

## Victoria Road Montessori policy and operational plan

The document is split into a number of headings and sub-headings, a brief summary of which is as follows:

### 1. Infrastructure

- A) Premises
- B) Staff
- C) Pupil registration
- D) Entry into school
- E) Withdrawal from school
- F) Incidents and accidents
- G) Illness
- H) Food
- I) First Aid
- J) Emergency medical treatment procedure
- K) Medicines
- L) Insurance
- M) Ofsted registration
- N) Administration
- O) Financial management
- P) Equal opportunities
- Q) Community involvement
- R) Charitable involvement
- S) Recognition and reporting of signs of abuse and/or neglect
- T) Complaints procedure

### 2. Aims and objectives

### 3. Method

- A) Vertical grouping
- B) New pupil induction
- C) Special needs
- D) Equipment
- E) Philosophy
- F) Discipline
- G) Rewards and punishments
- H) Groups
- I) Lunch bunch
- J) Self-development
- K) Children's clothing
- L) Daily programme
- M) Weekly programme
- N) Projects and themes
- O) Special events
- P) Pets
- Q) Outings
- R) Outdoor play
- S) Extra curricular activities
- T) Collection from school
- U) Records

## V) Parents' involvement

It is intended that this policy should be as comprehensive as possible and provide guidelines for those involved in the running of the school. It should also be a source of information for inspection agencies, parents and other members of the community who may wish to contribute to the well being of the children who attend the school.

### 1. Infrastructure

#### A. Premises

1. Licence  
The terms of the licence must be fully complied with at all times.
2. Building
  - a) As and when required by the terms of the licence the fabric of the building must be kept in good order (not presently applicable).
3. Fire safety
  - a) The premises must comply with local authority fire regulations including:
    - regular maintenance of extinguishers
    - extinguishers securely mounted
    - fire exits clearly marked and free from obstruction
    - fire doors kept shut and labelled
    - certificate of maintenance available for inspection
  - b) There must be a regular fire drill once a term.
  - c) Records of each fire drill must be kept and recorded in a book specially for the purpose. The record should indicate the time taken to vacate the building, how many children were at school that day, and any untoward incidents. Any experience gained during the fire drills that might contribute to future improvements should be incorporated into the written fire procedure.
  - d) A written fire procedure (for text see end of this document) must be displayed prominently and brought to the attention of all members of staff as well as other adults, such as students, who may regularly attend the premises.
4. Space standards
  - a) The space available must conform to the local authority space standards i.e. 25 sq ft / child.
5. Lavatories
  - a) One lavatory should be provided for every 10 children.
  - b) There should be separate facilities for boys and girls.
  - c) There should be a separate lavatory for the staff.
  - d) An adequate supply of soap, towels and lavatory paper should be stored on the premises.
  - e) The hot water supply must be thermostatically controlled to hand comfortable temperature.
6. Stairs
  - a) Any stairs on the premises, whether internal or external, must be fitted with a safety gate.
  - b) The stairs should only be used by children under the supervision of a teacher.

7. Windows and doors
  - a) All external windows and doors must be kept locked while children are on the premises.
  - b) At times when an external door needs to be used, a teacher must be present to monitor the children's movements.
  - c) Windows at low level must be fitted with safety glass or safety film.
8. Furniture and fittings
  - a) All furniture and fittings not in use by the school should be stacked safely and securely.
9. Ventilation
  - a) Adequate ventilation for the premises must be maintained.
10. Heating and lighting
  - a) All parts of the premises must be centrally heated to not less than 18°C.
  - b) Radiators must be guarded, or thermostatically controlled such that they are comfortable to touch.
  - c) Adequate lighting must be maintained throughout the premises.
11. Cleaning
  - a) Premises must be cleaned out of school hours and regularly
  - b) Lavatories must be cleaned daily.
  - c) All cleaning materials and equipment must be kept safely out of children's reach.
12. Electrical
  - a) All power points within children's reach must be fitted with safety covers.
  - b) No electrical appliances shall be used in the lavatory areas.
  - c) Any electrical appliances in use near, or in conjunction with, supplies of water (e.g. an aquarium) must be plugged in to an ELCB (earth leakage circuit breaker).
13. Access to outside play area
  - a) The outside play area must be securely fenced.
  - b) There must be no access to the road.
  - c) There must be continual and vigilant supervision while the children are outside.
  - d) Any areas of water must be fenced or covered.
  - e) Safety mats must be provided for any climbing frames.

#### B. Staff

1. All teaching staff must hold a Montessori qualification
  - a) Teachers must have a sound knowledge of the Montessori philosophy.
  - b) Teachers must be able to use the Montessori material in a manner which indicates a good understanding of the prime purpose of the exercise.
2. Teachers must be eighteen or over, physically and mentally fit and, preferably, be non-smokers. No smoking is permitted on the school premises or in the playground
3. Teachers must sign the school's contract of employment.
4. Staff levels should conform at all times to regulatory requirements
5. Teachers must have an understanding of multi-cultural issues including:
  - a) an awareness of the different racial and cultural backgrounds of

- those living within the school's catchment area
- b) the skills to integrate all children from whatever origin into the class.
6. Teachers must be able to work as part of a team which will include:
    - a) supporting other teachers when needed
    - b) being able to ask for support if required
    - c) co-existing, in a professional manner, with other teachers, regardless of differences in background or opinion
    - d) an awareness of the importance of a full contribution to team activities:
      - staff meetings
      - environment preparation
      - formulation of projects or themes
      - pre-session timetable changes
      - school outings
      - staff dinners, teas etc
  7. Teachers must be able to contribute to:
    - a) the selection of new materials
    - b) an assessment of the condition of existing equipment
    - c) the school's educational goals
    - d) the timetables, both daily and weekly
    - e) the discipline and support procedures
  8. Teachers must be able to communicate with parents to the extent of being able to discuss their child's progress, and any problems, with understanding and tact. They should be capable of offering advice should it be sought. Teachers who feel unable to advise in certain circumstances must seek guidance from the directress.
  9. Teachers should have a good knowledge of child development, gained either as a result of their Montessori training or from some other qualification (e.g. NNEB) or experience.
  10. Teachers must be able to treat all children with equal care regardless of ability, age, sex, race etc.
  11. Teachers must be able to keep and maintain records.
  12. At least one teacher must hold a first aid qualification.
  13. Teachers must not have a criminal record, especially with regard to child abuse.
  14. Teachers must not have, nor ever have had, one or more of their own children on the Child Protection Register.
  15. Teachers must not have a child being "looked after" by the local authority.
  16. Staff meetings
    - a) These should be held twice a week, with the whole teaching staff in attendance.
    - b) A formal meeting between each teacher and the directress should take place once or twice a term.
  17. Staff salaries
    - a) These should be based on a school pay scale which allows for an increase in salary for every year of experience gained up to a maximum of ten years. The scale points should be adjusted for inflation each April.
  18. Training facilities
    - a) These should be provided by the school in the form of teaching

- practice for students of the main Montessori colleges. Teachers must contribute to the training of students.
- b) Facilities should be provided by the school for the further training of staff. Such training can be in-house, or by way of attendance of third party lectures and courses outside normal school hours.
19. Staff must be responsible for children during school hours (09:00 – 12:00) and until parents arrive to collect them. Once the parent or carer is on the premises responsibility for their child transfers to them.
  20. Staff are entitled to expect a short coffee break during one session a day at an appropriate time - such a break not to conflict with the teacher's duties.
  21. Clothing worn by staff should be in keeping with the responsibility of their position and, above all, should not cause the children any concern.
  22. New staff
    - a) No restriction on sex, race or creed is to be imposed on the selection of new teachers.
    - b) All new staff must be thoroughly vetted. A full employment history should be sought, references checked fully and any inconsistencies and unexplained gaps examined. Enhanced disclosure from the Criminal Records Bureau must be obtained
    - c) Where possible, induction training should be provided for new staff during the term preceding their contract.

#### C. Pupil registration

1. This should be by way of the school registration form.
2. The registration forms should be entered into the school's database in the order in which they are received. Each registered child should be given an incremental number to allow for a subsequent selection process based entirely on registration order except that sibling priority and gender imbalance will be taken into account.
3. The registration form must contain a full medical history (including allergies) and the name and telephone number of the child's doctor.
4. Other information requested on the form should include:
  - a) names and address of parents
  - b) parents' telephone numbers
  - c) emergency telephone number for when the parents cannot be contacted
  - d) any special remarks the parents wish to bring to the school's attention

#### D. Entry into school

1. Pupils must be selected from the waiting list according to their age at the beginning of term (minimum 2 yrs 6 months) and then strictly in registration order except that sibling priority and gender imbalance will be taken into account..
2. A deposit must be obtained to inhibit the sudden removal of the child. Deposits are not to be returned in the event of a child leaving without proper notice having been given.
3. A contract, in the form of a letter and covering the procedure for the withdrawal of a child, must be signed by the directress and one parent.
4. Fees and payment schedules must be communicated clearly to parents.
5. The school must make available its operational plan
6. Consent forms from a parent should be obtained for:
  - a) outings
  - b) emergency medical treatment
  - c) administration of medicines
    - i) a doctor's written instructions must be obtained prior to the administration of any medicines whatsoever.

#### E. Withdrawal from the school

1. Parents should be advised clearly by way of a contract that a full term's notice in writing, or a term's fees in lieu, is required for the withdrawal of a child from the school.

#### F. Incidents and accidents

1. All accidents, and other occurrences worthy of note, must be recorded and signed in an incident book.
2. In case of more serious injuries, immediate medical treatment should be sought, if necessary involving the ambulance service, and parents consulted and advised. Ofsted must be notified of any serious injury or death of a child in the school's care or adult on the premises.
3. Parents should be required to supply a consent form authorising the removal of their child to hospital under certain circumstances.
4. The address of the local accident and emergency department should be recorded at the front of the incident book - Chelsea and Westminster Hospital, 269 Fulham Road, London SW10 9NH; tel 020 8746 8601/8600
5. If a parent or carer fails to collect a child the following procedure should be adopted:
  - Telephone carer
  - Telephone parents
  - Telephone emergency numberIf this fails to make contact with a parent or carer, consider allowing the child to be taken home by the parent or carer of one of his/her friends. Alternatively, telephone Social Services and seek guidance. A teacher should remain on the school premises with the child during this period. Continue to attempt to contact the parents until the situation is resolved
6. If a child appears to be lost:
  - Directress must be informed and an adult despatched to look around the area close by

- Information should be gathered as to when and where the child was last seen, and in whose company
- A search party should be organised to rule out the possibility of the child hiding nearby
- Directress must telephone parents/carers
- The police should be informed by ringing 999 or 020 7376 1212 (ask for Kensington Police Station)
- If a child is lost during an outing, inform the facility's office of missing child including full description; request that the facility put into action their policy for locating missing children
- After the child is found, a full examination of all the surrounding circumstances must be carried out. All adults involved should be made aware of the reasons that led to the child being lost and procedures put in place to prevent a recurrence, including the adjustment of this policy
- The incident must be written up in the incident book

#### G. Illness

1. Parents should be instructed to telephone the school if their child is unable to attend for any reason.
2. The school must notify Ofsted of any communicable diseases as defined by the Health Protection Agency.
3. Parents should be requested to keep children at home in the event of illness

#### H. Food

1. Storage facilities for food provided for mid-session snacks should conform with the Food Safety Act 1990. All food should be kept hygienically and temperature controlled if applicable.
2. Foods containing artificial additives (e.g. flavour enhancers) and colourings should be avoided.
3. Strict attention must be paid to those children allergic to certain foods. Teachers must inform themselves at the beginning of each term of any such children.

#### I. First Aid

1. A comprehensive first aid kit, that complies with the Health and Safety (First Aid) Regulations 1981, must be kept easily accessible on the premises. It should be checked, and if necessary replenished, at the beginning of each term, on the resumption of school after half term and after each use.
2. At least one member of staff must hold a recognised first aid certificate. Other teachers should be encouraged to obtain this qualification.
3. Procedure for treating children:
  - a) An injured child should be treated immediately, if possible out of sight of the other children.
  - b) Protective, surgical gloves must be worn by any teacher dealing with accidents involving blood.
4. If a child comes to school with an obvious injury, it should be recorded in

the accident and emergency book and the parent or carer should be asked for details as to how the injury occurred

J. Emergency medical treatment procedure:

1. Notify ambulance service by dialling 999.
2. Notify parents or, in their absence, the emergency number held in the child's computer record.
3. Notify the child's doctor.
4. Administer first aid techniques appropriate to the situation.

K. Medicines

1. No medication should be given without written instructions from a doctor - preferably the child's own doctor. The time, date and what was given must be recorded in the accident and emergency book and signed by a witness. If parents administer medicine on the school premises, they must sign the accident and emergency book
2. All medicines and first aid kits must be kept secure and out of reach of the children.
3. All medicines held on the premises should be checked at the beginning of each term, the expiry date should be monitored and the way in which the medicine is to be administered should be rehearsed

L. Insurance

1. Public liability must be insured to a minimum of £2,000,000.
2. Employer's liability must be provided to an unlimited amount.
3. Any insurance certificates must be prominently displayed in the school premises

M. Ofsted registration

1. Registration with Ofsted must be actively maintained.
2. The registration certificate must be prominently displayed on the school premises.

N. Administration

1. Where practicable all records/data should be held on computer. Adequate backups should be taken with some tapes being held away from the administrative address.
2. Regular administrative duties should include:
  - a) maintaining the waiting list
  - b) sending out the prospectus and registration forms
  - c) obtaining the various consent forms
  - d) replying to prospective parents' enquiries
  - e) producing the termly invoices
  - f) collecting the fees
  - g) paying the school's suppliers and sub-contractors
  - h) paying staff salaries
  - i) salaries should be paid in good time for cleared funds to reach teachers' bank accounts on, or before, the last day of the month.
  - j) proper and full wages records must be kept and all statutory forms completed and sent by the due date.
  - k) arranging transport for outings
  - l) ensuring that CRB forms are removed from employees' files and

- destroyed within six months of issue in order to comply with the  
"CRB Code of Practice for Registered Persons and other recipients"
3. The school must register under the Data Protection Act and maintain its registration.

O. Financial management

1. The school must appoint a fully qualified accountant.
2. Full double entry computerised accounts must be kept.
3. Periodic management reports detailing assets, liabilities and cash flow must be produced.
4. A list of all equipment with a life of more than 12 months must be kept.
5. Budgets must be reviewed annually.
6. End of year accounts must be prepared with the assistance of the school's accountant.

P. Equal opportunities

1. As an employer, the school will treat employees fairly and equally. Their treatment will not depend, or be influenced by, their gender, race, age, religion, marital status or disability. The school's only concern is that an employee discharges his or her duty satisfactorily
2. As the provider of education and childcare, the school will treat all children with equal love and attention. No part of the school, its equipment, structure, activities or personnel will be withheld from a child except out of developmental necessity. Except for siblings, who have priority, entry into the school is on a first come first served basis. Children are not interviewed and anyone who wishes to may register their child for inclusion on the school's waiting list. This ensures that the school's intake genuinely reflects that part of the local community that can afford the fees

Q. Community involvement

1. Observation visits by parents and other community members should be encouraged; care should be taken to limit the number of adults in the classroom to an acceptable number.
2. Information about the school should be freely available to the community.
3. Records of professional support services and other agencies should be kept.

R. Charitable involvement

1. The overriding principle governing the school's charitable activities should be the benefit that accrues to the children.
2. Charitable causes of an overt political nature must be avoided.
3. Charitable causes which are likely to cause upset or worry to the children must be avoided.
4. It must be remembered that parents send their children to the school for the prime purpose of education. Demands on their pockets should be limited to that purpose.

- S. Recognition and reporting of signs of abuse and/or neglect (*see also Victoria Road Montessori policy on child abuse*)
1. Under circumstances where abuse or neglect is suspected the child's group teacher must advise the directress immediately.
  2. In respect of sexual abuse, the matter should not be raised with the parents but should be raised immediately with Social Services. In respect of other abuse or neglect, the matter may be discussed with the parents in the first instance.
  3. If the school's concerns cannot be dispelled, the matter should be reported to Social Services.
  4. Detailed records must be kept of all discussions and actions.
  5. Resources for reporting or discussing problems include:

Social Services  
Peter Robinson  
Principal Family Support & Child Protection Advisor  
Town Hall  
Horton Street  
London W8 7NX  
020 7361 2473  
020 7361 2799 fax  
[peter.robinson@rbkc.gov.uk](mailto:peter.robinson@rbkc.gov.uk)

Education  
Hilary Shaw  
Principal Education Welfare Officer  
Isaac Newton Professional Development Centre  
108a Lancaster Road  
London W11 1QS  
020 7598 4876  
020 7598 4895 fax  
[hilary.shaw@rbkc.gov.uk](mailto:hilary.shaw@rbkc.gov.uk)

Health  
Dr Paul Hargreaves  
Consultant Community Paediatrician  
Cheyne Centre for Child Development  
Chelsea and Westminster Hospital  
369 Fulham Road  
London SW10 9NH  
020 8846 1635  
020 8846 1634  
[paul.hargreaves@chelwest.nhs.uk](mailto:paul.hargreaves@chelwest.nhs.uk)

Metropolitan Police  
DI Graeme Gwyn  
DS Colin Smith  
Whitlock House  
c/o Kensington Police Station  
72-74 Earls Court Road  
London W8 6EQ  
020 8246 0826  
020 8246 0817 fax  
[graeme.gwyn@met.police.uk](mailto:graeme.gwyn@met.police.uk)  
[colin.smith5@met.police.uk](mailto:colin.smith5@met.police.uk)

## T. Complaints procedure

1. Staff complaints
  - a) Staff complaints must be made, in private, to the directress - if necessary in writing.
  - b) If a staff complaint cannot be resolved between the complainant and the directress, then the contract of employment shall decide the merits, and outcome, of the complaint.
2. Parents' complaints
  - a) All parents' complaints must be reported immediately to the directress.
  - b) Parents' complaints must be dealt with immediately by the directress and, if appropriate, the group teacher .
  - c) Ofsted must be notified of any allegations of serious harm or abuse against a child while that child is in the school's care
  - d) Resolution of a parent's complaint must be considered of the utmost importance. At all stages the welfare of the child must be the dominant factor in the school's position.
  - e) Allegations against a specific teacher should result in:
    - suspension of the teacher if an investigation is deemed necessary
    - support for the teacher
    - support for the rest of the staff
  - f) Parents who wish to complain to the inspecting authority are referred to <http://www.ofsted.gov.uk/faqs/#daycare> which reads:

Q. What do I do if I have a complaint or concern about a nursery or playgroup?

A. We take all allegations very seriously and always investigate any incidents reported to us. Please contact the Ofsted helpline on 08456 404040, or email us at [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk). For further reading, see the [Parents page](#) and/or [Building better childcare – compliments, concerns and complaints](#).

Ofsted's address is:  
Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA  
08456 404040

## 2. Aims and objectives

1. To produce children who are confident, happy, calm, purposeful, free and independent
2. To awaken the child's interest in all subjects by whatever method is suitable for him/her
3. To instil in each child an awareness of, and a caring for, the world around him/her
4. To initiate in each child respect for parents and other adults as well as peers
5. To initiate in each child respect for the customs and religions of other peoples
6. To help each child to know that he/she is loved so that he/she may love
7. To nurture each child's self-worth as a priority
8. To concentrate on the development of the child, as a whole
9. To make each child's welfare and development paramount.
10. The educational goals and philosophy should be reviewed from time to time by the teaching staff and the owners.

## 3. Method by which aims and objectives are to be achieved

- A. Vertical grouping
  1. Wherever possible the classes should consist of a balance of ages 2½ to 5 years of age.
- B. New pupil induction
  1. Provision should be made for new children to be introduced and assimilated into the class
    - a) Children should visit in the term prior to entry.
    - b) Group teachers should make new children a priority.
  2. Information as to how both parents and children are expected to behave should be sent to new parents prior to the beginning of term
  3. Parents should be given the opportunity to stay in the classroom for a short time during the early part of the session if the directress considers it to be necessary
- C. Special needs
  1. We welcome children with special needs.
  2. We work closely with parents and outside agencies to provide the best care and educational opportunities. Children with serious developmental problems (e.g. autism) must be accompanied by properly trained professionals, the expense to be borne by the parents involved
  3. Children in the school as a whole rapidly come to accept all their peers regardless of differences. Such acceptance leads to the recognition of variety amongst others and compassion for those who may require extra assistance.
- D. Equipment
  1. General observations
    - a) The material should be of a wide range and contribute to the acquisition of the following:

- an awareness of order and sequence
  - an understanding of free expression
  - language skills including opportunities for listening, speaking, reading and writing
  - concentration
  - observation skills
  - an ability to identify the relationship between objects as well as the space that separates them
  - motor co-ordination
  - physical development
  - early mathematical and quantitative concepts
  - an understanding of the natural and man-made environment
  - experience of the creative arts
  - experience and understanding of the social sciences
  - cognitive skills: experimenting, questioning, thinking, reasoning, problem solving, and decision making
- b) Tables and chairs should be of a size that will meet the needs of the children.
  - c) There should be shelves and cabinets for accessible display of materials.
  - d) The environment should be presented so that it appears clean, beautiful and harmonious.
  - e) There should be individual mats for floor work.
  - f) All materials must be clean and in good condition.
  - g) Material should always be presented prior to use.
  - h) All learning materials should be treated with care and respect by teachers and children alike.
  - i) Equipment should be used on a table or mat appropriate to the activity.
  - j) Children should return material through example and encouragement, not through compulsion; the teachers must be the example, not the authority.
  - k) Children should share only when such an arrangement is agreed between them. They should not be forced to share.
  - l) Where possible material should contain control of error.
  - m) Where possible material should be based on multi-level principles.
  - n) Material should be based on facts of life, not fantasy.
  - o) Creativity should be encouraged through free choice from a range of materials.
  - p) The child's work cycle must be respected.
  - q) Children must be carefully monitored when using needle, scissors and polish.
  - r) The equipment must be checked regularly and repaired/replaced if necessary.
  - s) The materials should be organised into logical groupings (by curriculum area) and within each grouping there should be a logical arrangement (by level of difficulty or sequence of skill development).
  - t) The arrangement of furnishings should offer a variety of activity spaces (individual or group, floor or table, quiet or active) and these

- should be organised to avoid a conflict of interest.
- u) There should be a display of visual stimuli and children's work.
  - v) Each activity should be structured to provide purpose, procedure, closure and opportunity.
2. The following categories of the Montessori equipment range should be kept with a generous allocation of the individual exercises available within each category:
    - a) Practical Life
    - b) Sensorial
    - c) Language
    - d) Mathematics
    - e) Cultural and Science
      - § Biology
        - The nature table should reflect the current season as well as containing a diverse selection of interesting items.
        - A variety of living things such as bulbs, herbs, window box plants etc should be available.
      - § Geography
      - § History
      - § Science
      - § Animals
      - § Art
      - § Musical apparatus
  3. Although the Montessori equipment referred to in 2. above will reflect the multi-cultural, multi-ethnic society, an additional supply of material specifically designed to promote harmony and understanding between people of different ethnic and cultural backgrounds should be available.
- E. Philosophy  
 Strict attention must be paid to the Montessori philosophy. An awareness, by all teaching staff, of the Early Years National Curriculum, the Desirable Outcomes and Birth to Three Matters should also be encouraged.
- F. Discipline
1. Corporal punishment is strictly forbidden.
  2. There must be no punishment chairs or corners.
  3. Careful observation must be made of children behaving strangely to determine the cause of their behaviour. In consultation with the parents, and with the teachers acting in unison, a strategy should be devised to suit the individual child
  4. Bad behaviour should be dealt with firmly whilst leaving the inner self of the child untouched i.e. by avoiding sarcasm or words that might humiliate the child.
  5. In line with the Montessori principle of non-interference, or observation, children should be given the opportunity to resolve minor conflicts and misdemeanours by themselves, in the first instance.
- G. Rewards and punishments
1. These must be avoided. An activity should be done for its own sake and not out of fear of punishment or desire for reward.

#### H. Groups

1. Each child should have a group teacher.
2. The children in a group should be of mixed ages, character, and sex.
3. The group teacher should give priority to the children in his/her group but not to the exclusion of others in the classroom.

#### I. Self-development

1. The child should be treated assiduously as an individual; great care should be taken to respond to his/her intellectual, emotional, social, physical and spiritual needs.
2. The child must be allowed to set the pace.
3. The child must be guided not instructed; teachers should understand the difference between intervention and interference.
4. At least 1½ hours per session should be made available as an uninterrupted work period. This minimum period should be extended wherever possible.
5. Spontaneous activity and independence should be encouraged.
6. The children should be encouraged to help maintain the environment.
7. Teachers should demonstrate a willingness to withdraw the moment the child no longer needs help.
8. Teachers should be calm and patient with an appropriate use of voice at all times.

#### J. Children's clothing

1. This should be easy for a child to remove so he/she can be independent going to the lavatory.
2. Cotton smocks should be worn throughout the session.
3. A set of spare clothing should be hung on each child's peg.

#### K. Daily programme

1. The day's programme must be planned in advance.
2. The programme should be structured to provide as much freedom as possible for the children.

## L. Weekly programme

Circle	Monday 9:00
Book	Monday 11:30
Drama	Thursday 11:30
Music	Wednesday 11:00 - 12:00
French	Friday 9:30 - 10:30
Play	11:00 - 11:30 every day
Ballet	Monday

## M. Projects and themes

### 1. Projects

- a) A different project each week should be available for the children. Projects should be to do with what is available in the classroom e.g. senses, continents, prehistoric timeline, science, animal kingdom etc. Festivals of many religions and cultures should be celebrated as projects to give the children a wider understanding of other peoples
- b) The projects must be tied in to the curriculum areas, with the learning goals in mind
- c) The projects should incorporate learning through use of as many senses as possible.
- d) The projects should be devised and arranged by each teacher in turn.
- e) Projects involving calendar activities (e.g. Mother's Day, Autumn) should be done at the appropriate time of year. The choice of other projects should be left to the teacher. Each teacher should have help implementing her project in relation to the curriculum areas. Such help should be provided by other teachers by way of a meeting the week before she is due to do her project
- f) Each teacher should provide an outline of her planned project to the directress a few days in advance
- g) The project should be presented to small groups of children (4-5 per group) in detail and be accompanied by art work, cooking, drama and music.

### 2. Themes

- a) Themes must be chosen to represent and explain items or concepts that are always present in the environment. This allows children to make use of what they have learnt whether or not a particular theme is being explored
- b) A theme should run through the Spring and Summer term.
- c) The theme should be split into weekly segments.
- d) The theme should be based on the cultural subjects.
- e) The theme should be done in the relevant part of the classroom.
- f) The theme should be presented to the whole school during the Monday group . It should be available in detail to the older children with the younger ones welcome if they show interest.
- g) Any outside expert contributing to the theme should do so during the Monday group.
- h) The theme should be accompanied by art work and experiments as appropriate.
- i) Outside visitors (e.g. traffic officer, police, blind person with guide

dog, musician) should be able to contribute to the term's theme or projects.

N. Special events

1. Birthdays:

- a) Children's birthdays should be celebrated on the day by "walking the earth around the sun".
- b) Children choose ribbons to reflect their age
- c) Parents should be discouraged from bringing in sweets and cakes.

2. End of year concert

The end of year concert should reflect the main British cultural festival of Christmas. In recognition of the multi-religious nature of the school's catchment area, the concert could include festivals learnt about that term, e.g. Diwali, and should be presented along cultural, not religious, lines.

O. Pets

1. Any pets should be housed and kept in conditions suited to their comfort and such as to keep them in good health. Living quarters should be cleaned regularly.
2. Pets should only be kept if there is a demonstrable benefit to the children.

P. Outings

1. Outings for the whole school are best confined to the warmer Summer term.
2. Outings for small groups, which may happen at any time, should be linked to the term's theme or projects.
3. New venues, or places, should be visited in advance by the directress
4. Ratios should be increased to 1:4 by parental involvement.
5. Children are given a safety talk before the outing
6. Children should wear the school's red caps at all times
7. Children should wear stickers with the school's mobile telephone number on them
8. A first aid kit should be available throughout
9. The school uses a coach company recommended by the Under Eights department of the local council
10. A risk assessment for each outing should be prepared and, where feasible, risk assessments from the venues should be obtained

Q. Outdoor play

1. Half an hour out of each session should be set aside for outdoor play. Outdoor play should not take precedence over the children's work cycle.
2. Outdoor equipment should consist of a well made climbing frame/slide, bikes, playhouse, sand tray and climbing tunnel as well as assorted soft balls, bean bags and rubber hoops.

R. Extra curricular activities

1. General observations

- An adequate description of extra curricular activities should be contained within the school's documentation.

- These activities should take place without disruption to the school's regular educational programme.
  - Child/adult ratios must be maintained.
  - Equipment used must be appropriate and fit for the success of the activity.
  - Personnel employed as specialised or adjunct staff must be appropriately qualified and subject to Criminal Records Bureau enhanced disclosure
2. Music
- In addition to the singing and music that takes place during the week there should be a period, once a week, involving a professional music teacher who will do singing and instruments with the children.
3. French
- In recognition of the ease with which children of this age group can absorb new language, a lively and fun French class should be made available, as an optional extra, to those parents who wish it.
- S. Collection from school
1. Children remain in their seats until their parent or carer enters the classroom and comes to where they are. At that stage they say good bye to their group teacher, goodbye to the directress and goodbye to the teacher on the door. In each case they shake hands and look the teacher in the eye
- T. Records
1. Extensive records must be kept (in addition to those mentioned in earlier sections) including:
    - a) the child's name, date of birth and address
    - b) the parents' names, address, telephone number(s) and occupations
    - c) an emergency telephone number if the parents cannot be contacted
    - d) the name and telephone number of the child's doctor
    - e) details of infectious diseases, immunisations, allergies and other pertinent medical information
    - f) the daily register
    - g) all activities involving the equipment and material
    - h) the child's development
      - i. emotional
      - ii. physical - agility, co-ordination
      - iii. language
      - iv. social
      - v. academic
  2. Records must be stored securely to maintain confidentiality.
  3. Records of previously enrolled children must be kept for a reasonable period of time.
- U. Parents' involvement
1. The teachers and directress must be available to discuss with parents their child's progress.

2. A September meeting for new parents should be held at the school.
3. Parents' evenings should be held at regular intervals.
4. Parents should be encouraged to supply details of their child's life to date, including photographs.
5. Parents should be given the opportunity to assist on school outings.
6. Parents should be involved in the school projects - whether through the supply of material or through the giving of their experience - and any charitable collections.
7. The directress should have available advice, guidance and information on next schools.
8. Parents should be able to review their child's work records at any time.
9. Generally the school should respond to families' needs by providing information about, and contacts in, other agencies, programmes or family systems.

## FIRE PROCEDURE

APPOINTED TEACHER - Miss Charlotte (or the deputy, in her absence).

When the fire alarm rings, the children push their chairs in (leaving their work) and walk to the fire exit at the back of the classroom, where they line up. A word known to all teachers such as EVACUATE should be adopted to cause the minimum amount of panic among the children, and should be repeated until all members of staff have got the message. Children leave the building by that exit and assemble in a safe area away from the front of the building so they don't get in the way of the arriving fire brigade. The children go to their group teacher. The children downstairs exit through the fire exit and join the other children with their teacher. The appointed teacher takes the register.

One teacher should wait to meet the fire brigade to give them any necessary information such as the location of the fire and whether anyone is missing.

Fire drills must be recorded (in the back of the accident book). Include date, number of teachers and children present and the time it took to assemble.

### FIRE EXTINGUISHERS:

The one that we will most commonly have to use is the **red extinguisher**; this is for fires fuelled by combustible items such as paper, books or cardboard. The pin should be released from the head of the extinguisher, the hose should be pointed in the direction of the fire and the hand grips clasped together.

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