call 999 if they have a reason to believe that the child/young person may be in danger.

### **Responding to a disclosure by a child**

- When responding to a disclosure from a child, the aim is to get just enough information to take appropriate action.

- The practitioner listens carefully and calmly, allowing the child time to express what they want to say.
- Staff do not attempt to question the child but if they are not sure what the child said, or what they meant, they may prompt the child further by saying 'tell me more about that' or 'show me again'.
- After the initial disclosure, staff speak immediately to the DSL/DDSL. They do not further question or attempt to interview a child.
- If a child shows visible signs of abuse such as bruising or injury to any part of the body and it is age appropriate to do so, the key person will ask the child how it happened.
- When recording a child's disclosure on Safeguarding incident reporting form, their exact words are used as well as the exact words with which the member of staff responded.
- If marks or injuries are observed, these are recorded on a body diagram.

### **Decision making (all categories of abuse)**

- The designated person makes a professional judgement about referring to other agencies, including Social Care using the Local Safeguarding Partnership (LSP) threshold document:
  - Level 1: Child's needs are being met. Universal support.
  - Level 2: Universal Plus. Additional professional support is needed to meet child's needs.
  - Level 3: Universal Partnership Plus. Targeted Early Help. Coordinated response needed to address multiple or complex problems.
  - Level 4: Specialist/Statutory intervention required. Children in acute need, likely to be experiencing, or at risk of experiencing significant harm.
- Staff are alert to indicators that a family may benefit from early help services and should discuss this with the DSL, also completing Safeguarding incident reporting form if they have not already done so.

Seeking consent from parents/carers to share information before making a referral for early help (Tier 2/3\*)

Parents/carers are made aware of the school's Privacy Notice which explains the circumstances under which information about their child will be shared with other agencies. When a referral for early help is necessary, the DSL must always seek consent from the child's parents to share information with the relevant agency.

- If consent is sought and withheld and there are concerns that a child may become at risk of significant harm without early intervention, there may be sufficient grounds to over-ride a parental decision to withhold consent.



- If a parent/carer withholds consent, this information is included on any referral that is made to the local authority. In these circumstances a parent/carer should still be told that the referral is being made beforehand (unless to do so may place a child at risk of harm).

\*Tier 2: Children with additional needs, who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, not known or not being met.

Tier 3: Children with complex multiple needs, requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled.

### **Informing parents when making a child protection referral**

In most circumstances consent will not be required to make a child protection referral, because even if consent is refused, there is still a professional duty to act upon concerns and make a referral. When a child protection referral has been made, the DSL contacts the parents/carers (only if agreed with social care) to inform them that a referral has been made, indicating the concerns that have been raised, unless social care advises that the parent/carer should not be contacted until such time as their investigation, or the police investigation, is concluded. Parents/carers are not informed prior to making a referral if:

- there is a possibility that a child may be put at risk of harm by discussion with a parent/carer, or if a serious offence may have been committed, as it is important that any potential police investigation is not jeopardised
- there are potential concerns about sexual abuse, fabricated illness, FGM or forced marriage
- contacting the parent/carer puts another person at risk; situations where one parent may be at risk of harm, e.g. domestic abuse; situations where it has not been possible to contact parents to seek their consent may cause delay to the referral being made

The DSL makes a professional judgment regarding whether consent (from a parent/carer) should be sought before making a child protection referral as described above. They record their decision about informing or not informing parents/carers along with an explanation for this decision. Advice will be sought from the appropriate children's social work team if there is any doubt. Advice can also be sought from the designated officer.

### **Referring**

- The DSL/DDSL follow their LSP procedures for making a referral.
- If the DSL and DDSL are not on site, the most senior member of staff present takes responsibility for making the referral to social care.

- If a child is believed to be in immediate danger, or an incident occurs at the end of the session and staff are concerned about the child going home that day, then the Police and/or social care are contacted immediately.
- If the child is 'safe' because they are still in the school, and there is time to do so, the senior member of staff contacts the school's DSL/DDSL for support.
- Arrangements for cover (as above) when the DSL and DDSL are not on-site are agreed in advance by the manager and headteacher and clearly communicated to all staff.

### **Further recording**

- Information is recorded using Safeguarding incident reporting form, and a short summary entered on Child welfare and protection summary. Discussion with parents and any further discussion with social care is recorded. If recording a conversation with parents that is significant, regarding the incident or a related issue, parents are asked to sign and date it a record of the conversation. It should be clearly recorded what action was taken, what the outcome was and any follow-up.
- If a referral was made, copies of all documents are kept and stored securely and confidentially (including copies in the child's safeguarding file.)
- Each member of staff/volunteer who has witnessed an incident or disclosure should also make a written statement on Safeguarding incident reporting form, as above.
- The referral is recorded on Child welfare and protection summary.
- Follow up phone calls to or from social care are recorded in the child's file; with date, time, the name of the social care worker and what was said.
- Safeguarding records are kept up to date and made available for confidential access by the designated officer to allow continuity of support during closures or holiday periods.

Reporting a serious child protection incident using Confidential safeguarding incident report form

- The DSL is responsible for reporting to the Local Authority (LA) and seeking advice if required prior to making a referral as described above.
- For child protection concerns at Tier 3 and 4\*\* it will be necessary for the DSL to complete Confidential safeguarding incident report form and send it to the LA.
- Further briefings are sent to the LA when updates are received until the issue is concluded.

\*\* Tier 3: Children with complex multiple needs, requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled. Tier 4: Children in acute need, who are suffering or are likely to suffer significant harm.

## **Professional disagreement/escalation process**

- If a practitioner disagrees with a decision made by the DLS not to make a referral to social care they must initially discuss and try to resolve it with them.
- If the disagreement cannot be resolved with the DSL and the practitioner continues to feel a safeguarding referral is required then they discuss this with the LA.
- If issues cannot be resolved the whistle-blowing policy should be used, as set out below.
- Supervision sessions are also used to discuss concerns but this must not delay making safeguarding referrals.

## **Whistleblowing**

The whistle blowing procedure must be followed in the first instance if:

- a criminal offence has been committed, is being committed or is likely to be committed
- a person has failed, is failing or is likely to fail to comply with any legal obligation to which he or she is subject. This includes non-compliance with policies and procedures, breaches of EYFS and/or registration requirements
- a miscarriage of justice has occurred, is occurring or is likely to occur
- the health and safety of any individual has been, is being or is likely to be endangered
- the working environment has been, is being or is likely to be damaged;
- that information tending to show any matter falling within any one of the preceding clauses has been, is being or is likely to be deliberately concealed

There are 3 stages to raising concerns as follows:

1. If staff wish to raise or discuss any issues which might fall into the above categories, they should normally raise this issue with their manager/DSL.
2. Staff who are unable to raise the issue with their manager/DSL should raise the issue with their line manager's manager/director.
3. Ultimately, if an issue cannot be resolved and the member of staff believes a child remains at risk because the school or the local authority have not responded appropriately, the NSPCC have introduced a whistle-blowing helpline 0800 028 0285 for professionals who believe that:
  - their own or another employer will cover up the concern
  - they will be treated unfairly by their own employer for complaining
  - if they have already told their own employer and they have not responded

## **Female genital mutilation (FGM)**

Practitioners should be alert to symptoms that would indicate that FGM has occurred, or may be about to occur, and take appropriate safeguarding action. DSL should contact the

police immediately as well as refer to children's services local authority social work if they believe that FGM may be about to occur.

It is illegal to undertake FGM or to assist anyone to enable them to practice FGM under the Female Genital Mutilation Act 2003, it is an offence for a UK national or permanent UK resident to perform FGM in the UK or overseas. The practice is medically unnecessary and poses serious health risks to girls. FGM is mostly carried out on girls between the ages of 0-15, statistics indicate that in half of countries who practise FGM girls were cut before the age of 5. LSCB guidance must be followed in relation to FGM, and the designated person is informed regarding specific risks relating to the culture and ethnicity of children who may be attending their school and shares this knowledge with staff.

Symptoms of FGM in very young girls may include difficulty walking, sitting or standing; painful urination and/or urinary tract infection; urinary retention; evidence of surgery; changes to nappy changing or toileting routines; injury to adjacent tissues; spends longer than normal in the bathroom or toilet; unusual and /or changed behaviour after an absence from the school (including increased anxiety around adults or unwillingness to talk about home experiences or family holidays); parents are reluctant to allow child to undergo normal medical examinations; if an older sibling has undergone the procedure a younger sibling may be at risk; discussion about plans for an extended family holiday

*Further guidance:*

NSPCC 24-hour FGM helpline: 0800 028 3550 or email [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

Government help and advice: [www.gov.uk/female-genital-mutilation](http://www.gov.uk/female-genital-mutilation)

Children and young people vulnerable to extremism or radicalisation

Early years settings, schools and local authorities have a duty to identify and respond appropriately to concerns of any child or adult at risk of being drawn into terrorism. LSP's have procedures which cover how professionals should respond to concerns that children or young people may be at risk of being influenced by or being made vulnerable by the risks of extremism.

There are potential safeguarding implications for children and young people who have close or extended family or friendship networks linked to involvement in extremism or terrorism.

- The DSL/DDSL are required to familiarise themselves with LSP procedures, as well as online guidance including:
  - Channel Duty guidance: Protecting people vulnerable to being drawn into terrorism [www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pma-p-guidance](http://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pma-p-guidance)

- Prevent Strategy (HMG 2011)  
[www.gov.uk/government/publications/prevent-strategy-2011](http://www.gov.uk/government/publications/prevent-strategy-2011)
- The prevent duty: for schools and childcare providers  
[www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty](http://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)
- The DSL/DDSL should follow LSP guidance in relation to how to respond to concerns regarding extremism and ensure that staff know how to identify and raise any concerns in relation to this with them.
- The DSL/DDSL must know how to refer concerns about risks of extremism/radicalisation to their LSP safeguarding team or the Channel panel, as appropriate.
- The DSL/DDSL should also ensure that they and all other staff working with children and young people understand how to recognise that someone may be at risk of violent extremism.
- The DSL/DDSL also ensures that all staff complete The Prevent Duty in an Early Years Environment and Understanding Children's Rights and Equality and Inclusion in Early Years Schools online EduCare courses.
- The DSL/DDSL should understand the perceived terrorism risks in relation to the area that they deliver services in.

### **Parental consent for radicalisation referrals**

LSP procedures are followed in relation to whether parental consent is necessary prior to making a referral about a concern that a child or adult may be at risk of being drawn into terrorism. It is good practice to seek the consent of the person, or for very young children, the consent of their parent/carer prior to making a referral, but it is not a requirement to seek consent before referring a concern regarding possible involvement in extremism or terrorism if it may put a child at risk, or if an offence may have been or may be committed. Advice should be sought from LA early years consultants and local agencies responsible for safeguarding, as to whether or not consent should be sought on a case-by-case basis. DSL should be mindful that discussion regarding potential referral due to concerns may be upsetting for the subject of the referral and their family. Initial advice regarding whether an incident meets a threshold for referral can be sought from the relevant local agency without specific details such as names of the family being given in certain circumstances. Consent is required prior to any individual engaging with a Channel intervention. Consent is usually sought by Channel partners, but LSP procedures should be followed regarding this.

If there is a concern that a person is already involved in terrorist activity this must be reported to the Anti-Terrorist Hot Line 0800 789 321-Text/phone 0800 0324 539. Police can be contacted on 101.

### **Concerns about children affected by gang activity/serious youth violence**

Practitioners should be aware that children can be put at risk by gang activity, both through participation in and as victims of gang violence. Whilst very young children will be very unlikely to become involved in gang activity they may potentially be put at risk by the involvement of others in their household in gangs, such as an adult sibling or a parent/carer. DSL/DDSL should be familiar with their LSP guidance and procedures in relation to safeguarding children affected by gang activity and ensure this is followed where relevant.

### **Forced marriage/Honour based violence**

Forced marriage is a marriage in which one or both spouses do not consent to the marriage but are forced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent coercion is not required for a marriage to be forced. A forced marriage is distinct from an arranged marriage. An arranged marriage may have family involvement in arranging the marriages, but crucially the choice of whether to accept the arrangement remains with the prospective spouses.

Forced marriage became criminalised in 2014. There are also civil powers for example a Forced Marriage Protection Order to protect both children and adults at risk of forced marriage and offers protection for those who have already been forced into marriage. Risks in relation to forced marriage are high and it is important that practitioners ensure that anyone at risk of forced marriage is not put in further danger. If someone is believed to be at risk it is helpful to get as much practical information as possible, bearing in mind the need for absolute discretion, information that can be helpful will include things like, names, addresses, passport numbers, national insurance numbers, details of travel arrangements, dates and location of any proposed wedding, names and dates of birth of prospective spouses, details of where and with whom they may be staying etc. Forced marriage can be linked to honour-based violence, which includes assault, imprisonment and murder. Honour based violence can be used to punish an individual for undermining what the family or community believes to be the correct code of behaviour.

In an emergency police should be contacted on 999.

Forced Marriage Unit can be contacted either by professionals or by potential victims seeking advice in relation to their concerns. The contact details are below.

- Telephone: +44 (0) 20 7008 0151
- Email: [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)
- Email for outreach work: [fmuoutreach@fco.gov.uk](mailto:fmuoutreach@fco.gov.uk)

*Further guidance:*

Accident Record (Early Years Alliance 2019)

Multi-agency practice guidelines: Handling cases of Forced Marriage (HMG 2014)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

## 7.2 Allegations against staff, volunteers or agency staff

Concerns may come from a parent, child, colleague or member of the public. Allegations or concerns must be referred to the designated person without delay - even if the person making the allegation later withdraws it.

### Identifying

An allegation against a member of staff, volunteer or agency staff constitutes serious harm or abuse if they:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child in a way that indicates they may pose a risk of harm to children

### Informing

- All staff report allegations to the DSL/DDSL.
- The DSL alerts the Local Authority Designated Officer (LADO) immediately (within one working day). Together they should form a view about what immediate actions are taken to ensure the safety of the children and staff in the school, and what is acceptable in terms of fact-finding.
- It is essential that no investigation occurs until and unless the LADO has expressly given consent for this to occur, however, the person responding to the allegation does need to have an understanding of what explicitly is being alleged.
- The DSL must take steps to ensure the immediate safety of children, parents/carers, and staff on that day within the school.
- If the LADO is on leave or cannot be contacted the LADO team manager is contacted and/or advice sought from the point of entry safeguarding team/mash/point of contact, according to local arrangements.
- A child protection referral is made by the DSL if required. The LADO, line managers and local safeguarding children's services can advise on whether a child protection referral is required.
- The DSL asks for clarification from the LADO on the following areas:
  - what actions the DSL/DDSL must take next and when and how the parents/carers of the child are informed of the allegation
  - whether or not the LADO thinks a criminal offence may have occurred and whether the police should be informed and if so who will inform them
  - whether the LADO is happy for the school to pursue an internal investigation without input from the LADO, or how the LADO wants to proceed



- whether the LADO thinks the person concerned should be suspended, and whether they have any other suggestions about the actions the DSL has taken to ensure the safety of the children and staff attending the school
- The DSL records details of discussions and liaison with the LADO including dates, type of contact, advice given, actions agreed and updates on the child's case file.
- Parents/carers are not normally informed until discussion with the LADO has taken place, however in some circumstances the DSL may need to advise parents of an incident involving their child straight away, for example if the child has been injured and requires medical treatment.
- Staff do not investigate the matter unless the LADO has specifically advised them to investigate internally. Guidance should also be sought from the LADO regarding whether or not suspension should be considered. The person dealing with the allegation must take steps to ensure that the immediate safety of children, parents and staff is assured. It may be that in the short-term measures other than suspension, such as requiring a staff member to be office based for a day, or ensuring they do not work unsupervised, can be employed until contact is made with the LADO and advice given.
- The DSL ensures staff fill in Safeguarding incident reporting form.
- If after discussion with the DSL, the LADO decides that the allegation is not obviously false, and there is cause to suspect that the child/ren is suffering or likely to suffer significant harm, then the LADO will normally refer the allegation to children's social care.
- If notification to Ofsted is required the DSL will inform Ofsted as soon as possible, but no later than 14 days after the event has occurred. The DSL will liaise with the LA about notifying Ofsted.
- The DSL ensures that the Confidential safeguarding incident report form is completed and sent to the management teams as well.
- Avenues such as performance management or coaching and supervision of staff will also be used instead of disciplinary procedures where these are appropriate and proportionate. If an allegation is ultimately upheld the LADO may also offer a view about what would be a proportionate response in relation to the accused person.
- The DSL must consider revising or writing a new risk assessment where appropriate, for example if the incident related to an instance where a member of staff has physically intervened to ensure a child's safety, or if an incident relates to a difficulty with the environment such as where parents/carers and staff are coming and going and doors are left open.

- All allegations are investigated even if the person involved resigns or ceases to be a volunteer.

### **Allegations against agency staff**

Any allegations against agency staff must be responded to as detailed in this procedure. In addition, the DSL must contact the agency following advice from the LADO.

### **Allegations against the DSL**

- If a member of staff has concerns that the DSL has behaved in a way that indicates they are not suitable to work with children as listed above, this is reported to the director who will investigate further.
- During the investigation, the director will identify another suitably experienced person to take on the role of DSL.
- If an allegation is made against the director, then the trustees are informed.

### **Recording**

- A record is made of an allegation/concern, along with supporting information, using Safeguarding incident reporting form; normally by the practitioner who has observed the incident. This is then entered on the file of the child, and the Child welfare and protection summary is completed and placed in the front of the child's file.
- If the allegation refers to more than one child, this is recorded in each child's file
- If relevant, a child protection referral is made, with details held on the child's file.

### **Disclosure and Barring Service**

If a member of staff is dismissed because of a proven or strong likelihood of child abuse, inappropriate behaviour towards a child, or other behaviour that may indicate they are unsuitable to work with children such as drug or alcohol abuse, or other concerns raised during supervision when the staff suitability checks are done, a referral to the Disclosure and Barring Service is made.

### **Escalating concerns**

- If a member of staff believes at any time that children may be in danger due to the actions or otherwise of a member of staff or volunteer, they must discuss their concerns immediately with the DSL.
- If after discussions with the DSL, they still believe that appropriate action to protect children has not been taken they must speak to the director.
- If there are still concerns then the whistle blowing procedure must be followed, as set out in Responding to safeguarding or child protection concerns.

## 7.3 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 the entrance and shared fence. 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 school 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 school; he or she may or may not be a hazard to the school.

- An individual who appears to have no business in the school 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 school manager/deputy 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 school and will be managed by the responding emergency service (see procedure Terrorist threat/attack and lock-down).
- The DSL informs the director 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/deputy completes Confidential safeguarding incident report form. The owners/trustees/directors ensure a robust organisational response and ensure that learning is shared.

## 7.4 Uncollected child

If a child is not collected by closing time, or the end of the session and there has been no contact from the parent/carer, or there are concerns about the child's welfare then this procedure is followed.

- The DSL/DDSL is informed of the uncollected child as soon as possible and attempts to contact the parents/carers by phone.
- If the parents/carers cannot be contacted, the DSL/DDSL uses the emergency contacts to inform a known carer of the situation and arrange collection of the child.
- After one hour, the DSL contacts the local social care out-of-hours duty officer if the parents/carers or other known carer cannot be contacted and there are concerns about the child's welfare or the welfare of the parents/carers.
- The DSL/DDSL should arrange for the collection of the child by social care.
- Where appropriate the DSL should also notify police.

### **Members of staff do not:**

- go off the premises to look for the parents/carers
- leave the premises to take the child home or to a carer
- offer to take the child home with them to care for them in their own home until contact with the parent/carer is made
- Staff make a record of the incident in the child's file. A record of conversations with parents/carers should be made, with parents/carers being asked to sign and date the recording.
- This is logged on the child's personal file along with the actions taken. Confidential safeguarding incident report form should also be completed if there are safeguarding and welfare concerns about the child, or if Social Care have been involved due to the late collection.
- If there are recurring incidents of late collection, a meeting is arranged with the parents/carers to agree a plan to improve time-keeping and identify any further support that may be required.

## 7.5 Missing child

### **In the building**

- As soon as it is noticed that a child is missing, the member of staff informs the DSL/DDSL who initiates a search within the school.
- If the child is found on-site, the DSL/DDSL checks on the welfare of the child and investigates the circumstances of the incident.
- If the child is not found on site, one member of staff searches the immediate vicinity, if there is no sign of the child, the police are called immediately.
- The parents/carers are then called and informed.
- The DLS contacts the LA consultant, to inform them of the situation and seek assistance.

### **Off-site (outing or walk)**

- As soon as it is noticed that a child is missing, the senior staff present carries out a headcount.
- One member of staff searches the immediate vicinity.
- If the child is not found, the senior staff calls the police and then contacts the DSL/DDSL.
- The DSL informs the parents.
- Members of staff return the children to the school as soon as possible if it is safe to do so. According to the advice of the police, one senior member of staff should remain at the site where the child went missing and wait for the police to arrive.

### **Recording and reporting**

A record is made on Child welfare and protection summary and Safeguarding incident reporting form. The manager as DSL completes and circulates Confidential safeguarding incident report form to the director/owner/trustees on the same day that the incident occurred.

### **The investigation**

- Ofsted are informed as soon as possible (and at least within 14 days).
- The DSL carries out a full investigation.
- The DSL and the headteacher speak with the parents/carers together and explain the process of the investigation
- Each member of staff present during the incident writes a full report using Safeguarding incident reporting form, which is filed in the child's file. Staff do not discuss any missing child incident with the press.

## 7.6 Incapacitated parent/carer

Incapacitated refers to a condition which renders a parent/carer unable to take responsibility for their child; this could be at the time of collecting their child from the school or on arrival. Concerns may include:

- appearing drunk
- appearing under the influence of drugs
- demonstrating angry and threatening behaviour to the child, members of staff or others
- appearing erratic or manic

### **Informing**

- If a member of staff is concerned that a parent/carer displays any of the above characteristics, they inform the DSL/DDSL as soon as possible.
- The DSL/DDSL assesses the risk and decides if further intervention is required.
- If it is decided that no further action is required, a record of the incident is made on form Safeguarding incident reporting form.
- If intervention is required, the DSL/DDSL speaks to the parent/carer in an appropriate, confidential manner.
- The DSL/DDSL will, in agreement with the parent/carer, use emergency contacts listed for the child to ask an alternative adult to collect the child.
- The emergency contact is informed of the situation by the DSL/DDSL and of the school's requirement to inform social care of their contact details.
- If there is no one suitable to collect the child social care are informed.
- If violence is threatened towards anybody, the police are called immediately.
- If the parent takes the child from the school while incapacitated the police are called immediately and a referral is made to social care.

### **Recording**

- The DSL/DDSL completes Safeguarding incident reporting form and if social care were contacted Confidential safeguarding incident report form is completed by the DSL. If police were contacted Confidential safeguarding incident report form should also be copied to the owners/directors/trustees.
- Further updates/notes/conversations/ telephone calls are recorded.

## **7.7 Death of a child on-site**

### **Identifying**

- If it is suspected that a child has died in the school, emergency resuscitation will be given to the child by a qualified First Aider until the ambulance arrives.
- Only a medical practitioner can confirm a child has died.

### **Informing**

- The DSL/DDSL ensures emergency services have been contacted; ambulance and police.
- The parents/carers are contacted and asked to come to the school immediately, informing them that there has been an incident involving their child and that an ambulance has been called; asking them to come straight to the school or hospital as appropriate.
- The owners/trustees/directors are contacted and Confidential safeguarding incident report form prepared by the DSL/DDSL.
- A member of staff is delegated to phone all parents/carers to collect their children. The reason given must be agreed by the director and the information given should be the same to each parent.
- The decision on how long the school will remain closed will be based on police advice.
- Ofsted are informed of the incident by the nominated person and a RIDDOR report is made.
- Staff will not discuss the death of a child with the press.

### **Responding**

- The owners/trustees/directors will decide how the death is investigated within the organisation after taking advice from relevant agencies.
- The owners/trustees/directors will coordinate support for staff and children to ensure their mental health and well-being.

## 7.8 Looked after children

### **Identification.**

A 'Looked after Child' is a child in public care, who is placed with foster carers, in a residential home or with parents or other relatives.

### **Services provided to Looked After Children**

#### **Two-year-olds**

- Places will be offered to two-year-old children who are looked after; where the placement in the school will normally last a minimum of three months.
- Where the child is already in attendance and has a secure attachment with an existing key person a continuation of the existing place will be offered.

#### **Three- and four-year-olds**

- Places will be offered for funded three- and four-year -olds who are looked after; where the placement in the school will normally last a minimum of six weeks.
- If a child who attends a school is taken into care and is cared for by a local carer the place will continue to be made available to the child.

#### **Additional Support**

- The DSL and key person liaise with agencies and professionals involved with the child, and his or her family, and ensure appropriate information is gained and shared.
- A meeting of professionals involved with the child is convened by the school at the start of a placement. A Personal Education Plan (PEP) for children over 3 years old is put in place within 10 days of the child becoming looked after.
- Following this meeting, Care plan for looked after children form is completed. The care plan is reviewed after two weeks, six weeks, three months, and thereafter at three to six monthly intervals.
- Regular contact will be maintained with the social worker through planned meetings, which will include contribution to the PEP which is reviewed annually.



## 7.9 Anti-Bullying and Anti-Discrimination Policy

Every child should be able to learn in a school environment in which they feel safe and supported. At Maeda Gakuen we take seriously the impact of bullying and discrimination. Students and parents should be assured that known incidents of bullying and discrimination will be responded to. bullying and discrimination will not be tolerated. The ethos of our school fosters high expectations of outstanding behavior and we will consistently challenge any conduct that falls below this.

### **At Maeda Gakuen we are committed to:**

- Actively tackling any forms of bullying and discrimination
- Creating an environment free from bullying and discrimination
- Promoting equal opportunities
- Promoting good relations between everyone at the school
- Eliminate unlawful discrimination
- Develop good life skills in our students, parents and staff which will help guard against prejudice.

### **Definition of Bullying**

Bullying is unacceptable Behavior Used by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.

### **Definition of Discrimination**

The practice of unfairly treating a person or group of people differently from other people or groups of people.

### **The difference between peer conflict and bullying**

Typical peer conflict:

- Equal power between students
- Students involved may be friends
- Incident do not happen often
- The incidents are not planned
- People show that they are sorry afterwards
- Interest in repairing relationship
- Both students play active role

- Students may be supported by friends
- There is an intention to solve a problem

### **Bullying**

- One student has more power than the other
- No real friendship between students
- The behavior happens often
- Incidents are planned
- Bully shifts blame, there is no apology
- No interest in repairing relationship
- Incident is one-sided
- Target is alone without friends' support
- Intention is to gain power, control, or items

### **Bullying and discrimination can be:**

Emotional	Being deliberately unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, biting, hitting, punching or any use of violence
Racial	Racial taunt, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of, or focusing on the issue of sexuality
Verbal Comments (Direct or Indirect)	Name-calling, sarcasm, spreading rumours, teasing
Cyber Bullying	All areas of the Internet, such as email and Internet chat, Twitter, Facebook misuse, mobile threats by text messaging and calls, misuse of associated technology e.g camera and video facilities

### **Bullying and discrimination may be related to:**

- Race
- Gender
- Faith, religion or belief
- Age
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation

(The above list is not meant to be exhaustive)

### **Responsibilities**

The school leadership team is responsible for monitoring the effective application of the Anti-Bullying and Anti-Discrimination policy and procedures to ensure compliance.

The head of the school is responsible for:

- Making sure the Anti-Bullying and Anti-Discrimination policy is readily available and all stakeholders are aware of the policy
- Making sure the Anti-Bullying and Anti-Discrimination policy and its procedures are followed
- Producing regular information for staff and board about the policy and its impact and providing training for them on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out, if necessary
- Taking appropriate action in all cases of bullying.

All students are responsible for:

- Identifying and reporting incidents and being able to recognize and Report bullying
- Promoting equal opportunities and good Relations and avoiding discrimination against others.

All staff are responsible for:

- Dealing with any incidents of bullying and discrimination

- Being able to recognize and respond to bullying and discrimination
- Avoiding discrimination against others
- Taking up training and learning opportunities when provided
- Given the age of the students, staff need to take active measures in promoting a safe and secure environment for all children to thrive. As a part of their practice and the Early Years Foundations Stage framework all staff must promote personal social and emotional development of students, teach them about relationships and friendships and promote respectful behavior and tolerance.
- Embed British values through their practice to avoid incidents of Bullying and Discrimination.
- Staff need to be extra vigilant, as young pupils may not be able to report incidents of child on child bullying which might take the form of teasing and making hurtful comments intentionally.

All staff must remain vigilant about bullying and discriminatory behaviors. They must not wait to be told before raising a concern or deal directly with the matter. Children may not be aware that they are being bullied or discriminated against. For example, they may be too young or have a level of special Educational Needs or Disability which means that they may be unable to realise what others may be doing to them.

## **7.10 E-safety (including all electronic devices with internet capacity)**

### **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 designated health and safety officer 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

### **Internet access**

- Children never have unsupervised access to the internet.
- The designated health and safety officer 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 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](http://www.iwf.org.uk).

The school 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 such as tablets and smart watches)**

- Personal mobile phones (including smart watches) 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 designated health and safety officer completes a risk assessment for where they can be used safely.
- Personal mobile phones and smart watches are switched off and stored in lockers or a locked office drawer.
- In an emergency, personal mobile phones may be used in the privacy of the office with permission.
- Smart watches worn exclusively for health reasons, e.g. monitoring blood pressure, heart rate, etc. may be worn with manager's permission, but must be set to flight mode during working hours. (Does not include break times. However, staff must not be around children when using such devices.)
- Staff ensure that contact details of the school 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/carers 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 school.
- 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 school.

- Camera and video use is monitored by the headteacher.
- Where parents/carers 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/carers 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 school 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](http://www.nspcc.org.uk) or ChildLine Tel: 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

### **Use of social media**

#### **Staff are expected to:**

- understand how to manage their security schools 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 school
- 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 schools to personal social networking and restrict those who are able to access
- not accept service users/children/parents/carers as friends, as it is a breach of professional conduct
- report any concerns or breaches to the DSL/DDSL in their school
- not engage in personal communication, including on social networking sites, with children and parents/carers with whom they act in a professional capacity. There may be occasions when the practitioner and family are friendly prior to the child coming to the

school. 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 person who follow procedure Allegations against staff, volunteers or agency staff.



## 7.11 Online Safety Filtering and Monitoring Policy

### Introduction

The Department for Education's statutory guidance 'Keeping Children Safe in Education' obliges schools and colleges in England to "ensure appropriate filters and appropriate monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school or college's IT system" however, schools will need to be careful that over blocking does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding." Whilst internet filtering has always been provided by schools, it is the 'strengthened measures' that are now a key part of Ofsted online safety during inspections. It is important to recognise that no filtering systems can be 100% effective and need to be supported with good teaching and learning practice and effective supervision.

### Aims

Maeda Gakuen Yochien aims to:

- Ensure safe and appropriate use of technology.
- Prevent access to illegal material.
- Ensure network and device security and integrity.
- Facilitate appropriate access for IT management and support.

### Legislation and Guidance

Maeda Gakuen Yochien follows and complies with the Department for Education Filtering and Monitoring Standards

(<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>)

### Roles and Responsibilities

#### School Leadership Team (SLT)

- Monitor the effectiveness of safeguarding within the school.
- Keep abreast of statutory changes of government policy.
- Monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

#### School's IT Manager

- Ensure the school has appropriate filters and monitoring systems in place and check the appropriateness of them.
- Implementation of technical measures necessary to meet the standards.
- Co-ordination with external vendors to ensure appropriate configuration of tools and systems.
- Ensure the school meets all legal requirements for online monitoring and filtering.

### **Head Teacher and DSL/DDSL**

- Notify of any changes to staff for reporting alerts.
- Ensure staff are aware of their responsibilities receiving automated notifications.
- Ensure the school implements the relevant statutory arrangements for online monitoring and filtering.

### **Staff**

- Follow the Maeda Gakuen Yochien's online safety policy with regard to appropriateness use of the internet and use reporting mechanisms to alert the Head Teacher and/or DSL to any breaches in filtering and monitoring systems.

The IT manager (Mr M. Satake) has put filtering and monitoring technology in place to ensure the safety of all staff and pupils accessing the Internet. Students are not allowed to use any Internet enabled devices without being monitored. In case of a breach, the devices will be locked temporarily and an automatic notification will appear on the device. The IT manager will take charge of handing the devices and notify the Head Teacher and DSL.

### **Reporting**

In case a violation of filtering or monitoring rules is detected relating to student use, the Head Teacher and DSL/DDSL are alerted by the IT manager who gets an automatic alert from the detecting system.

## 7.12 Key person supervision

Staff taking on the role of key person must have supervision meetings in line with this procedure.

### Structure

- Supervision meetings are held every 8-12 weeks for key persons. For part-time staff this may be less frequent but at least every 10-12 weeks
- Key persons are supervised by the school manager or deputy.
- Supervision meetings are held in a confidential space suitable for the task
- Key persons should prepare for supervision by having the relevant information to hand.

### Content

- The child focused element of supervision meetings must include discussion about:
  - the development and well-being of the supervisee's key children and offer staff opportunity to raise concerns in relation to any child attending. Safeguarding concerns must always reported to the DSL/DDSL immediately and not delayed until a scheduled supervision meeting
  - reflection on the journey a child is making and potential well-being or safeguarding concerns for the children they have key responsibility for
  - promoting the interests of children.
  - coaching to improve professional effectiveness based on a review of observed practice/teaching
  - reviewing plans and agreements from previous supervisions including any identified learning needs for the member of staff
- During supervision staff can discuss any concerns they have about inappropriate behaviour displayed by colleagues, but must never delay until a scheduled supervision to raise concerns.
- Staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children that have occurred during their employment. New information is referred immediately to the designated officer.

### Recording

- Key person supervision discussions are recorded and is retained by the supervisor and a copy provided to the key person.
- The key person and supervisor must sign and date the minutes of supervision within 2 weeks of it happening and disagreements over recorded content must be minuted.

- Each member of staff has a supervision file that is stored securely at all times.
- Concerns raised during supervision about an individual child's welfare may result in safeguarding concerns not previously recognised as such, these are recorded on Safeguarding incident reporting form and placed on the child's file. The reasons why the concerns have not previously been considered are explored.
- Additional safeguarding or welfare decisions made in relation to a child during supervision are recorded on the individual case file. The supervisor (if not the DSL) should ensure the recording is made and the DSL is notified.

### **Checking continuing suitability**

- Supervisors check with staff if there is any new information pertaining to their suitability to work with children. This only needs to be recorded on the supervision meeting record.
- Where staff are on zero hours contracts or are employed as and when needed, their line manager completes the staff suitability self-declaration form quarterly, and/or at the beginning of every new period of work.
- Regarding the use of agency staff/support workers/self-employed persons there is an expectation that as part of the agreement with agencies they have sought information regarding their employee's suitability to work with children. Line managers must review this regularly.
- The position for students on placement is the same as that for agency staff.

### **Exceptional Circumstances**

Where exceptional circumstances prevent staff from conducting supervision as outlined in this procedure, the line manager is informed in writing, a copy placed on the supervision file and the appropriate actions agreed to ensure that the school meets its obligations within the EYFS.

#### *Further guidance:*

Recruiting Early Years Staff (Pre-school Learning Alliance 2016)

People Management in the Early Years (Pre-school Learning Alliance 2016)

## 8. Record keeping policy

Alongside associated procedures in Record keeping, this policy was adopted by Maeda Gakuen on 13th April 2024.

### **Aim**

We have record keeping systems in place for the safe and efficient management of the school and to meet the needs of the children; that meet legal requirements for the storing and sharing of information within the framework of the GDPR and the Human Rights Act.

### **Objectives**

- Children's records are kept in personal files, divided into appropriate sections, and stored separately from their developmental records.
- Children's personal files contain registration information as specified in procedure Children's records and data protection.
- Children's personal files contain other material described as confidential as required, such as Common Assessment Framework assessments, Early Support information or Education, Health and Care Plan (EHCP, case notes including recording of concerns, discussions with parents, and action taken, copies of correspondence and reports from other agencies.
- Ethnicity data is only recorded where parents have identified the ethnicity of their child themselves.
- Confidentiality is maintained by secure storage of files in a locked cabinet with access restricted to those who need to know. Client access to records is provided for within procedure Client access to records.
- Staff know how and when to share information effectively if they believe a family may require a particular service to achieve positive outcomes
- Staff know how to share information if they believe a child is in need or at risk of suffering harm.
- Staff record when and to whom information has been shared, why information was shared and whether consent was given. Where consent has not been given and staff have taken the decision, in line with guidelines, to override the refusal for consent, the decision to do so is recorded.
- Guidance and training for staff specifically covers the sharing of information between professions, organisations, and agencies as well as within them, and arrangements for training takes account of the value of multi-agency as well as single agency working.

### **Records**

The following information and documentation are also held:

- name, address and contact details of the provider and all staff employed on the premises
- name address and contact details of any other person who will regularly be in unsupervised contact with children
- a daily record of all children looked after on the premises, their hours of attendance and their named key person
- certificate of registration displayed and shown to parents on request
- records of risk assessments
- record of complaints

*Legal references:*

General Data Protection Regulation 2018

Freedom of Information Act 2000

Human Rights Act 1998

Statutory Framework for the Early Years Foundation Stage (DfE 2021)

Data Protection Act 2018

Further guidance

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers. (HMG 2018)

## 8.1 Children's records and data protection

### Principles of data protection: lawful processing of data

Personal data shall be:

- processed lawfully, fairly and in a transparent manner in relation to the data subject
- collected for specified, explicit and legitimate purposes and not further processed in a manner that is not compatible for these purposes
- adequate, relevant and necessary in relation to the purposes for which they are processed
- accurate, and where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purpose for which they are processed, are erased or rectified without delay
- kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed
- processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures ("integrity and confidentiality") Article 5 of the General Data Protection Regulations (2018)

Practitioners should process data, record and share information in line with the principles above.

### General safeguarding recording principles

- It is vital that all relevant interactions linked to safeguarding children's and individual's welfare are accurately recorded.
- All recordings should be made as soon as possible after the event.
- Recording should be to a good standard and clear enough to enable someone other than the person who wrote it, to fully understand what is being described.
- Recording can potentially be viewed by a parent/carer or Ofsted inspector, by the successors of the practitioners who record, and may be used in a family Court as relevant evidence to decide whether a child should remain with their biological parents, or be removed to live somewhere else. Recording needs to be fair and accurate, non-judgemental in tone, descriptive, relevant, and should clearly show what action has been taken to safeguard a child, and reflect decision-making relating to safeguarding.
- Recording should be complete, it should show what the outcome has been, what happened to referrals, why decisions were made to share or not share information, and it

should contain summaries and minutes of relevant multi-agency meetings and multi-agency communication.

- If injuries or other safeguarding concerns are being described the description must be clear and accurate and should give specific details of the injury observed and where it is located.

### **The principles of GDPR and effective safeguarding recording practice are upheld**

- Recording is factual and non-judgemental.
- The procedure for retaining and archiving personal data and the retention schedule and subsequent destruction of data is adhered to.
- Parents/carers and children where appropriate are made aware of what will be recorded and in what circumstances information is shared, prior to their child starting at the school. Parents/carers are issued with Privacy notice and should give signed, informed consent to recording and information sharing prior to their child attending the school. If a parent/carer would not expect their information to be shared in any given situation, normally, they should be asked for consent prior to sharing.
- There are circumstances where information is shared without consent to safeguard children. These are detailed below, but in summary, information can be shared without consent if a practitioner is unable to gain consent, cannot reasonably be expected to gain consent, or gaining consent places a child at risk.
- Records can be accessed by and information may be shared with local authority professionals. If there are significant safeguarding or welfare concerns, information may also be shared with a family proceedings Court or the police. Practitioners are aware of information sharing processes and all families should give informed consent to the way the school will use, store and share information.
- Recording should be completed as soon as possible and within 5 working days as a maximum for safeguarding recording timescales.
- If a child attends more than one school, a two-way flow of information is established between the parents/carers, and other providers. Where appropriate, comments from others (as above) are incorporated into the child's records.

### **Children's personal files**

- Appropriate files must be used to store information securely and unauthorised personnel should not have access to confidential information.
- The sections contained are as follows:
  - personal details: registration form and consent forms.



- contractual matters: copies of contract, days and times, record of fees, any fee reminders or records of disputes about fees.
  - SEND support requirements
  - additional focussed intervention provided by the school e.g. support for behaviour, language or development that needs an Action Plan at school level
  - records of any meetings held
  - welfare and safeguarding concerns: correspondence and reports: all letters and emails to and from other agencies and confidential reports from other agencies
- Children's personal files are kept in a filing cabinet, which is always locked when not in use.
  - Correspondence in relation to a child is read, any actions noted, and filed immediately
  - Access to children's personal files is restricted to those authorised to see them and make entries in them, this being the school manager, deputy or DSL/DDSL for child protection, the child's key person, or other staff as authorised by the school manager.
  - Children's personal files are not handed over to anyone else to look at.
  - Children's files may be handed to Ofsted as part of an inspection or investigation; they may also be handed to local authority staff conducting an audit as long as authorisation is seen.

During unprecedented times, such as the Covid-19 outbreak, there may be the need to keep additional records as part of outbreak management. A central record of all confirmed cases of Covid-19 that affect any member of staff or service user is held. This record does not contain personal details about the individual (unless a member of staff).

A record is kept of individual cases of children/families who are self-isolating due to symptoms as per usual record-keeping procedures. In all cases the principles of data protection are maintained.

## 8.2 Confidentiality, recording and sharing information

Most things that happen between the family, the child and the school are confidential to the school. In certain circumstances information is shared, for example, a child protection concern will be shared with other professionals including social care or the police, and schools will give information to children's social workers who undertake investigations. Normally, parents should give informed consent before information is shared, but in some instances, such as if this may place a child at risk, or a serious offence may have been committed, parental consent should not be sought before information is shared. Local Safeguarding Partners (LSP) procedures should be followed when making referrals, and advice sought if there is a lack of clarity about whether or not parental consent is needed before making a referral due to safeguarding concerns.

- Staff discuss children's general progress and well-being together in meetings, but more sensitive information is restricted to DSL/DDSL and key persons and shared with other staff on a need-to-know basis.
- Members of staff do not discuss children with staff who are not involved in the child's care, nor with other parents or anyone else outside of the organisation, unless in a formal and lawful way.
- Discussions with other professionals should take place within a professional framework, not on an informal basis. Staff should expect that information shared with other professionals will be shared in some form with parent/carers and other professionals, unless there is a formalised agreement to the contrary, i.e. if a referral is made to children's social care, the identity of the referring agency and some of the details of the referral is likely to be shared with the parent/carer by children's social care.
- It is important that members of staff explain to parents/carers that sometimes it is necessary to write things down in their child's file and explain the reasons why.
- When recording general information, staff should ensure that records are dated correctly and the time is included where necessary, and signed.
- Welfare/child protection concerns are recorded on Safeguarding incident reporting form. Information is clear and unambiguous (fact, not opinion), although it may include the practitioner's thoughts on the impact on the child.
- Records are non-judgemental and do not reflect any biased or discriminatory attitude.
- Not everything needs to be recorded, but significant events, discussions and telephone conversations must be recorded at the time that they take place.
- Recording should be proportionate and necessary.

- When deciding what is relevant, the things that cause concern are recorded as well as action taken to deal with the concern. The appropriate recording format is filed within the child's file.
- Information shared with other agencies is done in line with these procedures.
- Where a decision is made to share information (or not), reasons are recorded.
- Staff may use a computer to type reports, or letters. Where this is the case, the typed document is stored in a password protected folder on designated work computer and never saved on a shared drive or personal device.
- Additional guidance in relation to information sharing about adults is given by the Social Care Institute for Excellence, at [www.scie.org.uk/safeguarding/adults/practice/sharing-information](http://www.scie.org.uk/safeguarding/adults/practice/sharing-information)
- Staff should follow guidance including Working Together to Safeguard Children (DfE 2018); Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers 2018 and What to do if you're Worried a Child is Being Abused (HMG 2015)

### **Confidentiality definition**

- Personal information of a private or sensitive nature, which is not already lawfully in the public domain or readily available from another public source, and has been shared in a relationship, where the person giving the information could reasonably expect it would not be shared with others.
- Staff can be said to have a 'confidential relationship' with families. Some families share information about themselves readily; members of staff need to check whether parents/carers regard this information as confidential or not.
- Parents/carers sometimes share information about themselves with other parents/carers as well as staff; the school cannot be held responsible if information is shared beyond those parents/carers whom the person has confided in.
- Information shared between parents/carers in a group is usually bound by a shared agreement that the information is confidential and not discussed outside. The school manager is not responsible should that confidentiality be breached by participants.
- Where third parties share information about an individual; staff need to check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.
- Information shared is confidential to the school.
- Practitioners ensure that parents/carers understand that information given confidentially will be shared appropriately within the school (for instance with the DSL, during

supervision) and should not agree to withhold information from the DSL or their line manager.

### **Breach of confidentiality**

- A breach of confidentiality occurs when confidential information is not authorised by the person who provided it, or to whom it relates, without lawful reason to share.
- The impact is that it may put the person in danger, cause embarrassment or pain.
- It is not a breach of confidentiality if information was provided on the basis that it would be shared with relevant people or organisations with lawful reason, such as to safeguard an individual at risk or in the public interest, or where there was consent to the sharing.
- Procedure Children's records and data protection must be followed.

### **Exception**

- GDPR enables information to be shared lawfully within a legal framework. The Data Protection Act 2018 balances the right of the person about whom the data is stored with the possible need to share information about them.
- The Data Protection Act 2018 contains "safeguarding of children and individuals at risk" as a processing condition enabling "special category personal data" to be processed and to be shared. This allows practitioners to share without consent if it is not possible to gain consent, if consent cannot reasonably be gained, or if gaining consent would place a child at risk.
- Confidential information may be shared without authorisation - either from the person who provided it or to whom it relates, if it is in the public interest and it is not possible or reasonable to gain consent or if gaining consent would place a child or other person at risk. The Data Protection Act 2018 enables data to be shared to safeguard children and individuals at risk. Information may be shared to prevent a crime from being committed or to prevent harm to a child, Information can be shared without consent in the public interest if it is necessary to protect someone from harm, prevent or detect a crime, apprehend an offender, comply with a Court order or other legal obligation or in certain other circumstances where there is sufficient public interest.
- Sharing confidential information without consent is done only in circumstances where consideration is given to balancing the needs of the individual with the need to share information about them.
- When deciding if public interest should override a duty of confidence, consider the following:
  - is the intended disclosure appropriate to the relevant aim?
  - what is the vulnerability of those at risk?

- is there another equally effective means of achieving the same aim?
- is sharing necessary to prevent/detect crime and uphold the rights and freedoms of others?
- is the disclosure necessary to protect other vulnerable people?

The decision to share information should not be made as an individual, but with the backing of the DSL who can provide support, and sometimes ensure protection, through appropriate structures and procedures.

### **Obtaining consent**

Consent to share information is not always needed. However, it remains best practice to engage with people to try to get their agreement to share where it is appropriate and safe to do so.

Using consent as the lawful basis to store information is only valid if the person is fully informed and competent to give consent and they have given consent of their own free will, and without coercion from others, Individuals have the right to withdraw consent at any time.

You should not seek consent to disclose personal information in circumstances where:

- someone has been hurt and information needs to be shared quickly to help them
- obtaining consent would put someone at risk of increased harm
- obtaining consent would prejudice a criminal investigation or prevent a person being questioned or caught for a crime they may have committed
- the information must be disclosed regardless of whether consent is given, for example if a Court order or other legal obligation requires disclosure

NB. The serious crimes indicated are those that may harm a child or adult; reporting confidential information about crimes such as theft or benefit fraud are not in this remit.

- Schools are not obliged to report suspected benefit fraud or tax evasion committed by clients, however, they are obliged to tell the truth if asked by an investigator.
- Parents/carers who confide that they are working while claiming should be informed of this and should be encouraged to check their entitlements to benefits, as they it may be beneficial to them to declare earnings and not put themselves at risk of prosecution.

### **Consent**

- Parents/carers share information about themselves and their families. They have a right to know that any information they share will be regarded as confidential as outlined in Privacy notice. They should also be informed about the circumstances, and reasons for the school being under obligation to share information.

- Parents/carers are advised that their informed consent will be sought in most cases, as well as the circumstances when consent may not be sought, or their refusal to give consent overridden.
- Where there are concerns about whether or not to gain parental consent before sharing information, for example when making a Channel or Prevent referral the school manager must inform their line manager for clarification before speaking to parents/carers.
- Consent must be informed - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information.

### **Separated parents**

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides.
- Where there is a dispute, this needs to be considered carefully.
- Where the child is looked after, the local authority, as 'corporate parent' may also need to be consulted before information is shared.

### **Age for giving consent**

- A child may have the capacity to understand why information is being shared and the implications. For most children under the age of eight years in a nursery or out of school childcare context, consent to share is sought from the parent, or from a person who has parental responsibility.
- Young persons (16-19 years) are capable of informed consent. Some children from age 13 onwards may have capacity to consent in some situations. Where they are deemed not to have capacity, then someone with parental responsibility must consent. If the child is capable and gives consent, this may override the parent's wish not to give consent.
- Adults at risk due to safeguarding concerns must be deemed capable of giving or withholding consent to share information about them. In this case 'mental capacity' is defined in terms of the Mental Capacity Act 2005 Code of Practice (Office of the Public Guardian 2007). It is rare that this will apply in the context of the school.

### **Ways in which consent to share information can occur**

- Policies and procedures set out the responsibility of the school regarding gaining consent to share information, and when it may not be sought or overridden.
- Information in leaflets to parents/carers, or other leaflets about the provision, including privacy notices.
- Consent forms signed at registration (for example to apply sun cream).
- Notes on confidentiality included on every form the parent/carer signs.

- Parent/carers signatures on forms giving consent to share information about additional needs, or to pass on child development summaries to the next provider/school.

*Further guidance:*

Working Together to Safeguard Children (DfE 2018)

[www.gov.uk/government/publications/working-together-to-safeguard-children--2](http://www.gov.uk/government/publications/working-together-to-safeguard-children--2)

Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (HMG 2018)

[www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice](http://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice)

What to do if you're Worried a Child is Being Abused (HMG 2015)

[www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2](http://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2)

Mental Capacity Act 2005 Code of Practice (Office of the Public Guardian 2007)

[www.gov.uk/government/publications/mental-capacity-act-code-of-practice](http://www.gov.uk/government/publications/mental-capacity-act-code-of-practice)

## 8.3 Client access to records

Under the General Data Protection Regulations there are additional rights granted to data subjects which must be protected by the school.

The parent/carer is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that the school has compiled on them.

- If a parent/carer wishes to see the file, a written request is made, which the school acknowledges in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Information must be provided within 30 days of receipt of request. If the request for information is not clear, the manager must receive legal guidance, for instance, from Law-Call. In some instances it may be necessary to allow extra time in excess to the 30 days to respond to the request. An explanation must be given to the parent/carer where this is the case. The maximum extension time is 2 months.
- A fee may be charged to the parent for additional requests for the same material, or any requests that will incur excessive administration costs.
- The school manager informs their line manager and legal advice is sought.
- The school manager goes through the file with their line manager and ensures all documents are filed correctly, entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party. The school manager should always ensure that recording is of good quality, accurate, fair, balanced and proportionate and should have quality assurance processes in place to ensure that files are checked for quality regularly and that any issues are addressed promptly.
- Each of those individuals are written to explaining that the subject of the file has requested sight of the file which contains a reference to them, stating what this is.
- They are asked to reply in writing to the school manager giving or refusing consent for disclosure of that material.
- Copies of these letters and their replies are kept on the child's file.
- Agencies will normally refuse consent to share information, and the parent/carer should be redirected to those agencies for a request to see their file held by that agency.
- Entries where you have contacted another agency may remain, for example, a request for permission from social care to leave in an entry where the parent was already party to that information.



- Each family member noted on the file is a third party, so where there are separate entries pertaining to each parent, step-parent, grandparent etc, each of those have to be written to regarding third party consent.
- Members of staff should also be written to, but the school reserves the right under the legislation to override a refusal for consent, or just delete the name and not the information.
  - If the member of staff has provided information that could be considered 'sensitive', and the staff member may be in danger if that information is disclosed, then the refusal may be granted.
  - If that information is the basis of a police investigation, then refusal should also be granted.
  - If the information is not sensitive, then it is not in the school's interest to withhold that information from a parent/carer. It is a requirement of the job that if a member of staff has a concern about a child and this is recorded; the parents/carers are told this at the start and in most cases, concerns that have been recorded will have been discussed already, so there should be no surprises.
  - The member of staff's name can be removed from an entry, but the parent/carer may recognise the writing or otherwise identify who had provided that information. In the interest of openness and transparency, the school manager may consider overriding the refusal for consent.
  - In each case this should be discussed with members of staff and decisions recorded.
- When the consent/refusals have been received, the school manager takes a photocopy of the whole file. On the copy file the document not to be disclosed is removed (e.g. a case conference report) or notes pertaining to that individual in the contact pages blanked out using a thick marker pen.
- The copy file is then checked by the line manager and legal advisors verify that the file has been prepared appropriately, for instance, in certain circumstances redaction may be appropriate, for instance if a child may be damaged by their data being seen by their parent/carer, e.g. if they have disclosed abuse. This must be clarified with the legal adviser.
- The 'cleaned' copy is then photocopied again and collated for the parent to see.
- The school manager informs the parent/carer that the file is now ready and invites him/her to make an appointment to view it.

- The school manager and their line manager meet with the parent/carer to go through the file, explaining the process as well as what the content records about the child and the work that has been done. Only the persons with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
- The parent/carer may take a copy of the prepared file away, but it is never handed over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. If recording procedures and guidelines have been followed, the material should reflect an accurate and non-judgemental account of the work done with the family.
- If a parent/carer feels aggrieved about any entry in the file, or the resulting outcome, then the parent should be referred to section Complaints procedure for parents/carers and service users.
- The law requires that information held must be accurate, and if a parent/carer says the information held is inaccurate then the parent/carer has a right to request it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent/carer, the school retains the right not to change the entry but can record the parent's view. In most cases, a parent would have had the opportunity at the time to state their side of the matter, and this should have been recorded there and then.
- If there are any controversial aspects of the content of a client's file, legal advice must be sought. This might be where there is a court case between parents or where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
- A school should never 'under-record' for fear of the parent/carer seeing, nor should they make 'personal notes' elsewhere.

*Further guidance:*

The Information Commissioner's Office [www.ico.gov.uk/](http://www.ico.gov.uk/) or helpline 0303 123 1113.

## 8.4 Transfer of records

Records about a child's development and learning in the EYFS are made by the school; to enable smooth transitions, appropriate information is shared with the receiving school or school at transfer. Confidential records are passed on securely where there have been concerns, as appropriate.

Transfer of development records for a child moving to another early years school or school

- It is the DSL's responsibility to ensure that records are transferred and closed in accordance with the archiving procedures, set out below.
- If the Local Safeguarding Partners (LSP) retention requirements are different to the school, the DSL will liaise with their line manager and LA consultant, and seek legal advice if necessary.

### **Development and learning records**

- The key person prepares a summary of achievements in the prime and specific areas of learning and development
- This record refers to any additional languages spoken by the child and their progress in all languages.
- The record also refers to any additional needs that have been identified or addressed by the school and any action plans.
- The record also refers to any special needs or disability and whether early help referrals, or child in need referrals or child protection referrals, were raised in respect of special educational needs or disability, whether there is an Action Plan (or other relevant plan, such as CIN or CP, or early help) and gives the name of the lead professional.
- The summary shared with schools should also include whether the child is in receipt of, or eligible for EYPP or other additional funding.
- The record contains a summary by the key person and a summary of the parents/carers' view of the child.
- The document may be accompanied by other evidence such as photos or drawings that the child has made.
- The school will use the local authority's assessment summary format or transition record, where these were provided.
- Whichever format of assessment summary is used, it should be completed and shared with the parent/carer prior to transfer.
- Transfer of confidential safeguarding and child protection information

- The receiving Early Years setting/school will need a record of child protection concerns raised in the school and what was done about them. The responsibility for transfer of records lies with the originating school, not on the receiving setting/school to make contact and request them.
- To safeguard children effectively, the receiving school must be made aware of any current child protection concerns, preferably by telephone, prior to the transfer of written records.
- Parents/carers should be reminded that sensitive information about their child is passed onto receiving schools where there have been safeguarding concerns and should be asked to agree to this prior to the information being shared. Schools are obliged to share data linked to “child abuse” which is defined as physical injury (non-accidental) physical and emotional neglect, ill treatment and abuse.
- Parents/carers should be asked to agree to this, however, where safeguarding concerns have reached the level of a referral being made to local children’s social work services (either due to concerns that a child may be at risk of significant harm or that a child may be in need under Section 17 of the Children Act,) if consent is withheld the information will most likely need to be shared anyway. It is important that any decisions made to share or not share with or without consent are fully recorded.
- For any safeguarding or welfare concerns that resulted in an early help referral being made, and if consent to share is withheld, legal advice is sought prior to sharing.
- If the level of a safeguarding concern has not been such that a referral was made for early help, or to children’s social work services or police, the likelihood is that any concerns were at a very low level and if they did not meet the threshold for early help, they are unlikely to need to be shared as child abuse data with a receiving school, however, the DSL should make decisions on a case by case basis, seeking legal advice if necessary.
- The DSL should check the quality of information to be transferred prior to transfer, ensuring that any information to be shared is accurate, relevant, balanced and proportionate. Parents can request that any factual inaccuracies are amended prior to transfer.
- If a parent/carer wants to see the exact content of the safeguarding information to be transferred, they should go through the subject access request process. It is important that a child or other person is not put at risk through information being shared.

- If no referrals have been made for early help or to children's social work services and police, there should not normally be any significant information which is unknown to a parent/carer being shared with the receiving school or school.
- If a parent/carer has objections or reservations about safeguarding information being transferred to the new school, or if it is unclear what information should be included, the DSL will seek legal advice.
- In the event that LSP requirements are different to the school's this must be explained to the parent, and a record of the discussion should be signed by parents/carers to indicate that they understand how the information will be shared, in what circumstances, and who by.
- Prior to sharing the information with the receiving school the DSL should check LSP retention procedures and if it becomes apparent that the LSP procedures are materially different to school's procedures this is brought to the attention of the designated person's line manager, who will agree how to proceed.
- If a child protection plan or child in need plan is in place Child welfare and protection summary is also photocopied and a copy is given to the receiving school or school, along with the date of the last professional meeting or case conference.
- If an investigation has been undertaken by the local authority a copy of the child welfare and protection concern summary form is given to the receiving school/school.
- Where a CAF/early help assessment has been raised in respect of welfare concerns, the name and contact details of the lead professional are passed on to the receiving Early Years setting or school.
- If the school has a copy of a current plan in place due to early help services being accessed, a copy of this should be given to the receiving school, with parental consent.
- Where there has been an investigation regarding a child protection concern, the name and contact details of the child's social worker will be passed on to the receiving setting/school, regardless of the outcome of the investigation.
- Where a child has been previously or is currently subject to a child protection plan, or a child in need plan, the name and contact details of the child's social worker will be passed onto the receiving setting/school, along with the dates that the relevant plan was in place for.
- This information is posted (by 'signed for' delivery) or taken to the setting/school, addressed to the setting's or school's designated person for child protection and marked confidential. Electronic records must only be transferred by a secure electronic transfer mechanism, or after the information has been encrypted.

- Parent/carers should be made aware what information will be passed onto another school via Privacy notice.
- Copies of the last relevant initial child protection conference/review, as well as the last core group or child in need minutes can be given to the setting/school.
- The school manager must review and update Child welfare and protection summary, checking for accuracy, proportionality, and relevance, before this is copied and sent to the setting/school.
- The school manager ensures the remaining file is archived in line with the procedures set out below.

No other documentation from the child's personal file is passed to the receiving setting or school. The school keeps a copy of any safeguarding records in line with required retention periods.

### **Archiving children's files**

- Children's records are archived in a locked cabinet and clearly marked.
- The DDSL writes clearly on the front of the records the length of time the file should be kept before destruction.

The archive files are stored in a safe place i.e. a locked cabinet for three years or until the next Ofsted inspection conducted after the child has left the school, and can then be destroyed.

- For web-based or electronic children's files, the DSL must also use the archiving procedure, and records details of what needs to be retained/destroyed. The DSL must make arrangements to ensure that electronic files are deleted/retained as required in accordance with the required retention periods in the same way as paper based files.
- Health and safety records and some accident records pertaining to a child are stored in line with required retention periods.

## 9 Staff, volunteers and students policy

Alongside associated procedures in Staff, volunteers and students, this policy was adopted by Maeda Gakuen on 13th April 2024.

### **Aim**

Staff are deployed to meet the care and learning needs of children and ensure their safety and well-being. There are effective systems in place to ensure that adults looking after children are suitable to do so.

### **Objectives**

- All staff and volunteers who work more than occasionally with the children have enhanced DBS disclosure checks.
- All staff and volunteers working with children have appropriate training, skills, and knowledge.
- All staff, students and volunteers are deployed in accordance with the procedures.
- There is a complaints procedure and staff, and volunteers know how to complain and who they complain to.
- Ofsted are notified of staff changes or changes to the school's name or address.
- Parents/carers are involved with their children's learning and their views are considered.

### *Legal references:*

Protection of Children Act 1999

Safeguarding Vulnerable Groups Act 2006

Childcare Act 2006

Further guidance

Recruiting Early Years Staff (Pre-school Learning Alliance 2016)

People Management in the Early Years (Pre-school Learning Alliance)

## 9.1 Staff deployment

Members of staff are deployed to meet the care and learning needs of children and to ensure their safety and well-being at all times.

- Two members of staff are on the premises before children are admitted in the morning and the end of the day; one of which should be the headteacher, manager or deputy.
- Only those staff aged 17 or over are included in ratios. Staff working as apprentices (aged 16 or over) may be included in the ratios if the school manager is satisfied that they are competent and responsible.
- At least one Paediatric First Aider must be on site at all times when children are present
- The headteacher deploys staff to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff and always within sight or hearing of staff at all times.
- All staff are deployed according to the needs of the school and the children attending.
- Staff are responsible for ensuring that equipment in their area is used appropriately and that the area is tidy at the end of the session.
- Staff plan their focus on activities
- Staff inform colleagues if they have to leave the room for any reason.
- There are generally two members of staff outside in the garden when it is being used, one of whom supervises climbing equipment that has been put out.
- The school manager may direct other members of staff to join those outside, if the numbers of children warrant additional staff.
- Staff focus their attention on the children at all times whilst having a wider awareness of what is happening around them.
- Staff do not spend working time in social conversation with colleagues.
- Staff allow time for colleagues to engage in 'sustained shared interaction' with children and do not interrupt activities led by colleagues.
- Sufficient staff are available at story times to engage children.
- Key persons spend time with key groups daily; these times are not for focussed activities but for promoting shared times and friendship.

### **Staff children**

- Where members of staff have their own children with them at the school, the age of the child must fall within the stipulated ages of the school's Ofsted registration.
- Where members of staff are likely to be working directly with their own children, this is subject to discussion before commencement with the headteacher.



- Where it is agreed that a member of staff's child attends the school, it is subject to the following:
  - the child is treated by the parent and all staff as any other child would be
  - the child will not be in the parent's key group of children
  - the key person and parent will work towards helping the child to make a comfortable separation from the parent to allow the parent to fully undertake their role as a staff member of the school
  - the key person will take responsibility for the child's needs throughout the day, unless the child is sick or severely distressed
  - time and space are made for the parent to breastfeed during the day, if that is their chosen method of feeding
  - the situation is reviewed as required, to ensure that the needs of the child are being met, and that the parent is able to fulfil his/her role as a member of staff

If it is the school manager's child, then their line manager ensures the criteria above is met.

## 9.2 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 school manager ensures that students meet the 'suitable person' requirements.
- The school 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 school 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 school 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 school 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 school 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 school.
- The school 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.

## 10 Childcare practice policy

Alongside associated procedures in Childcare practice, this policy was adopted by Maeda Gakuen on 13th April 2024.

### Aim

Children are safe, happy, and eager to participate and to learn.

### Objectives

- Children need to form a secure attachment to their key person when they join the school to feel safe, happy and eager to participate and learn. It is their entitlement to be settled comfortably into a new environment.
- The needs of part-time children are considered.
- There is a procedure for when children do not settle and for prolonged absences.
- Introductions and induction of the parent is carried out before children start.
- Prime times of the day make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and create opportunities for learning. We actively promote British values, inclusion, equality of opportunity and the valuing of diversity.
- We operate a promoting positive behaviour approach. Promoting positive behaviour procedures cover how staff should respond to all aspects of behaviour, including children who exhibit challenging behaviour towards other children. These procedures build on the Early Years Alliance's approach to learning based on three key statements.
  1. Learning is a lifelong process, which enables children and adults to contribute to and shape their world.
  2. We want the curriculum we provide to help children to learn to:
    - be confident and independent
    - be aware of and responsive to their feelings
    - make caring and thoughtful relationships with other people
    - become increasingly excited by, interested in, and knowledgeable and questioning about the world around them.
  3. We provide a wide range of interesting child-chosen and adult-initiated activities which:
    - give children opportunities to use all their senses
    - help children of different ages and stages to play together
    - help children be the directors of their own learning

- help children develop an inquiring and questioning attitude to the world around them

The Early Years Foundation Stage along with the Japanese Kindergarten curriculum is used as a framework to provide care and learning opportunities for all children. To feel securely settled and ready to learn, children need to form attachments with adults who care for them, primarily to a key person, but with other adults and children too. In this way children feel part of a community of learners; they can contribute to that community and receive from it.

### **Waiting list and admissions**

Our provision is accessible to children and families from all sections of the local and wider community. We aim to ensure that all sections of the community receive accessible information and that our admissions procedures are fair, clear, and open to all parents who apply for places. The availability of a place at the school considers staff/child ratios, the age of the child and registration requirements.

- We endeavour to operate in an inclusive manner which enables all children and families to access our services.
- We also have regard for the needs of parents who are:
  - looking to take up work, remain in work or extend their hours of work
  - looking to commence training or education
- We work in partnership with the local authority and other agencies to ensure that our provision is accessible to all sections of the community.
- Services are widely advertised and information is accessible to all sections of the community.
- Where the number of children wanting places exceeds the number of places available a waiting list is operated using clear criteria for allocation of places as detailed in section 10.1 Waiting list and admissions procedure.

### **Funded places – free entitlement**

All 3- and 4-year-olds in England are entitled to 15 hours free childcare each week for 38 weeks of the year. Funded places are offered in accordance with national and local codes of practice and adherence to the relevant Provider Agreement/Contract with the local authority.

### *Legal References*

Special Educational Needs and Disability Act 2001

Special Educational Needs and Disability Code of Practice (DfE and DHSC 2014)

Equality Act 2010

Childcare Act 2006

## 10.1 Waiting list and admissions

We aim to ensure that all sections of the community receive accessible information, and that our admissions procedures are fair, clear and open to all parents who apply for a place.

- The school is widely advertised in places accessible to all sections of the community.
- Information about the school is accessible, using plain English and Japanese, in written and spoken form.
- Children with disabilities are supported to take full part in all activities within the school and the school makes reasonable adjustments to ensure that this will be the case from the time the child is placed on the waiting list.
- The waiting list is arranged in birth order and in addition may take into account the following:
  - length of time on the waiting list
  - siblings already attending the school
  - the capacity of the school to meet the individual needs of the child
- Funded places are offered in accordance with the Early Years Entitlements: Operational Guidance for local authorities and providers (DfE 2018) and any local conditions in place at the time.
- The school and its practices are welcoming and make it clear that fathers, mothers, other relations and carers and childminders are all welcome.
- The school and its practices operate in a way that encourages positive regard for and understanding of difference and ability, whether gender, family structure, class, background, religion, ethnicity or competence in spoken English and Japanese.
- The needs and individual circumstances of children joining the school are monitored to ensure that no accidental or unintentional discrimination is taking place and that reasonable adjustments are made as required.
- Section 6 Equality procedures is shared and widely promoted to all.
- Places are provided in accordance with Childcare terms and conditions issued to every parent when the child takes up their place. Failure to comply may result in the provision of a place being withdrawn.

### Admissions

- Once a childcare place has been offered the relevant paperwork is completed by the school's headteacher before the child starts and filed on the child's personal file.

## **Children with SEND**

- The manager must seek to determine an accurate assessment of a child's needs at registration. If the child's needs cannot be met from within the school's core budget, then an application for SEN inclusion funding must be made immediately.
- Children with identified SEND must be offered a place when one becomes available as with any other child. However, the start date for children with more complex SEND will be determined by the preparations made to ensure the child's safety, well-being and accessibility in the school. If a child's needs determine that adjustments need to be made, the manager must outline a realistic timeframe for completion, detailing the nature of adjustments e.g. risk assessment, staff training, health care plan and all other adjustments required. The child's safety at all times is paramount.
- At the time of registration, the manager must check to see if a child's family is in receipt of Disability Living Allowance, if so, the manager must ask for evidence to enable them to claim the Disability Access Fund directly from the local authority. If the family is eligible but not in receipt of the allowance, the school manager will support the family in their application. More information can be found at [www.gov.uk/disability-living-allowance-children/how-to-claim](http://www.gov.uk/disability-living-allowance-children/how-to-claim).
- Preparation for admitting a child with SEND must be made in a reasonable amount of time and any delay in the child starting is scrutinised by the school manager to avoid discrimination and negative impact on the child and family. During a preparation period the family and relevant agencies and the local authority must be regularly updated on the progress of the preparations.

## **Safeguarding/child protection**

If information is provided by the parents that a child who is starting at the school is currently, or has had involvement with social care, the Designated Safeguarding Lead (DSL) will contact the agency to seek further clarification.

Parents are advised on how to access the school's policies and procedures.

### *Further guidance*

Early Years Entitlements: Operational guidance for local authorities and providers (DfE 2018)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/718181/Early\\_years\\_entitlements-operational\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718181/Early_years_entitlements-operational_guidance.pdf)

## 10.2 Absence

We take steps to ensure that children are kept safe, that their wellbeing is promoted, and they they do not miss out on their entitlements and opportunities. At the very least, good attendance promotes good outcomes for children. In a small minority of cases, good attendance may also lead to early identification of more serious concerns for a child or family.

There are several reasons why a child may be absent from a school. In most cases it is reasonable to expect that parents/carers alert the school as soon as possible, or in the case of appointments and holidays give adequate notice. Parents are advised that they should contact the school within one hour of the time the child would have been expected to advise of their absence. Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) must also adhere to Local Safeguarding Partners (LSP) requirements, procedures and contact protocols for children who are absent or missing from childcare.

- If a child who normally attends fails to arrive and no contact has been received from their parents, the DSL/DDSL takes immediate action to contact them to seek an explanation for the absence and be assured that the child is safe and well.
- Attempts to contact the child's parents or other named carers continue throughout the day on the first day of absence.
- If no contact is made with the parents and there is no means to verify the reason for the child's absence i.e. through a named contact on the child's registration form, this is recorded as an unexplained absence on the child's personal file and is followed up by the manager each day until contact is made.
- If contact has not been made within three working days, children's services will be contacted for advice about making a referral. Other relevant services maybe contacted as per LSP procedures.
- All absences are recorded on the child's personal file with the reason given for the absence, the expected duration and any follow up action taken or required with timescales.
- Absence records are retained for at least three years, or until the next Ofsted inspection following a cohort of children moving on to school.

If at any time further information comes to light that gives cause for concern, procedure for Responding to Safeguarding or Child Protection Concerns is immediately followed.



## **Safeguarding vulnerable children**

- The DDSL or key person attempts to contact the parents to establish why the child is absent. If contact is made and a valid reason given, the information is recorded in the child's file.
- Any relevant professionals involved with the child are informed, e.g. social worker/family support worker.
- If contact is made and the DSL/DDSL is concerned that the child is at risk, the relevant professionals are contacted immediately. The events, conversation and follow-up actions are recorded. If contact cannot be made, the DSL contacts the relevant professionals and informs them of the situation.
- If the child has current involvement with social care, the social worker is notified on the day of the unexplained absence.
- If at any time information comes to light that gives cause for concern, the Safeguarding children, young people and vulnerable adults procedures are followed immediately.

## **Safeguarding**

- If a child misses three consecutive sessions and it has not been possible to make contact, the DSL calls Social Care and makes a referral if advised.
- If there is any cause for concern i.e. the child has a child protection plan in place or there have been previous safeguarding and welfare concerns, the DSL attempts to contact the child's parent/carer immediately. If no contact is made, the child's absence is logged on the Safeguarding incident reporting form, and Social Care are contacted immediately, and safeguarding procedures are followed.

## **Poor/irregular attendance**

Whilst attendance at an early years setting is not mandatory, regular poor attendance may be indicative of safeguarding and welfare concerns that should be followed up.

- In the first instance the school manager should discuss a child's attendance with their parents to ascertain any potential barriers i.e. transport, working patterns etc and should work with the parent/s to offer support where possible.
- If poor attendance continues and strategies to support are not having an impact, the school manager must review the situation and decide if a referral to a multi-agency team is appropriate.

- Where there are already safeguarding and welfare concerns about a child or a child protection plan is in place, poor/irregular attendance at the school is reported to the Social Care worker without delay.

In the case of funded children the local authority may use their discretion, where absence is recurring or for extended periods, taking into account the reason for the absence and impact on the school. The school manager is aware of the local authority policy on reclaiming refunds when a child is absent from a school.

## 10.3 Prime Times – Settling In and Transitions

To feel securely settled and ready to learn, children need to form attachments with the adults who care for them, primarily a key person, but others too. In this way they feel part of a community; they are able to contribute to that community and receive from it. Very young children, especially two- to three-year-olds, approach separation from their parent with anxieties, older children have a more secure understanding of 'people permanence' and are able to approach new experiences with confidence; but also need time to adjust and feel secure. It is the entitlement of all children to be settled comfortably into a new environment.

We follow a three-stage model of settling in based on three key needs:

1. Proximity - Babies and young children feel safest when a familiar adult, such as a parent, is present when they are getting used to a new carer and new surroundings. In this way they can become confident in engaging with those experiences independently later on.
2. Secure base – Because the initial need for proximity of the parent has been met, babies and young children gradually begin to feel secure with a key person in a new surrounding so that they are able to participate independently for small periods of time.
3. Dependency – Babies and young children are able to separate from parents' and main carers when they have formed a secure attachment to their key person who knows and understands them best and on whom they can depend for their needs to be met.

The school manager and key person explain the need for settling in and agree a plan with the parents. They write this down and both key person and parents keep a copy. Each day they review the plan and agree what will happen the next day.

### **Settling-in for children with SEND**

- If a child has been identified as having SEND then the key person/SENCO and parents will need to identify and address potential barriers to settling in e.g. timings of medication and invasive procedures, specific routines and levels of support.
- Start times for children with SEND may be staggered to allow sufficient one to one time with each child and parent.
- In their first week, children who are settling in will not stay all day.

### **Settling-in for two-year-olds**

- A two-year-old may have little or no experience of group care. As part of gathering information from parents, it is important to find out about the child's experience of non-parental care, for example grandparents, or childminder; this informs staff as to how a child may respond to a new situation.
- The three-stage approach involving Proximity, Secure Base and Dependency/Independence is applied.
- After the induction meeting with the school manager or deputy and key person, a settling-in plan is drawn up.
- On the first day, the parent attends with the child, and stays for the morning (less if the child becomes tired). On day two, the parent stays longer and on day three stays until, and including lunch.
- If it is evident that the child is developing a sense of secure base when he or she shows interest in activities and begins to engage with the key person and other children, then the parent/ carer may gradually start to spend short periods of time in another room to see how the child responds, this time increases until the child can manage a whole session without the parent.
- Separation causes anxiety in two-year-olds, as they have no concept of where their parents have gone. Parents should always say goodbye and tell them when they will return. Patience with the process will ensure children are happy and eager to come to play and be cared for in the school.

### **Three- four- and five-year-olds**

- Most children of this age can move through the stages more quickly and confidently.
- Some children take longer, and their needs for proximity and secure base stages should be accommodated as much as possible.
- Some children appear to leap to dependency/independence within a couple of days. In most cases, they will revert to the need for proximity and secure base. It can be difficult to progress to true dependency/independence and this can be frustrating.
- After the parent attends for an induction meeting with the school manager or deputy and key person, a settling-in plan is drawn up.
- On the first day, the parent attends with the child and stays for the morning (less if the child becomes tired), on day two, longer and the next day stays until and including lunch (if full day care).

- If the child shows interest in the activities and is beginning to engage with the key person and other children, the parent spends time in the parent room (if available) to see how the child responds.
- Parents are encouraged to explain to their child where they are going, and that they will return.
- If by the fifth day, the child is able to spend more time without the parent, the child may be ready for a short day or session the following week, progressing to a full day or session very soon.

### **For children whose first language is not Japanese**

- For many children learning Japanese as an additional language, the stage of proximity takes longer as the child is dependent upon the parents' input to make sense of what is going on.
- If the parent does not speak Japanese, practitioners speak in English for induction; it is helpful for them to see around the school and be clear about their role in interpreting in the play area.
- The settling-in programme is explained to the parent, and it is emphasised how important it is that they stay with the child and talk to him/her in the home language to be able to explain things.
- Through the parent, the key person will try to gauge the child's level of skills in their home language; this will give the key person an idea of the child's interests and levels of understanding.
- The need for the parent to converse in the child's home language is important.
- The key person makes the parent feel welcome using smiles and gestures.
- With the parent, make a list of key words in the child's home language; sometimes it is useful to write the word as you would pronounce it. These words will be used with the child and parents will be addressed with 'hello' and 'goodbye' in their language.
- The key person prepares for the child's visits by having a favourite toy or activity ready for the child to provide a means to interact with the child.
- Children will be spoken to as per any other child, using gestures and facial expressions to help.
- When the child feels happy to spend time with the key person (secure base), the parent should spend time outside of the room.
- Progress with settling in will be done as with any other child; it just takes a little longer to reach dependency/independence.

## 10.4 Establishing children's starting points

When children start at the school 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 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. The procedure for Identification, assessment and support for children with SEND is followed.

## **10.5 Prime times – arrivals and departures**

Prime times of the day make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and to create opportunities for learning. Arrivals and departures are key times in the day when children need support from their carer to make the transition smooth and happy; these times of day also pose a certain level of risk as parents and carers come and go. All staff are aware of the potential risks and take measures to minimise them.

### **Arrivals**

- Whenever possible the key person or back up key person always greets young children. This ensures that children are received into the school by a familiar and trusted adult.
- The key person who greets the child marks their presence and time of arrival in the register.
- If a child who is expected fails to arrive, this is recorded on the child's personal file and the school manager is immediately notified so that they can contact the child's parents to find out why the child is absent following procedure 10.2 Absence.
- The key person ensures that the child has been signed in by the parent and there is a clear indication of who will be collecting the child, and at what time.
- The key person greets the parents and takes time to hear information the parents need to share. They inform the parents of aspects of the day, such as if there is an agency member of staff or flexible worker in, which members of staff will be around later when parents collect their child, any planned outings, or special planned event. Any consent forms are signed.
- The key person receives the child physically and tunes in to how he or she is feeling and prepares to meet his/her needs.
- Parents should spend a few minutes with their child and key person before leaving. Many parents will be in a hurry, but this can have an unsettling effect.
- Always ensure that the parents say goodbye to their child and say when they are coming back, such as 'after tea', rather than just 'later'.
- If the member of staff receiving the child is not the key person, the member of staff will hand over the information shared by the parents to the key person when they arrive.

### **Injuries noted on arrival**

- If a child is noted to have visible injuries when they arrive at the school procedure 7.1 is followed.

### **Changing shifts and handing over information**

- When the key person leaves or goes on a break, they handover the care of the child to a 'back-up' key person.
- If someone other than the key person receives the child, he/she will share any information from the parent and write a note for the key person. Confidential information should be shared with the school manager to pass on.
- The key person shares information with the back-up key person, in this way they ensure that all information is passed on to the parent in the key person's absence.

### **Departures**

- Children are prepared for home, with clean faces, hands and clothes if required.
- The key person always aims to greet parents when they arrive, ensuring that the person who has arrived to collect the child is named on the signing in/out form. They hand over the child personally and enter the time of departure in the register.
- Only persons aged over 16 years should normally collect children. If a parent has no alternative, then this is agreed with the school manager and a risk assessment completed and signed by the parent. In all cases the school manager will ask the parents to ensure that in future alternative arrangements are made. If the parent is under 16 years of age a risk assessment will be completed. No child will be collected by anyone who has not reached 14 years of age. The risk assessment should take account of factors such as age/vulnerability of child, journey travelled, arrangements upon leaving the school to go home/elsewhere.
- Practitioners verbally exchange information with parents.
- If someone other than the key person is with the child at the end of the day, the key person should pass general information to the other staff or write a note for the parents. Confidential information should be shared with the school manager to pass on.

### **Maintaining children's safety and security**

Arrivals and departures pose a particular threat to the safety and security of the children, particularly when parents arrive at the same time. To minimise the risk of a child leaving the building unnoticed, the school health and safety officer conducts a risk assessment that identifies potential risks and the measures put in place to minimise them, such as staff



busy talking to individual parents or doors left ajar. The risk assessment is shared with their line manager and is updated as and when required.

## 10.6 Prime times – Intimate care and nappy changing

Prime times of the day make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and to create opportunities for learning. Nappy changing times are key times in the day for being close and promoting security as well as for communication, exploration and learning.

### Young children, intimate care and toileting

- Wherever possible, key persons undertake changing young children in their key groups; back-up key persons change them if the key person is absent.
- Young children from two years may be put into 'pull ups' as soon as they are comfortable with this and if parents agree.
- Changing areas are warm, appropriately sited and there are safe areas to lay young children if they need to have their bottoms cleaned. There are mobiles or other objects of interest to take the child's attention.
- If children refuse to lie down for nappy change, they can be changed whilst standing up, providing it is still possible to clean them effectively.
- Each young child has his/her own basket to hand with their nappies/pull ups and changing wipes.
- Key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- They are encouraged to wash their hands and have soap and paper towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Anti-bacterial hand wash liquid or soap should not be used by young children, as they are no more effective than ordinary soap and water.
- Key persons are gentle when changing and avoid pulling faces and making negative comment about the nappy contents.
- Wipes or cotton wool and water are used to clean the child. Where cultural practices involve children being washed and dried with towels, staff aim to make reasonable adjustments to achieve the desired results in consultation with the child's parents. Where this is not possible it is explained to parents the reasons why. The use of wipes or cotton wool and water achieves the same outcome whilst reducing the risk of cross infection from items such as towels that are not 'single use' or disposable.

- Key persons do not make inappropriate comments about young children's genitals when changing their nappies.
- The procedure for dealing with sore bottoms is the same as that for babies.
- Older children use the toilet when needed and are encouraged to be independent.
- Members of staffs do not wipe older children's bottoms unless there is a need, or unless the child has asked.
- Key persons are responsible for changing where possible. Back-up key persons take over in the key person's absence, but where it is unavoidable that other members of staff are brought in, they must be briefed as to their responsibilities towards designated children, so that no child is inadvertently overlooked and that all children's needs continue to be met.
- Parents are encouraged to provide enough changes of clothes for 'accidents when children are potty training.
- If spare clothes are kept by the school, they are 'gender neutral' i.e. neutral colours, and are clean, in good condition and are in a range of appropriate sizes.
- If young children are left in wet or soiled nappies/pull-ups in the school, this may constitute neglect and will be a disciplinary matter.

### **Nappy changing records.**

- Key persons record when they changed the child's nappy and whether the child passed a stool and if there was anything unusual about it e.g. hard and shiny, soft and runny or an unusual colour.
- If the child does not pass a stool, or if he/she strains to do so, or is passing hard or shiny stools, the parents will be informed. The child may be constipated so their dietary intake may need to be adjusted. Constipation is not 'normal' and every effort is made with the parent to help them adjust the diet until soft, formed stools are passed.
- A stool that is an unusual colour can usually be related to the food that was eaten, so it is important that this is noted. However, a stool that is black, green or very white indicates a problem, and the child should be taken to the doctor.
- Very soft, watery stools are signs of diarrhoea; strict hygiene needs to be carried out in cleaning the changing area to prevent spread of infection. The parent should be called immediately to collect their child, who must be taken to the doctor. The child must have passed at least 2 formed stools before returning.
- Sometimes a child may have a sore bottom. This may have happened at home as a result of poor care; or the child may have eaten something that, when passed, created

some soreness. The child also may be allergic to a product being used. This must be noted and discussed with the parent and a plan devised and agreed to help heal the soreness. This may include use of nappy cream or leaving the child without a nappy in some circumstances. If a medicated nappy cream such as Sudocrem is used, this must be recorded as per procedure Administration of medicine.

Nappy changing is always done in a designated area. Children are not changed in play areas or next to snack tables. We maintain the dignity of the child and good hygiene practice.

## 10.7 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.

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

## **10.8 Identification, assessment and support for children with SEND**

We have regard for the Special Educational Needs and Disability (SEND) (DfE and DoH 2015) which states that local authorities must ensure that all early years providers that they fund in the maintained, private, voluntary and independent sectors are aware of the requirement on them to meet the needs of children with SEN and disabilities. When securing funded early education for three- and four-year-olds local authorities should promote equality and inclusion for children with disabilities or SEN; this includes removing barriers that prevent access to early education and working with parents to give each child support to fulfil their potential. During an outbreak (like Covid) we will review and update children's SEN support plans more frequently to ensure their progress and well-being. The term SEN support defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for children that we care for. Children's SEND generally falls within the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

### **Graduated approach**

Initial identification and support (identifying special educational needs)

- Ongoing formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children's progress.
- Children identified as having difficulty with one or more area of development should be given support by applying some simple strategies and resources.
- For most children application of some simple differentiation approaches will be enough to build confidence and help the child develop.
- If despite applying differentiated strategies a child continues to struggle and is showing significantly more difficulty with learning than their peers or has a disability which requires specific adjustments, then the key person should raise a concern with the school's SENCO and the child's parents.

### **Observation and assessment of children's SEN**

Where a child appears to be behind expected levels, or their progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the school.

- Information can be collated from formal checks such as the progress check at age two, observations from parents and observation and assessment by the school of the child's progress.
- When specialist advice has been sought externally, this is used to help determine whether or not a child has a special educational need (SEN).
- The child's key person and SENCO use this information to decide if the child has a special educational need.
- If the decision is that the child does have a SEN and the parents are not already aware of a concern, then the information is shared with them. Once parents have been informed, they should be fully engaged in the process, contributing their insights to all future actions for their child.

### **Planning intervention**

- Everyone involved with the child should be given an opportunity to share their views. Parents should be encouraged to share their thoughts on the child's difficulties and be involved in the decision as to what will happen next.
- A first intervention option may be to carry on with applying differentiated support and to review the child's progress at an agreed date. If the child's needs are more complex, then the decision maybe to go straight ahead and prepare SEN support: Action plan with detailed evidence-based interventions being applied straight away and simultaneously external referrals made.
- If relevant, then the child should be appropriately included in development of the action plan but only at a level which reflects their stage of comprehension.
- SEN support: Action plan described below, ensures that children that are identified, or suspected of having a SEN will receive the right level of support and encouragement with their learning and development as early as possible.

### **Involving the child**

- The SEND Code of Practice supports the rights of children to be involved in decisions about their education.
- Inclusion of children with SEND helps build self-confidence and trust in others.
- Ascertaining children's views may not be easy, a range of strategies will be needed.

- Accurate assessment helps identify children's strengths and possible barriers to learning.
- The key person and SENCO work in partnership with parents and other agencies to involve the child wherever appropriate.
- Children are involved at appropriate stages of the assessment and to their level of ability.
- Establishing effective communication is essential for the child's involvement.

### **SEN action plan**

- SEN support: Action plan, should show what support is required to help achieve outcomes for the child and detail the frequency of these interventions and who will apply them and with what resources.
- A review date (at least termly) should be agreed with the parents so that the child's progress can be reviewed against expected outcomes and next steps agreed.
- A copy of the plan is stored in the child's file so that any other member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been or are being applied.
- If a child requires specific medical interventions during their time in the school, Health care plan form should also be completed and integrated into the general plans to ensure the child's medical needs are known and safely met.
- The action plan should provide an accessible summary of the child's needs, which can be used if further assessment is required including a statutory Education Health and Care (EHC) Assessment, and development of an EHC plan.

### Drawing up a SEN action plan

- If external agencies are already involved at this stage, then they should also be invited to help decide on what appropriate interventions are needed to help meet outcomes for the child. The SENCO should take the lead in coordinating further actions including preparation of the action plan and school short-term targets.
- Where there are significant emerging concerns (or an identified special educational need or disability) targeted action plans are formulated that relate to a clear set of expected outcomes and stretching targets.
- SEN support: Action plan, highlights areas in which a child is progressing well; areas in which some additional support might be needed and any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It describes the activities and strategies the provider intends to adopt to address any issues or concerns.



- Planned intervention should be based on the best possible evidence and have the required impact on progress with longer-term goals covering all aspects of learning and development and shorter-term targets meeting goals.
- The plan should focus on the needs of the child, the true characteristics, preferences, and aspirations of the child and involvement of the parents with a clear set of targets and expected outcomes for the child. Effective planning at this stage should help parents and children express their needs, wishes, and goals:
  - focus on the child as an individual and not their SEN label
  - be easy for children to understand and use clear ordinary language and images, rather than professional jargon
  - highlight the child strengths and capacities
  - enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
  - tailor support to the needs of the individual
  - organise assessments to minimise demands on families
  - bring together relevant professionals to discuss and agree together the overall approach
- If the child fails to make progress and multi-agency support is sought, then it is at this point that Early Help Assessment Plan should be considered.

### **Record keeping**

If a child has or is suspected of having a SEN, a dated record should be kept of:

- the initial cause for concern and the source of this information, (the progress check at age two and/or outcomes of previous interventions). SEN support: Initial record of concern form can also be used for this purpose drawing information from other sources
- the initial discussion with parents/carers raising the possibility of the child's SEN
- the views of the parents and other relevant persons including, wherever possible, the child's views;
- the procedures followed with regard to the Code of Practice to meet the child's SEND e.g. SEN action plan, referrals to external agencies and for statutory assessment
- evidence of the child's progress and any identified barriers to learning
- advice from other relevant professionals; and all subsequent meetings with parents/carers and other persons and any subsequent referrals

### **Records may include**

- observation and monitoring sheets
- expressions of concern
- risk assessments
- access audits
- health care plans (including guidelines for administering medication)
- SEN action plans
- meetings with parents and other agencies
- additional information from and to outside agencies
- agreements with parents
- guidelines for the use of children's individual equipment; Early Help Assessment Plan referrals
- referral to the local authority identifying a child's special educational needs and request for statutory Education, Health, Care (EHC) needs assessment; and a copy of an EHC plan

### **Seeking additional funding/enhanced/top up**

If the child's needs cannot be met from within the school's core funding, then it will be at this point that the evidence collated will be used to apply for top up/enhanced funding from the local authority's inclusion fund. If a new or existing child is disabled, then the school should check if the family is in receipt or have applied for Disability Living Allowance. If so, the school will be able to apply to their local authority for the local Disability Access Fund. Statutory education, health and care (EHC) assessment and plan

### **Statutory assessment**

- If a child has not made progress, then the next steps may be for the child to undergo an Education, Health and Care Assessment.
- If a child is under compulsory school age, the local authority will conduct an EHC needs assessment if they consider that the child's needs cannot be met within the resources normally available to the early years school.
- When a child's needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude that an EHC plan is necessary
- The local authority should fully involve the parent/carer and must seek advice from the school in making decisions about undertaking an EHC assessment and preparing an EHC plan.

- Schools should prepare by collating information about the child's SEND including:
  - documentation on the child's progress in the school
  - interventions and support provided to date
  - evidence of external agency assessment, support and recommendations
  - parental views and wishes (and where appropriate those of the child)

The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

- The local authority must inform the child's parents/carers of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to conduct an assessment, it must ensure the child's parents are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct an assessment it must then inform the parents of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.
- If the local authority decides that a statutory EHC plan is not necessary, it must notify the parents and inform the provider, giving the reasons for the decision. This notification must take place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority's attention.
- If the decision following an assessment is to compile an EHC plan the local authority should consult collaboratively with the parents in the preparation of the plan ensuring that their views and their child's preferences are taken into account and that plans describe positively what the child can do and has achieved to date.
- Plans are evidenced based and focus on short term outcomes and long-term aspirations for the child including family and community support. Parents have the right to request a particular provision for their child to be named within their EHC plan.
- If an early years school is named, the local authority must fund this provision. They cannot force a school to take a child and can only name the provision in the EHC if the school agrees.
- Local authorities should consider reviewing an EHC plan for a child under age five at least every three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child's parents must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

## **External intervention and support**

Where external agency intervention has been identified to help support a child with SEND then this intervention should be recommended in writing by a suitably reliable source such as a speech and language therapist, paediatrician or educational psychologist.

### *Further guidance*

Special Educational Needs and Disability (SEND) (DfE and DoH 2015)

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Ready, Steady, SENCO (Pre-school Learning Alliance 2018)

## **10.9 Prime times – Transition to school**

Moving on to primary school is a major transition in a child's life involving separation from familiar adults and children. Older children have a more secure understanding of 'people permanence' and are able to approach new experiences with confidence. However, they need preparation if they are to approach transition to school with confidence and an awareness of what to expect.

### **Partnership with schools**

- Details of the school that a child will be attending are recorded in the child's file along with the name of the reception class teacher.
- Every effort is made to forge and maintain strong links with all schools that children may attend. The school manager will approach schools in order to open lines of communication where these have not previously existed.
- Details of the school's transition or settling in procedures are kept by the school and are referred to so that members of staff are familiar with them and can develop a consistent approach to transition with teachers, parents and children.
- Teachers are welcomed into the school and sufficient time is made for them to spend both with the child, their parents and with the key person, to discuss and share information that will support the child's transition to school.
- A child's EYFS profile and learning journey record is forwarded to the school along with other information that will aid transition and settling in. Parents receive a copy of this.
- Any action plans relating to a child's additional needs are also shared, where this is in place.
- Other formal documentation such as safeguarding information is prepared for transferring records.

### **Partnership with parents/carers**

- Key persons discuss transition to school with parents/carers and set aside time to discuss learning and development summaries. Parents/carers are encouraged to contribute to summaries.
- Key persons will discuss with parents/carers how they are preparing their child for primary school and will share information about how MGY is working in partnership with the primary school to aid transition.

- Key persons will make clear to parents/carers the information that will be shared with the school, for example, information regarding child protection and work that has taken place to ensure the child's welfare.

### **Increasing familiarity for children**

Sakura class children (5 to 6-year-old) children are taken to visit the Japanese primary school so they can become familiar with the environment there.

### **Preparing children for leaving**

- Children and parents/carers form bonds with adults and children in the school and will need preparation for separating from the relationships they have formed.
- The child's last day is prepared for in advance and marked with their graduation ceremony that acknowledges that the child is moving on.
- Parents/carers should not be discouraged from bringing the child for the occasional brief visit, as separations often take time to complete. Sometimes children need the reassurance that their nursery/pre-school is still there and that they are remembered.

## **10.10 Progress check at age two**

- A template for completing the two-year-old progress check is provided to practitioners that work with 2 year old children.
- The key person is central to the progress check and must be the person completing it.
- Schools 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 school for at least 1 term before the check is completed.
- Once the timing of the child's progress check is confirmed, parents/carers are invited to discuss their child's progress at a mutually convenient time.
- The school must seek to engage both parents/carers 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/carers, the SENCO and the headteacher.
- 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/carers have a clear picture of their child's development
  - to enable practitioners to understand the child's needs and, with support from practitioners, 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)

# 11 Working in partnership with parents and other agencies policy

Alongside associated procedures in Working in partnership with parents and other agencies, this policy was adopted by Maeda Gakuen on 13th April 2024.

## Aim

We actively promote partnership with parents and recognise the importance of working in partnership with other agencies to promote the well-being of children and their families.

This includes signposting parents/carers to support as appropriate.

## Objectives

- We believe that parents/carers are children's first and most enduring educators and our practice aims to involve and consult parents/carers on all aspects of their child's well-being.
- We also recognise the important role parents/carers must play in the day-to-day organisation of the provision.
- We consider parents/carers views and expectations and will give the opportunity to be involved in the following ways:
  - sharing information about their child's needs, likes, achievements and interests
  - settling in their child to the agreed plan according our settling in procedures
  - taking part in children's activities and outings
  - contributing with ideas or resources as appropriate to enhance the curriculum of the school
  - taking part in early learning projects, sharing with practitioners knowledge and insights about their child's learning
  - contributing to assessment with information, photos and stories that illustrate how their child is learning within the home environment, taking part in day-to-day family activities
  - taking part in discussion groups
  - taking part in planning, preparing, or simply participating in social activities organised within the school
  - taking part in a parent forum to encourage the democratic participation of parents in discussions about the day-to-day organisation of the school, consulting about new developments and other matters as they arise
  - involvement in the review of policies and procedures



- Ofsted and school contact details are displayed on the parent notice board for parents who have a complaint that cannot be resolved with the school manager in the first instance, or where a parent is concerned that the EYFS standards are not being maintained

### **Partnership and signposting to other agencies**

- We are committed to ensuring effective partnership with other agencies including:
  - local authority early years services about the EYFS, training and staff development
  - local programmes regarding delivering children's centres or the childcare element of children's centres
  - social welfare departments regarding children in need and children who need safeguarding or for whom a child protection plan is in place
  - child development networks and health professionals to support children with disabilities and special needs
  - local community organisations and other childcare providers
  - Ofsted and school contact details are made available to other agencies who have a complaint that cannot be resolved with the School Manager in the first instance, or where a parent is concerned that the EYFS welfare standards are not being maintained.

### *Legal references*

Childcare Act 2006

Education Act 2011

## **11.1 Working in partnership with parents/carers and other agencies**

We believe that families are central in all services we provide for young children. They are involved in all aspects of their child's care, their views are actively sought and they are actively involved in the running of the school in various ways.

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

### **Families**

- Parents are provided with written information about the school, including the school's safeguarding actions and responsibilities under the Prevent Duty
- Parents are made to feel welcome in the school; they are greeted appropriately, there is adult seating and provision for refreshment.
- Every effort is made to accommodate parents who have a disability or impairment.
- The expectations we make on parents are made clear at the point of registration.
- There is a clear expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- There is sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Key persons support parents in their role as the child's first and most enduring educators.
- Key persons regularly meet with parents to discuss their child's progress and to share concerns if they arise.
- Key persons work with parents to carry out an agreed plan to support a child's special educational needs.
- Key persons work with parents to carry out any agreed tasks where a child protection plan is in place.
- According to the nature of the school, there is provision for families to be involved in activities that promote their own learning and well-being.
- Parents are involved in the social and cultural life of the school and actively contribute.
- As far as possible the service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- Parents are involved in regular assessment of their child's progress, including the progress check at age two, as per procedure 09.15 Progress check at age two.

- There are effective means for communicating with parents on all relevant matters and 10.2 Complaints procedure for parents and service users is referred to when necessary.
- Every effort is made to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
- Information about a child and their family is kept confidential within the school. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding their child's development that need to be shared with another agency. Parental permission will be sought unless there are reasons not to, to protect the safety of the child.
- Parental consent is sought to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- Parents' views are sought regarding changes in the delivery of the service
- Parents are actively encouraged to participate in decision making processes via a parent forum.
- There are opportunities for parents to take active roles in supporting their child's learning in the school: informally through helping out or activities with their child, or through structured projects engaging parents and staff in their child's learning.

#### Agencies

- We work in partnership or in tandem with local and national agencies to promote the wellbeing of children.
- Procedures are in place for sharing of information about children and families with other agencies, as out in procedures 07.2 Confidentiality, recording and sharing information.
- Information shared by other agencies (third party information) is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, individuals are made to feel welcome in the school and professional roles are respected.
- Staff 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 school and do not have access to any other children during their visit.
- Staff do not casually share information or seek informal advice about any named child/family.
- We consult with and signpost to local and national agencies who offer a wealth of advice and information promoting staff understanding of issues facing them in their work and who can provide support and information for families. For example,

ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

#### Schools

- Schools work in partnership with schools to assist children's transition as per procedure 09.14 Prime times – transition to school., and share information as per procedure 07.6 Transfer of records.
- The school manager actively seeks to forge partnership with local schools with the aim of sharing best practice and creating a consistent approach.

# **12 Complaints Policy and Procedure for Parents and Service Users**

In accordance with Section 29(1) of the Education Act 2002, all maintained schools and maintained nursery schools must have and publish procedures to deal with all complaints relating to their school and to any community facilities or services that the school provides, for which there are no separate procedures.

## **Who can make a complaint?**

This complaints procedure is not limited to parents or carers of children that are registered at the school. Any person, including members of the public, may make a complaint to Maeda Gakuen Yochien about any provision of facilities or services that we provide. Unless complaints are dealt with under separate statutory procedures (such as appeals relating to exclusions or admissions), we will use this complaints procedure.

## **The difference between a concern and a complaint**

A concern may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'.

A complaint may be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'.

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. Maeda Gakuen Yochien takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, Ms Junko Tanabe, will refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, Ms Tanabe will refer you to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the concern objectively and impartially is more important.

We understand however, that there are occasions when people would like to raise their concerns formally. In this case, Maeda Gakuen Yochien will attempt to resolve the issue internally, through the stages outlined within this complaints procedure.

## **How to raise a concern or make a complaint**

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf of a complainant, as long as they have appropriate consent to do so.

Concerns should be raised with either the class teacher or headteacher. If the issue remains unresolved, the next step is to make a formal complaint.

Complainants should not approach individual members of the SLT to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 2 of the procedure.

Complaints against school staff (except the headteacher) should be made in the first instance, to Ms Junko Tanabe via the school office. Please mark them as Private and Confidential.

Complaints that involve or are about the headteacher should be addressed to Mr K. Maeda (the Proprietor), via the school office. Please mark them as Private and Confidential.

Complaints about the SLT, any individual member should be addressed to Mr K. Kato via the school office. Please mark them as Private and Confidential.

For ease of use, a template complaint form is included at the end of this procedure. If you require help in completing the form, please contact the school office. You can also ask third party organisations like the Citizens Advice to help you.

In accordance with equality law, we will consider making reasonable adjustments if required, to enable complainants to access and complete this complaints procedure. For instance, providing information in alternative formats, assisting complainants in raising a formal complaint or holding meetings in accessible locations.

### **Anonymous complaints**

We will not normally investigate anonymous complaints. However, the headteacher or Proprietor, if appropriate, will determine whether the complaint warrants an investigation.

### **Time scales**

You must raise the complaint within three months of the incident or, where a series of associated incidents have occurred, within three months of the last of these incidents. We will consider complaints made outside of this time frame if exceptional circumstances apply.

### **Complaints received outside of term time**

We will consider complaints made outside of term time to have been received on the first school day after the holiday period.

### Scope of this Complaints Procedure

This procedure covers all complaints about any provision of community facilities or services by Maeda Gakuen Yochien, other than complaints that are dealt with under other statutory procedures, including those listed below.

Exceptions	Who to contact
<ul style="list-style-type: none"> <li>· Admissions to schools</li> <li>· Statutory assessments of Special Educational Needs</li> <li>· School re-organisation proposals</li> </ul>	<p>Concerns about admissions, statutory assessments of Special Educational Needs, or school re-organisation proposals should be raised with Barnet Council (in case of Finchley Yochien) and Ealing Council (in case of Acton Yochien)</p>
<ul style="list-style-type: none"> <li>· Matters likely to require a Child Protection Investigation</li> </ul>	<p>Complaints about child protection matters are handled under our child protection and safeguarding policy and in accordance with relevant statutory guidance.</p> <p>If you have serious concerns, you may wish to contact the local authority designated officer (LADO) who has local responsibility for safeguarding or the Multi-Agency Safeguarding Hub (MASH). Barnet: 020 8359 2000</p> <p>Ealing: <a href="mailto:asv@ealing.gov.uk">asv@ealing.gov.uk</a> or 07890940241</p>
<ul style="list-style-type: none"> <li>· Exclusion of children from school*</li> </ul>	<p>Further information about raising concerns about exclusion can be found at:  <a href="http://www.gov.uk/school-discipline-exclusions/exclusions">www.gov.uk/school-discipline-exclusions/exclusions</a>.</p> <p>*complaints about the application of the behaviour policy can be made through the school's complaints procedure.</p>

<ul style="list-style-type: none"> <li>· Whistleblowing</li> </ul>	<p>We have an internal whistleblowing procedure for all our employees, including temporary staff and contractors.</p> <p>The Secretary of State for Education is the prescribed person for matters relating to education for whistleblowers in education who do not want to raise matters direct with their employer. Referrals can be made at: <a href="http://www.education.gov.uk/contactus">www.education.gov.uk/contactus</a>.</p> <p>Volunteer staff who have concerns about our school should complain through the school's complaints procedure. You may also be able to complain direct to the LA or the Department for Education (see link above), depending on the substance of your complaint.</p>
<ul style="list-style-type: none"> <li>· Staff grievances</li> </ul>	<p>Complaints from staff will be dealt with under the school's internal grievance procedures.</p>
<ul style="list-style-type: none"> <li>· Staff conduct</li> </ul>	<p>Complaints about staff will be dealt with under the school's internal disciplinary procedures, if appropriate.</p> <p>Complainants will not be informed of any disciplinary action taken against a staff member as a result of a complaint. However, the complainant will be notified that the matter is being addressed.</p>
<ul style="list-style-type: none"> <li>· Complaints about services provided by other providers who may use school premises or facilities</li> </ul>	<p>Providers should have their own complaints procedure to deal with complaints about service. Please contact them direct.</p>
<ul style="list-style-type: none"> <li>· National Curriculum - content</li> </ul>	<p>Please contact the Department for Education at: <a href="http://www.education.gov.uk/contactus">www.education.gov.uk/contactus</a></p>

If other bodies are investigating aspects of the complaint, for example the police, local authority (LA) safeguarding teams or Tribunals, this may impact on our ability to adhere to



the timescales within this procedure or result in the procedure being suspended until those public bodies have completed their investigations.

If a complainant commences legal action against Maeda Gakuen Yochien in relation to their complaint, we will consider whether to suspend the complaints procedure in relation to their complaint until those legal proceedings have concluded.

### **Resolving complaints**

At each stage in the procedure, Maeda Gakuen Yochien wants to resolve the complaint. If appropriate, we will acknowledge that the complaint is upheld in whole or in part. In addition, we may offer one or more of the following:

- an explanation
- an admission that the situation could have been handled differently or better
- an assurance that we will try to ensure the event complained of will not recur
- an explanation of the steps that have been or will be taken to help ensure that it will not happen again and an indication of the timescales within which any changes will be made
- an undertaking to review school policies in light of the complaint
- an apology.

### **Withdrawal of a Complaint**

If a complainant wants to withdraw their complaint, we will ask them to confirm this in writing.

### **Stage 1**

Formal complaints must be made to the headteacher (unless they are about the headteacher), via the school office. This may be done in person, in writing (preferably on the Complaint Form), or by telephone.

The headteacher will record the date the complaint is received and will acknowledge receipt of the complaint in writing (either by letter or email) within 10 school days.

Within this response, the headteacher will seek to clarify the nature of the complaint, ask what remains unresolved and what outcome the complainant would like to see. The headteacher can consider whether a face to face meeting is the most appropriate way of doing this.

Note: The headteacher may delegate the investigation to another member of the school's senior leadership team but not the decision to be taken.

During the investigation, the headteacher (or investigator) will:

- if necessary, interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish
- keep a written record of any meetings/interviews in relation to their investigation.

At the conclusion of their investigation, the headteacher will provide a formal written response within 20 school days of the date of receipt of the complaint.

If the headteacher is unable to meet this deadline, they will provide the complainant with an update and revised response date.

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions Maeda Gakuen Yochien will take to resolve the complaint.

The headteacher will advise the complainant of how to escalate their complaint should they remain dissatisfied with the outcome of Stage 1.

If the complaint is about the headteacher, or a member of the SLT (including the Proprietor), a suitably skilled mediator will be appointed to complete all the actions at Stage 1.

Complaints about the headteacher or member of the SLT must be made to Mr. K. Kato, via the school office.

If the complaint is:

- jointly about the Proprietor or
- the entire SLT or
- the majority of the SLT

Stage 1 will be considered by an independent investigator appointed by the SLT or the local council. At the conclusion of their investigation, the independent investigator will provide a formal written response.

## **Stage 2**

If the complainant is dissatisfied with the outcome at Stage 1 and wishes to take the matter further, they can escalate the complaint to Stage 2 – a meeting with members of the SLT's complaints committee, which will be formed of the first three, impartial, mediators or SLT members available. This is the final stage of the complaints procedure.

A request to escalate to Stage 2 must be made to the Clerk, via the school office, within 15 school days of receipt of the Stage 1 response.

The Clerk will record the date the complaint is received and acknowledge receipt of the complaint in writing (either by letter or email) within 20 school days.

Requests received outside of this time frame will only be considered if exceptional circumstances apply.

The Clerk will write to the complainant to inform them of the date of the meeting. They will aim to convene a meeting within 30 school days of receipt of the Stage 2 request. If this is not possible, the Clerk will provide an anticipated date and keep the complainant informed.

If the complainant rejects the offer of three proposed dates, without good reason, the Clerk will decide when to hold the meeting. It will then proceed in the complainant's absence on the basis of written submissions from both parties.

The complaints committee will consist of at least three SLT members with no prior involvement or knowledge of the complaint. Prior to the meeting, they will decide amongst themselves who will act as the Chair of the Complaints Committee. If there are fewer than three SLT members from Maeda Gakuen Yochien available, the Clerk (Mr. Kato) will source any additional, independent governors through another local school or through their LA's Governor Services team, in order to make up the committee. Alternatively, an entirely independent committee may be convened to hear the complaint at Stage 2.

The committee will decide whether to deal with the complaint by inviting parties to a meeting or through written representations, but in making their decision they will be sensitive to the complainant's needs.

If the complainant is invited to attend the meeting, they may bring someone along to provide support. This can be a relative or friend. Generally, we do not encourage either party to bring legal representatives to the committee meeting. However, there may be occasions when legal representation is appropriate.

For instance, if a school employee is called as a witness in a complaint meeting, they may wish to be supported by union and/or legal representation.

Note: Complaints about staff conduct will not generally be handled under this complaints procedure. Complainants will be advised that any staff conduct complaints will be considered under staff disciplinary procedures, if appropriate, but outcomes will not be shared with them.

Representatives from the media are not permitted to attend.

At least 15 school days before the meeting, the Clerk will:

- confirm and notify the complainant of the date, time and venue of the meeting, ensuring that, if the complainant is invited, the dates are convenient to all parties and that the venue and proceedings are accessible
- request copies of any further written material to be submitted to the committee at least 20 school days before the meeting.

Any written material will be circulated to all parties at least 20 school days before the date of the meeting. The committee will not normally accept, as evidence, recordings of conversations that were obtained covertly and without the informed consent of all parties being recorded.

The committee will also not review any new complaints at this stage or consider evidence unrelated to the initial complaint to be included. New complaints must be dealt with from Stage 1 of the procedure.

The meeting will be held in private. Electronic recordings of meetings or conversations are not normally permitted unless a complainant's own disability or special needs require it. Prior knowledge and consent of all parties attending must be sought before meetings or conversations take place. Consent will be recorded in any minutes taken.

The committee will consider the complaint and all the evidence presented. The committee can:

- uphold the complaint in whole or in part
- dismiss the complaint in whole or in part.

If the complaint is upheld in whole or in part, the committee will:

- decide on the appropriate action to be taken to resolve the complaint
- where appropriate, recommend changes to the school's systems or procedures to prevent similar issues in the future.

The Chair of the Committee will provide the complainant and Maeda Gakuen Yochien with a full explanation of their decision and the reason(s) for it, in writing, within 30 school days.

The letter to the complainant will include details of how to contact the Department for Education if they are dissatisfied with the way their complaint has been handled by Maeda Gakuen Yochien.

If the complaint is:

- jointly about the Proprietor or

- the entire SLT or
- the majority of the SLT

Stage 2 will be heard by a committee of independent governors/mediators.

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions Maeda Gakuen Yochien will take to resolve the complaint.

The response will also advise the complainant of how to escalate their complaint should they remain dissatisfied.

### **Next Steps**

If the complainant believes the school did not handle their complaint in accordance with the published complaints procedure or they acted unlawfully or unreasonably in the exercise of their duties under education law, they can contact the Department for Education after they have completed Stage 2.

The Department for Education will not normally reinvestigate the substance of complaints or overturn any decisions made by Maeda Gakuen Yochien. They will consider whether Maeda Gakuen Yochien has adhered to education legislation and any statutory policies connected with the complaint.

The complainant can refer their complaint to the Department for Education online at: [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus), by telephone on: 0370 000 2288 or by writing to:

Department for Education  
Piccadilly Gate  
Store Street  
Manchester

M1 2WD.

### **Complaint Form**

Please complete and return to Ms Junko Tanabe who will acknowledge receipt and explain what action will be taken.

Your name:

Pupil's name (if relevant):

Your relationship to the pupil (if relevant):

Address:

Postcode:

Day time telephone number:

Evening telephone number:

Please give details of your complaint, including whether you have spoken to anybody at the school about it.

What actions do you feel might resolve the problem at this stage?

Are you attaching any paperwork? If so, please give details.

Signature:

Date:

Official use

Date acknowledgement sent:

By who:

Complaint referred to:

Date:

## **Roles and Responsibilities**

### **Complainant**

The complainant will receive a more effective response to the complaint if they:

- explain the complaint in full as early as possible
- co-operate with the school in seeking a solution to the complaint
- respond promptly to requests for information or meetings or in agreeing the details of the complaint
- ask for assistance as needed
- treat all those involved in the complaint with respect
- refrain from publicising the details of their complaint on social media and respect confidentiality.

### **Investigator**

The investigator's role is to establish the facts relevant to the complaint by:

- providing a comprehensive, open, transparent and fair consideration of the complaint through:
  - o sensitive and thorough interviewing of the complainant to establish what has happened and who has been involved
  - o interviewing staff and children/young people and other people relevant to the complaint
  - o consideration of records and other relevant information
  - o analysing information
- liaising with the complainant and the complaints co-ordinator as appropriate to clarify what the complainant feels would put things right.

### **The investigator should:**

- conduct interviews with an open mind and be prepared to persist in the questioning



- keep notes of interviews or arrange for an independent note taker to record minutes of the meeting
- ensure that any papers produced during the investigation are kept securely pending any appeal
- be mindful of the timescales to respond
- prepare a comprehensive report for the headteacher or complaints committee that sets out the facts, identifies solutions and recommends courses of action to resolve problems.

The headteacher or complaints committee will then determine whether to uphold or dismiss the complaint and communicate that decision to the complainant, providing the appropriate escalation details.

Complaints Co-ordinator (this could be the headteacher / designated complaints SLT member or other staff member providing administrative support)

#### **The complaints co-ordinator should:**

- ensure that the complainant is fully updated at each stage of the procedure
- liaise with staff members, headteacher, Proprietor, Clerk and LAs (if appropriate) to ensure the smooth running of the complaints procedure
- be aware of issues regarding:
  - o sharing third party information
  - o additional support. This may be needed by complainants when making a complaint including interpretation support or where the complainant is a child or young person
- keep records.

#### **Committee Chair**

The committee's chair, who is nominated in advance of the complaint meeting, should ensure that:

- both parties are asked (via Mr Kato) to provide any additional information relating to the complaint by a specified date in advance of the meeting
- the meeting is conducted in an informal manner, is not adversarial, and that, if all parties are invited to attend, everyone is treated with respect and courtesy

- complainants who may not be used to speaking at such a meeting are put at ease. This is particularly important if the complainant is a child/young person
- the remit of the committee is explained to the complainant
- written material is seen by everyone in attendance, provided it does not breach confidentiality or any individual's rights to privacy under the DPA 2018 or GDPR.

If a new issue arises it would be useful to give everyone the opportunity to consider and comment upon it; this may require a short adjournment of the meeting

- both the complainant and the school are given the opportunity to make their case and seek clarity, either through written submissions ahead of the meeting or verbally in the meeting itself
- the issues are addressed
- key findings of fact are made
- the committee is open-minded and acts independently
- no member of the committee has an external interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure
- the meeting is minuted
- they liaise with the Clerk (and complaints co-ordinator, if the school has one).

### **Committee Member**

Committee members should be aware that:

- the meeting must be independent and impartial, and should be seen to be so

No SLT may sit on the committee if they have had a prior involvement in the complaint or in the circumstances surrounding it.

- the aim of the meeting should be to resolve the complaint and achieve reconciliation between the school and the complainant

We recognise that the complainant might not be satisfied with the outcome if the meeting does not find in their favour. It may only be possible to establish the facts and make recommendations.

- many complainants will feel nervous and inhibited in a formal setting

Parents/carers often feel emotional when discussing an issue that affects their child.

- extra care needs to be taken when the complainant is a child/young person and present during all or part of the meeting

Careful consideration of the atmosphere and proceedings should ensure that the child/young person does not feel intimidated.

The committee should respect the views of the child/young person and give them equal consideration to those of adults.

If the child/young person is the complainant, the committee should ask in advance if any support is needed to help them present their complaint. Where the child/young person's parent is the complainant, the committee should give the parent the opportunity to say which parts of the meeting, if any, the child/young person needs to attend.

However, the parent should be advised that agreement might not always be possible if the parent wishes the child/young person to attend a part of the meeting that the committee considers is not in the child/young person's best interests.

- the welfare of the child/young person is paramount.

Parents have the right to sit through the hearing and have the right to bring an independent mediator.

## 12.1 Managing Serial and Unreasonable Complaints

Maeda Gakuen Yochien is committed to dealing with all complaints fairly and impartially, and to providing a high quality service to those who complain. We will not normally limit the contact complainants have with our school. However, we do not expect our staff to tolerate unacceptable behaviour and will take action to protect staff from that behaviour, including that which is abusive, offensive or threatening.

Maeda Gakuen Yochien defines unreasonable behaviour as that which hinders our consideration of complaints because of the frequency or nature of the complainant's contact with the school, such as, if the complainant:

- refuses to articulate their complaint or specify the grounds of a complaint or the outcomes sought by raising the complaint, despite offers of assistance
- refuses to co-operate with the complaints investigation process
- refuses to accept that certain issues are not within the scope of the complaints procedure
- insists on the complaint being dealt with in ways which are incompatible with the complaints procedure or with good practice
- introduces trivial or irrelevant information which they expect to be taken into account and commented on
- raises large numbers of detailed but unimportant questions, and insists they are fully answered, often immediately and to their own timescales
- makes unjustified complaints about staff who are trying to deal with the issues, and seeks to have them replaced
- changes the basis of the complaint as the investigation proceeds
- repeatedly makes the same complaint (despite previous investigations or responses concluding that the complaint is groundless or has been addressed)
- refuses to accept the findings of the investigation into that complaint where the school's complaint procedure has been fully and properly implemented and completed including referral to the Department for Education
- seeks an unrealistic outcome

- makes excessive demands on school time by frequent, lengthy and complicated contact with staff regarding the complaint in person, in writing, by email and by telephone while the complaint is being dealt with
- uses threats to intimidate
- uses abusive, offensive or discriminatory language or violence
- knowingly provides falsified information
- publishes unacceptable information on social media or other public forums.

Complainants should try to limit their communication with the school that relates to their complaint, while the complaint is being progressed. It is not helpful if repeated correspondence is sent (either by letter, phone, email or text), as it could delay the outcome being reached.

Whenever possible, the headteacher or Proprietor will discuss any concerns with the complainant informally before applying an 'unreasonable' marking.

If the behaviour continues, the headteacher will write to the complainant explaining that their behaviour is unreasonable and ask them to change it. For complainants who excessively contact Maeda Gakuen Yochien causing a significant level of disruption, we may specify methods of communication and limit the number of contacts in a communication plan. This will be reviewed after six months.

In response to any serious incident of aggression or violence, we will immediately inform the police and communicate our actions in writing. This may include barring an individual from Maeda Gakuen Yochien.

# 13 Relationship Education Policy

## 1. Purpose of the Policy

All primary schools are required to teach Relationships Education and to produce a Relationships Education policy.

### The purpose of the policy is to:

- Give information to staff, parents and carers, management committee members, and outside visitors about what is taught in Relationships Education, how it is taught and who teaches it
- Enable parents and carers to support their children in learning about Relationships Education
- Give a clear statement on what the school aims to achieve from Relationships Education, the values underpinning it and why it is compulsory for all primary school children
- Sets out how Relationships Education meets schools' legal requirements to promote well-being (Children Act 2004), prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006), meet the school's safeguarding obligations, comply with the Equality Act 2010 to prevent discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups

The policy also includes a statement on Sex Education, which covers a definition, what is taught, who teaches it, and parents' right to withdraw.

## 2. Development of the School Policy

This policy was developed by the School's Leadership Team (SLT). We also consulted with parents and all teaching staff.

### We have taken account of the:

- Statutory guidance on Relationships Education, RSE and Health Education (DfE Feb 2019)
- Equality Act 2010 and the Public Sector Duty

## 3. Links to other policies

This policy links to our Safeguarding and Child Protection policy, Promoting Positive Behaviour policy, Anti-bullying policy, Equality policy and Online safety policy.

Our provision of Relationships Education is part of our approach to supporting the health and well-being of children and our commitment to protecting and safeguarding children's well-being and interests.

#### **4. Definition of Relationships Education**

The requirements for teaching Relationship Education in primary are described in the DfE statutory guidance, and based on the guidance, we have defined Relationships Education as learning about

- Different relationships (including online) and how to make and maintain healthy, caring and respectful relationships within families and friendships
- The importance of families in caring for children
- How to recognise when a relationship is unhealthy or unsafe and how to seek help and report concerns or abuse (including online)
- The importance of respecting others who are different from themselves, whether physically, their family structure, their race, religion, belief, disability or sexual orientation
- Different types of bullying and discriminatory language, the impact it has and how to prevent it and get help
- Stereotypes and how they can lead to prejudice and discrimination eg based on gender, race, religion, disability or sexual orientation
- How to recognise risk and be safe online

#### **5. Why teach Relationships Education at primary school?**

The government has made Relationships Education a statutory part of the curriculum, and we agree that this is a crucial aspect of the primary curriculum.

We want children to develop the skills to make positive, caring, respectful and healthy relationships in their friendships, within their families and with other children and adults.

We recognise that many children attending Maeda Gakuen Yochien already have active online lives and that the knowledge and skills they learn in Relationships Education will enable them to navigate the online world safely and understand what is and is not appropriate behaviour.

Through Relationships Education, children also gain the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse and keep themselves safe.

For all these important reasons, the government has made Relationships Education a compulsory part of the school curriculum in which all children are required to participate, and parents do not have the right to withdraw them. We have tailored our Relationships Education curriculum to accommodate the ages, stages of development, and individual needs of our children and their families.

#### **6. Values promoted through Relationships Education**

We are committed to creating an inclusive school that promotes diversity and equality and fundamental British Values (democracy, individual liberty, the rule of law and mutual respect and tolerance). Teaching relationships education will ensure that all children

develop respect for others and for difference and tolerance and understanding of all aspects of diversity. We want all children to understand and feel accepted in the society they are growing up in and for every child to thrive in this world.

We believe that Relationships Education promotes the aims and values of our school, which include:

- Respect for self and others
- Kindness and consideration for others
- Commitment, trust and love within relationships
- Promoting equality and respecting rights and responsibilities in relationships
- Respecting and celebrating difference and diversity
- Preventing prejudice and discrimination based on religion or belief, disability, sexual orientation, gender and gender reassignment (protected characteristics as enshrined in law through the Equality Act 2010)
- Promoting gender equality, challenging gender stereotypes and inequality
- Valuing family life and stable, loving and caring relationships, including marriage and civil partnerships, for bringing up children
- Everyone has the right to a healthy and safe relationship

## **7. Aims for Relationships Education**

**Our Relationships Education programme aims to help children:**

- Develop the confidence to talk about relationships
- Develop the skills to make and maintain healthy and respectful friendships and family relationships
- Recognise unhealthy or unsafe relationships, including friendships (and online), within the family and with known or unknown adults
- Recognise the differences between appropriate and inappropriate or unsafe contact, physical or otherwise, and know how to report it and get help.
- Understand the importance of respecting others even when they are different from them
- Understand and respect different types of families, including families with one parent, with same-sex parents, and families that foster and adopt children
- Challenge and prevent discrimination based on differences eg race, religion, gender, gender identity, disability or sexual orientation
- Recognise bullying and discriminatory language based on race, religion, gender, disability or sexual orientation and develop the confidence to prevent it and report it
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know how to be safe online and behave respectfully and appropriately
- Know where and how to seek information and advice when they need help



## **8. Content and Organisation of Relationships Education**

### **Where is Relationships Education taught?**

Relationships Education will be taught through a planned programme of PSHE and Citizenship, taught as weekly timetabled lessons in our Year 1 (Sakura Class). Sometimes this will be organised as blocks of teaching eg teaching about preventing bullying to coincide with anti-bullying week or integrated into topics such as Me and My family, Keeping Safe and Online Safety.

### **What is taught in Relationships Education?**

#### **Our Relationships Education programme:**

- Reflects the statutory requirements in the DfE Guidance that describes what needs to be taught by the end of primary (see appendix 1)
- We have planned the curriculum so that the knowledge, skills and attitudes are appropriate to the age and maturity of children and progress from one year to another, building on what has been learnt in previous years.

### **Teaching about difference and diversity**

The Government guidance “expects all children to have been taught LGBT content at a timely point as part of this area of the curriculum”. We will not have specific LGBT lessons, but through our teaching, we will help children to understand the society in which they are living and growing up in, as well as be respectful of others and differences.

This will mean that when children learn about families, we will include families with two mums and two dads, and when children learn about marriage, they will learn that marriage can be between opposite-sex and same-sex couples. When children learn about bullying and discriminatory language, they will learn that this can happen because people are different or perceived to be different, and this can be because they have a different religion, are a different race, have a disability, or have a different sexual orientation.

### **In Year 1 (Sakura Class)**

In Year 1, we teach a topic called Families, and children talk about their families to understand that all families are different but that they all love and care for one another. We use storybooks that show a wide range of family structures, including families with two mums and two dads. Bearing in mind children's age, we do not talk about sexual orientation or sexuality explicitly. We simply use books that depict families from diverse backgrounds, which enables children to build their cultural capital as well.

Children will learn further about the diversity of families when they go to Key Stage 2.

## **Teaching about preventing bullying and discriminatory language**

We maintain a zero-tolerance policy towards all forms of bullying and discriminatory language, including the inappropriate use of terms related to sexual orientation or gender identity, such as lesbian, gay, bisexual, or transgender. The Equality Act of 2010 mandates schools to prevent all types of discrimination. Considering the age of the children at Maeda Gakuen Yochien, we understand that they may not be familiar with such vocabulary. Therefore, we focus on fostering an atmosphere of respect, kindness, and understanding.

We actively role model and educate children on treating each other with respect, emphasising that any form of name-calling is unacceptable and will be promptly addressed. Our curriculum teaches children how to seek support from adults if they ever feel harassed, uncomfortable, or hurt in any way. By fostering an environment where kindness and respect prevail, we aim to ensure the well-being and safety of all our students.

In an age-appropriate manner, children are taught about the impact that bullying and discriminatory language have on people, how these can cause prejudice, discrimination and mental health problems and what we can do to prevent this happening.

### **How is Relationships Education taught?**

- We recognise that teaching about some aspects of Relationships Education is sensitive. All staff set a group agreement or ground rules with children to ensure that an atmosphere is created where children feel able to ask questions, discuss concerns, talk about feelings and relationships, understand about confidentiality, are respectful of one another and do not discuss or ask private information of each other or the teacher.
- We will emphasise the importance of strong and supportive relationships, including family relationships and friendships (online as well).
- Teaching resources are chosen to ensure that they are appropriate to the age and maturity of children. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable children to participate and reflect on their learning, role play, quizzes, individual, pair and class work. We also use case studies, stories, puppets and role plays to help de-personalise discussions and help children gain confidence to talk and listen to each other.
- We ensure that the Relationships Education teaching programme is inclusive and is appropriate and relevant to all children, including those with SEN and disabilities. Where needed, Relationships Education is differentiated to meet the needs of children and specialist resources may be used to respond to their individual needs. In some cases children have individual programmes designed and delivered by staff.
- Staff ensure that the content, approach and use of inclusive language reflect the diversity of the school community and wider society, and help all children feel

valued and included, regardless of their gender, race, religion, ability, disability and family structure

- Staff do not discuss details of their personal relationships with children

### **Answering children's questions**

We answer questions honestly and sensitively, appropriate to the age and maturity of the children. Some questions may not be answered immediately if the member of staff feels they need to consult with the Heads of school and/or parents and carers. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

### **Who teaches Relationships Education?**

Relationships Education will be taught by the class teacher with the support of the teaching assistants and, occasionally, the headteacher.

### **Sex Education**

Sex education, in addition to the science national curriculum, is defined as teaching about sexual intercourse in the context of learning about how a baby is made and a basic understanding of pregnancy and how the baby develops. This is usually taught in Year 6, and parents have the right to request that their child be withdrawn from any or all parts of sex education. Given the age of children at Maeda Gakuen Yochien, we DO NOT teach sex education.

### **Science National Curriculum**

All primary schools are required to teach the Science National Curriculum, which covers the biological aspects of sex education, growth and development, naming body parts, and a basic understanding of the life process of reproduction and the human life cycle. See Appendix 1. Parents do not have the right to withdraw from Science.

### **Health Education and Puberty**

All primary schools are required to teach statutory Health Education that includes teaching about puberty. Normally it is expected to begin teaching about puberty in Year 4 as part of learning about the human life cycle and introduce basic information about the changes for boys and girls that happen at puberty. It is expected that in Year 5 children learn more detailed information about what happens at puberty including the physical and emotional changes and revisit this in Year 6. Given the age of our children, we DO NOT teach about puberty to our Year 1 children. They learn about healthy lifestyles, and the importance of

maintaining a balanced diet and physical exercise. Children are taught about the importance of oral health in the EYFS and they revisit this in Year 1.

## **9. Involving children**

To ensure that the Relationships Education programme meets the needs of children, the Head of School involves the School Leadership Team in reviewing and evaluating the programme each year.

The Headteacher also gathers feedback from teachers about children's engagement in the curriculum.

## **10. Confidentiality, safeguarding and child protection**

Although Relationships Education is not about personal disclosures and personal issues, it is possible that a child may disclose personal information. Staff understand that they cannot promise children absolute confidentiality, and children know this too.

If teachers are concerned in any way that a child is at risk of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding and Child Protection Procedures. If a child discloses to a teacher that they are being abused then this would be viewed as a child protection issue.

## **11. Assessing Relationships Education**

Children's progress in learning in Relationships Education is assessed as part of the assessment in PSHE and citizenship.

## **12. Monitoring and evaluating Relationships Education**

The Headteacher monitors teachers' planning to ensure Relationships Education is being taught.

Children and staff are involved in evaluating the Relationships Education teaching programme as part of the annual review of PSHE and Citizenship. There are discussions with staff about the impact of the curriculum on child's learning and their engagement in the learning and the SLT are involved in giving feedback about the PSHE curriculum.

## **13. Training for Staff**

It is important that Relationships Education is taught by staff that are knowledgeable, skilled and confident. We ensure that teachers have received up-to-date training and provide a range of training opportunities, including school-based INSET, team teaching, classroom observations and external training courses provided by Local Authorities and other organisations.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

#### **14. Engaging and Involving Parents/Carers**

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We take account of religious and cultural views and aim to balance parental views with our commitment to comprehensive Relationships Education and compliance with the statutory guidance and Equality Act.

##### **We will take every opportunity to inform and involve parents and carers by:**

- Sharing the Relationships Education policy with them and when it is reviewed
- Publishing the Relationships Education policy on the school website
- Including a summary of the content and organisation of Relationships Education in the school curriculum plan
- Inviting parents and carers to a meeting about what will be taught in relationships education, and include tips for talking to their children about relationships education

#### **15. Disseminating the policy**

A copy of this policy is on the school website. It is included in the school's policy file on the shared drive. The policy will be reviewed every 2 years and parents and carers will be informed by the Headteacher and school website.

##### **Key contacts**

Heads of School: Junko Tanabe

Education Co-ordinator: Yoko Koike

Designated Safeguarding Leads: Nikita Phadnavis

#### **Appendix 1**

##### **Sex Education in National Curriculum Science**

The programmes of study for science are set out year-by-year. Within each key stage, schools have the flexibility to introduce content earlier or later than set out in the

programme of study. Schools can also introduce key stage content during an earlier key stage if appropriate.

Year 1

Animals, including humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. E.g. Eye for sight, Ears for hearing, Nose for smelling.

Non-statutory Guidance

Children should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help children to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager, adult.

Children might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow

Given the age of children at Maeda Gakuen Yochien, we only focus on teaching children the importance of nutrition and rest in animals, including humans. We also talk about the importance of exercise of limiting sedentary screen time. We do not teach about reproduction in animals or humans.

## **Appendix 2**

### **Statutory content for Relationships Education**

Topic	By the end of Primary, children should know
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<p>Families and people who care for me</p>	<ul style="list-style-type: none"> <li>● that families are important for children growing up because they can give love, security and stability</li> <li>● the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>● that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.</li> <li>● that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>● that marriage (including both opposite sex and same sex couples) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<p>Caring friendships</p>	<ul style="list-style-type: none"> <li>● how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>● that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>● how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>

<p>Respectful relationships</p>	<ul style="list-style-type: none"> <li>● the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>● practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● the conventions of courtesy and manners.</li> <li>● the importance of self-respect and how this links to their own happiness.</li> <li>● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>● what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>● the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
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<p>Online relationships</p>	<ul style="list-style-type: none"> <li>● that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>● that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>● how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>● how information and data is shared and used online</li> </ul>
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Being safe	<ul style="list-style-type: none"> <li>● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>● about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>● how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>● how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>● how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>● where to get advice e.g. family, school and/or other sources</li> </ul>
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### Appendix 3

Statutory content for Health Education (relevant to Relationships Education and Sex Education)

Topic	By the end of Primary, children should know
Changing adolescent body	<ul style="list-style-type: none"> <li>● key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>● about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

### Appendix 4

Relationships Education Curriculum at Maeda Gakuen for Year 1 (Sakura Class)

Term 1	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Growing up</li> <li>• It's My Body</li> </ul>	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <li>• Aiming High</li> <li>• Diverse Britain</li> </ul>	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Be Yourself</li> <li>• Digital Well-being</li> </ul>
Term 2	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Safety First</li> <li>• Think Positive</li> </ul>	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <li>• Money Matters</li> <li>• One World</li> </ul>	<p>Relationships</p> <ul style="list-style-type: none"> <li>• TEAM</li> <li>• VIPs</li> </ul>
Term 3	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Health and Well-being</li> </ul>	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <li>• Needs and Wants and making wise choices</li> </ul>	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Protecting our Planet</li> </ul>