

2020

Tringham Forest School Handbook



Forest school - Where nature and curiosity come together to promote imagination, creativity and experimentation of learning to develop resilience, higher order thinking and independence as they reach their aspirations in a learning journey that is unique to them.

Contents

Ethos Statement
Forest School Mind Map
Welcome to Forest School
Forest School Kit List

Policies

Achieving Positive Behaviour Policy
Arrivals and Departure Policy
Bad Weather and Emergency Policy
Child Protection Policy
Concerns and Complaints Policy
Confidentiality Policy
Evacuation Procedure
Fire Policy
Headcount and Lost Child Policy
Health and Safety Policy
Safeguarding Policy
Send and Inclusion Policy

Appendices

Accident Record Templates
Daily Register Template
Daily Risk Assessment Template
Planning Template
Registration Form

Tringham Forest school

Where nature and curiosity come together to promote imagination, creativity and experimentation of learning to develop resilience, higher order thinking and independence as they reach their aspirations in a learning journey that is unique to them. Learners will develop their personal, social and emotional development through the exploration of the natural world by attending regular sessions and outdoor experiences, providing them time to embed the necessary skills to help them play, use tools, learn boundaries, grown in confidence and become self-motivated to learn. The adults will observe the learning - scaffolding and building bridges where needed in order to provide an encouraging and inspiring environment that opens up the minds of the learner, engaging them so that they want to master and absorb more skills.

Samantha Hudson



The Curiosity Tree of Life

Forest school – Where nature and curiosity come together to promote imagination, creativity and experimentation of learning to develop resilience, higher order thinking and independence as they reach their aspirations in a learning journey that is unique to them .

How?

By experimenting, taking risks, sharing ideas, observation, questioning, demonstrating resilience and above all, by having fun!

Who?

For pre-school children aged 3-5 years.



When?

For two hour sessions offered twice per week on a term time only basis.

Why?

To promote physical and language development, curiosity, creativity, and a learning journey that is unique to them.

What?

To observe nature in the natural world, manage risks and be free in their learning

Where?

In a small public woodland setting with access to a pond and large green space

By Samantha Hudson

Welcome to Tringham Pre-school Forest School

What do the children need?

We will be outside for the whole session! The children will need to have warm/waterproof clothing.

Kit List (Jan 2020)

- **Waterproof boots or wellies**
- **Long sleeved top and trousers** (all year, even in Summer)
- Tights or leggings under trousers, vests and layers for warmth, if required
- **Waterproof coat and trousers or suit**, essential in any weather
- Hat and gloves
- Long hair **MUST** be tied back

NO KIT NO FOREST SCHOOL

Forest school is £15 per session (unless funded)

Example: Tues session £15 x 11 week term = £165

Sessions will be invoiced at the beginning of each term

What is a Forest School?

The 6 principles of Forest School are:

1. Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment.
2. Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world
3. Forest School aims to promote the holistic development of all those involved
4. Forest school offers learners the opportunity to take supported risks appropriate to the environment and to themselves
5. Forest School is run by qualified Forest School Practitioners
6. Forest School is child-led, using a range of processes to create a community for development and learning

Our sessions run from 12:45—2:45pm on a Tuesday and Wednesday afternoon

Routine

12:45: Walk to site, set up circle, registration

1.20: Activities/free play

2:00: Drinks in circle

2.10: Free play and tidy

2:35 conclude around circle

2:45: Children collected from site

Toileting and Hygiene

We will have handwashing facilities for the children to use and there will be a toilet tent with a portable potty for toileting.

Food and Drink

We will have a warm drink and a healthy snack mid-session. These will be supplied by us.

Forest School Kit List

As Forest School sessions are run all year round, it is important to have the correct clothing for each type of weather. Long sleeved tops and long trousers must be worn all year to protect the wearer from bites, particularly tics.

All year kit:



Long sleeve top and long trousers, welly boots or walking shoes, waterproof (not shower proof) outer layers.

Summer extras:



Sun hat. Please provide sun cream for your child, which we will be happy to apply with written consent.

Winter extras:



Gloves (ski gloves work well), a warm hat, coat (to be worn together with waterproof clothing for extra warmth), snow boots (these tend to keep little feet warmer than welly boots).

A spare set of clothing, in case of accidents, would be helpful.
Please ensure that all long hair is tied back in a ponytail.

Forest School Policies and Procedures



Achieving Positive Behaviour

Tringham Pre-school and Forest School believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. In small settings this may be shared between co-staff.

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

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might

include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.

- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
-

Rough and tumble play and hurtful behaviour

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

Rough and tumble play and fantasy aggression

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

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

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.

- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;

- the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
- the child has a developmental condition that affects how they behave.
- Where this does not work, we may contact the team at Surrey Early Years and Childcare service seeking advice, and subsequently making the appropriate referrals to a Behaviour Support Team where necessary.

Date:	Signed:	Date:	Signed:
<i>16/06/2020</i>	<i>Sam Hudson</i>		

Arrivals and Departures Policy

As an Early Years Provider we are required to show a system for registering children, parents, staff and visitors attendance on a daily basis and show their hours of attendance. We must also record the name, address, date of birth of each child and the name of each staff member. It is also a requirement that we have agreed procedures for checking the identity of visitors.

Daily registration

- Each forest school session has a register detailing the children and staff expected to attend that day. This is completed once the children have arrived during the registration group time at the fire circle. The time of arrival is documented and at the end of the session the time each child left is also logged.
- Any child arriving late or leaving early will be logged in the register at the appropriate time.
- All the registers are collated throughout the scholastic year and are then transferred to the relevant year documentation and stored with the paperwork from previous years and kept for a minimum of 3 years.
- There is a visitor's section on the register and anyone visiting the forest school is expected to sign the visitor's section.
- The register is located in an orange folder for easy access and is stored in the forest school trunk during the session.

Registration forms

- The registration forms contain all the personal information required about the child along with a section stating who is able to pick the children up.
- All registration forms are stored in a labelled folder within pre-school and a list of forest school attendee contact details are stored in the orange folder in case of an emergency incident or evacuation during forest school sessions.

Visitors

- All visitors are expected to complete the visitors section on the daily register on entry to the forest school site. The log requests the date of visit, the name of the person visiting, a contact number, and the reason for their visit and the time they arrive and leave. All visitors are required to leave their phones in the forest school trunk provided and all relevant I.D. will be checked upon arrival.

Collection

- Where there is a need for a child to be collected by someone not stated on the registration form, there is a section on the form for a password which will be asked for from anyone who does not regularly collect that child.
- If there is a regular change to the person collecting the child, for example a new childminder, parents are asked to write a letter addressed to the manager

detailing these changes along with the name of the person along with the days they will be expected.

- We encourage parents and carers to inform us of any changes in collection in advance but understand that this is not always possible.

If a parent, visitor or staff member arrived at Tringham Pre-school under the influence of alcohol or any substance they will not be allowed entry to the setting and an alternate contact will be made for the child.

Arrival and Collection Times

- Children will be transferred from the pre-school site to the forest school site at 1:00pm
- They will each wear a high vis jacket
- The site is accessed by a short 5 minute walk across a playing field and across a road
- Children will hold hands and walk in pairs
- One adult will be at the front, one in the middle and one at the back
- Children will be walked to the fire circle, asked to place their belongings on the waterproof mat and asked to sit on the tree stumps.
- The register will be taken
- Parents will collect from the fire circle at 2:45pm and children will be signed out.

Date reviewed:	Signed:	Date reviewed:	Signed:
16/06/2020	Sam Hudson		

Bad Weather Policy

The safety and welfare of the children in our care is paramount. Sometimes there are outside influences that may affect our ability to do this safely which result in Tringham Pre-school Forest School having to close at short notice (an Emergency Closure). Where possible we will remain open but Tringham Pre-school needs to consider the welfare of all children and staff.

Bad weather

Experiencing different weather is all part of the Forest School learning experience. However, as part of the everyday Forest School kit there are a number of items that can be used to protect from inclement weather. There are tarpaulins which can be erected providing shelter from rain and snow or used to create areas of shade from the sun. For extreme conditions there is an emergency shelter tent big enough for all the staff and children.

Spare clothes, hats and rain coats are also carried.

In some situations, it may be necessary to decide not to open the Forest School in advance for example in the event of a storm, forecasted high winds or if the temperature is not to reach above 0 degrees centigrade. We will use the Metoffice.gov.uk as our guide. In this event we will email parents and carers notifying them of the closure and place a notice on the website and Facebook page. Where possible there will be a member of staff or the committee on site in case the message does not reach all children and a notice placed on the door by the caretaker.

Emergency closure

Tringham Pre-school will assess the situation and inform parents of any closures as soon as possible.

- If the closure involves an emergency evacuation the staff and children will follow the procedures. Once all the children and staff have been accounted for each of the parents/carers will be contacted to collect their children. This will be done alphabetically using the child's surname.
- Drills are carried out regularly ensuring the staff and children are confident of their roles within an emergency evacuation.
- In the event of an outbreak of sickness – any sick children will be isolated from the general group and their parents/carers informed for pick up. If it is felt necessary Tringham Pre-school may close to ensure the welfare of all the children and to stop the spread of infection. In the event of a child suffering from a notifiable illness, as set out in the Health Public Health England website: <https://www.gov.uk/notifiable-diseases-and-causative-organisms-how-to-report>, we will contact the PHE. We will also contact Ofsted and inform them of the illness. Tringham Pre-school will seek

advice from the PHE as to when it is safe and practical to re-open so as to prevent the further spread of infection.

- The staff of Tringham Pre-school will contact the relevant emergency services in the event of an emergency.
- Any emergency closures will be recorded within the pre-school's incident log.

Examples of when we might need to close are:

- Flooding
- Severe lightning
- Storms and high winds
- High levels of sickness among the children and staff
- An emergency services incident

This list is not exhaustive of situations but each situation will be assessed individually.

Staff Sickness

In the event that Forest school staff are sick and where no cover is found to ensure the correct staff to child ratio's and compliance with safeguarding and Ofsted procedures, parents will be informed on the morning of that session of any closures. If suitable cover can be found, then the forest school **will close at 2:45pm** to allow for covering staff to collect their own children from school. All parents will be informed on the morning of the forest school session either in person at drop-off or by phone.

Re-opening after an emergency closure

- Parents/carers will be informed of re-opening via email and on the Tringham Pre-school Facebook page.
- Any paying children will be offered a refund of fees for the period of closure and Early Years free entitlement team will be contacted with reference to funding and support.

Contact numbers

PHE (Notifiable diseases) - **020 82004400**

Ofsted – **0300 1231231**

Surrey Early Years and Childcare Service Free Entitlement Team – **01372 833811**

Date reviewed:	Signed:	Date reviewed:	Signed:
16/06/2020	Sam Hudson		

Child Protection Policy

Tringham Pre-school and Forest Schol will work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

1. Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, both 'Keeping Children Safe in Education' 2016, and Surrey Safeguarding Children Partnership of Child Protection Procedures.

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff¹, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Our aims are to carry out this policy by:

- promoting children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background;
- promoting children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence;
- promoting children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches;
- helping children to establish and sustain satisfying relationships within their families, with peers, and with other adults; and
- Working with parents to build their understanding of and commitment to the principles of safeguarding all our children.

2 Liaison with other agencies

- We work within the Surrey Safeguarding Children Board Manual of Child Protection procedures (<http://surreyscb.procedures.org.uk>)
- We have a copy of 'What to do if you are worried a child is being abused' (2015) for parents and staff and all staff are familiar with what to do if they have concerns.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.

3. Staffing and volunteers

The Designated Safeguarding Lead (DSL) is **Sam Hudson** and the deputy is **Christine Ludlow**.

It is the responsibility of the DSL to share information with the team, where appropriate and collating information when there are concerns. When necessary the DSL will contact MASH to receive the most up to date and relevant advice and to advise when making decisions about referrals.

We provide adequate and appropriate staffing resources to meet the needs of children.

Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.

Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service (DBS) before posts can be confirmed.

Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.

Volunteers do not work unsupervised.

We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.

We have procedures for recording the details of visitors to the setting.

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

Accidents and incidents are recorded and reviewed regularly to identify any possible safeguarding issues.

Detailed records are obtained from the children upon admission, including the name, address, date of birth and the name of persons with parental responsibility. These details are reviewed termly with the parents. It is the responsibility of the management to ensure this information is updated.

4. Responsibilities

The DSL's are responsible for:

- Referring a child if there are concerns about possible abuse, to the Children's Services Area Referral, Assessment and Intervention Service (RAIS) Team3, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF).
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- A copy of the CP file will be retained by the school until such time that the new school acknowledges receipt of the original file. The copy can then be shredded
- Liaising with other agencies and professionals.

5. Responding to suspicions of abuse

We acknowledge that abuse of children can take different forms – physical, emotional, and sexual as well as neglect.

When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.

Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the DSL. The information is stored in the child's personal file.

Staff and Adults take care not to influence the outcome either through the way they speak to children or by asking questions of children.

6. Disclosures

Where a child makes a disclosure to a member of staff, that member of staff:

- offers reassurance to the child;
- listens to the child; and
- gives reassurance that she or he will take action.

The member of staff does not question the child

7. Recording suspicions of abuse and disclosures

The DSL and staff make a record of:

- the child's name;
- the child's address;
- the age of the child;
- the date and time of the observation or the disclosure;
- an objective record of the observation or disclosure;

- the exact words spoken by the child as far as possible;
- the name of the person to whom the concern was reported, with date and time; and
- the names of any other person present at the time.

These records are signed and dated and kept in the child's personal file.

All members of staff know the procedures for recording and reporting. Blank copies of the forms for recording can be found in the accident folder.

8. Making a referral

8.1 When it is felt that there is a need to make a referral the DSL will contact Surrey Multi-Agency Safeguarding hub (MASH) on **0300 4709100**, email- csmash@surreycc.gov.uk (secure email- csmash@surreycc.gcsx.gov.uk . The contact centre is open within Pre-school opening hours. Should the need for a referral to be made, occur out of hours (before 9am or after 5pm) then the Emergency Duty Team should be contacted on 01483 517898. In an emergency it is good practice to contact the Police in addition.

8.2 All referrals will be confirmed in writing within 48 hours of them being made, using the Multi-Agency Referral Form, including a body map where appropriate. Tringham pre-school will ensure they have the most up to date version of the form by checking www.surreycc.gov.uk/safeguarding regularly. A copy of the most recent form can be found at the end of this policy along with a copy of the guidance for professionals with a concern about a child.

8.3 Before a referral is made Tringham Pre-school will ensure that they have the relevant information required when making the referral. This includes the details of the concern or allegation; the name, date of birth and address of the child; details of the setting and name of the manager and any additional relevant information regarding the child, if possible, such as ethnicity and details of other agencies involved.

9. Informing parents/Carers

If we have a concern about a child we will share these concerns with parents/carers. However, if sharing these concerns puts the child at risk of significant harm we will seek the advice from the duty manager at Surrey County Council's contact centre.

10. Confidentiality

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

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children

11. Supporting Children

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

All new referrals go to the Referral Assessment and Intervention Service for each area operating 8.00am to 6.00pm. DSL's may consult with an Assistant Team Manager by telephoning the Area RAIS Team. In an emergency out of hours, referrals can be made to the Emergency Duty Team on 01483 517898.

12. Support to families

Tringham Pre-school believes in building trusting and supportive relationships with families, staff and volunteers in the group.

Tringham Pre-school makes clear to parents its role and responsibilities in relation to Child Protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local social services department.

Tringham Pre-school continues to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.

We follow the Child Protection Plan as set by the social services department in relation to the setting's designated role and tasks in supporting the child and the family, subsequent to any investigation.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the procedure and only if appropriate under the guidance of SSCB.

13. Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

14. Prevent Duty

14.1 Tringham Pre-school is aware of the Prevent Duty and the need to prevent the children and their families being drawn into terrorism. We will work in partnership with Surrey County Council and follow the action plan and procedures as laid out by them.

By building a positive relationship with the children and their families; and through promoting fundamental British values within our practice, we will build resilience to radicalisation. We will promote democracy, the rule of law, individual liberty and mutual respect and tolerance.

If we feel a child or their family is at risk of being drawn into terrorism, we will seek advice from our local authority on **01372 833826** and/or make a referral directly to the police on **999** or **101**.

If the referral continues to the channel panel stage, we will provide support to both the family and the panel where necessary.

15. Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

16. Honour Based Violence (HBV) including Female Genital Mutilation (FGM)

Tringham Pre-school is aware that there are different types of cultures and communities and with different communities and cultures there come different values and meanings. Although we appreciate that these should be respected there are certain beliefs and traditions that can cause significant harm to children and their families and we have a duty to protect them from harm.

- HBV covers many forms and can ultimately lead to death where an individual brings 'shame' upon their family. Types of HBV are Forced/arranged Marriage, Female Genital Mutilation and Breast Ironing. This list is not exhaustive.
- At Tringham pre-school we attend regular training, both internal and external, to ensure we are up to date with the signs and symptoms of all types of abuse.
- Where there is evidence that a family may be at risk we will make a referral to MASH and the police.

17. Planning

The layout of the rooms allows for constant supervision. Children are taken to the toilet by a DBS cleared member of staff, in groups of no more than four children. This member of staff will always make the others aware that they are leaving the room and who with. The door to the hall will remain open whilst there is a member of staff in the toilet to identify that they are out there.

When a child's privacy is compromised when they are in the toilets, for example a visitor is in the foyer a member of staff should indicate for another team member to join them and close the door to the facility or, if this is not possible, should use themselves as a wedge between the door and pull it shut. This provides the child with privacy but also allows the member of staff to be seen from the foyer. These are not perfect solutions but meet the needs of the children whilst protecting their welfare.

18. Curriculum

We introduce key elements of child protection into our programme to promote the personal, social and emotional development of all children, so that they may grow to be 'strong, resilient and listened to' and so that they develop understanding of why and how to keep safe.

We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.

We ensure that this is carried out in a way that is developmentally appropriate for the children.

19. Training

We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals.

We ensure that all staff knows the procedures for reporting and recording their concerns in the setting.

All practitioners will attend Surrey County Council training- Working together to safeguard children: introduction – within six months of commencement of employment and attend a refresher course every 3 years.

A detailed induction will take place upon employment detailing this Safeguarding Children Policy and the relevant procedures along with detailing accidents and evacuation procedures (see Induction Policy).

All training undertaken and training needs will be highlighted within the Individual Training Log for each member of staff. This log will also identify when there has been a lapse of three years and therefore a refresher course is required.

The DSL and Deputy DSL have attended Surrey Safeguarding Children's Board modules 1 and 2 training and the DSL new to role, which is to be updated every two years; this will also be recorded in the training log.

20. Allegations against staff

All staff, volunteers and students have a duty to disclose any concerns they have about the conduct of other staff, volunteers and students.

We ensure that all parents know how to complain about staff or volunteer action within the setting, which may include an allegation of abuse.

We follow the guidance of the SSCB when responding to any complaint that a member of staff or volunteer has abused a child.

We respond to any disclosure by children, parents and carers or staff that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident. We would reassure the reporter that we will seek advice at which point we will contact the Surrey County Council Local Authority Child Protection designated officer (LADO) by telephoning the Emergency Duty Desk on **0300 1231650 (option 3)** or via email on LADO@surreycc.gov.uk or LADO@surreycc.gcsx.gov.uk to seek their advice, which we will follow.

Immediately after contacting the LADO we will contact the Chairperson of the Tringham Pre-school Management committee, Jon Heard, and inform her of the disclosure and the advice given by the LADO.

Tringham Pre-school will record and follow the guidance given by the LADO.

No type of investigation into the disclosure will be undertaken until the LADO has been contacted and advice to do so given. Any investigation may jeopardise more formal investigations should they be required.

Ofsted will be informed of the complaint within the required timeframe.

Depending on the severity of the complaint and advice given, the action to be taken will be discussed by the group's management and appropriate action will be taken.

Our policy is to suspend the member of staff on full pay for the duration of the investigation; this is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and throughout the process.

The Independent Safeguarding Authority (ISA) will be contacted in the event of the member of staff being dismissed or removed following an allegation. This will also be the case if the staff member resigns. By informing the ISA it does not mean that the person will automatically be banned from working with children.

21. Prevention

We recognise that the pre-school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

22. Whistleblowing

All staff at Tringham Pre-school are aware that they have the ability to raise concerns about events and incidents that make them feel uncomfortable or that are felt as inappropriate.

Whistleblowing can prevent the problem from worsening and can protect both the children, but also other staff members.

A member of staff should:

- Voice their concerns, suspicions and unease as soon as they feel they can. The earlier a concern is raised the easier and sooner it is possible to take action.
- Pin point what is concerning them and why
- Approach someone they can trust and who they believe will respond.
- Make sure they receive a satisfactory response

In 2009 Ofsted launched a Whistle-blower Hotline- **0300 123 3155** – Open 8am to 6pm, Monday to Friday. Whistleblowing disclosures can also be submitted in writing to Ofsted by email to whistleblowing@ofsted.gov.uk or by post to: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

Contact details

Multi-agency Safeguarding Hub (MASH): 0300 4709100 (referring a child)
Emergency Duty Team (out of hours): 01483 517898
Surrey CC LADO (Local Authority Child Protection designated officer): 0300 1231650 **(option 3)** (allegations against a member of staff)
Whistle blower hotline: 0300 1233155
Early Years and Childcare Service Advice (Sue Monk): 01372 833826
Prevent Advice: 01372 833826
Police: 0845 045 4545 / 101 / 999
NSPCC: 0800 800 500
Ofsted: 0300 123 1231
Early Help North East: 01932 795522

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16/06/2020	Sam Hudson		

Concerns, Complaints and Compliance Policy

Statement of intent

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

Aim

We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Methods

To achieve this, we operate the following complaints procedure. All settings are required to keep a 'summary log' of all complaints that reach stage 2 or beyond. This is to be made available to parents as well as to Ofsted inspectors.

Making a complaint

Stage 1

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

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 of the procedure by putting the concerns or complaint in writing to the manager or chair of the management committee.
- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the manager may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the manager meets with the parent to discuss the outcome.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Record.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the manager and the chair of the management committee. The parent should have a friend or partner present if required and the manager should have the support of the chairperson of the management committee present.

- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 4

- If at the Stage 3 meeting the parent and setting cannot reach an agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- The mediator keeps all discussion confidential. S/he can hold separate meetings with the setting personnel (manager and chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the manager and the chair of the management committee is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone in attendance at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Surrey Safeguarding Children's Board (SSCB).

- Parents may approach Ofsted directly at any stage of this complaint procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the welfare requirements of the EYFS are met.
- The address and telephone number for Ofsted is displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the SSCP.
- In these cases, both the parent and setting are informed and the manager works with Ofsted or the SSCP to ensure a proper investigation of the complaint, followed by appropriate action.

Records

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

Date reviewed:	Signed:	Date reviewed:	Signed:
16/06/2020	Sam Hudson		

Confidentiality Policy

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting.

We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children.

Procedures

We keep two kinds of records on children who attend our setting:

1. Developmental records

- These include observations of children in the setting, samples of their work, summary developmental reports, photographs and records of achievement.
- They are usually kept in the Pre-school in the cupboard and can be accessed, and contributed to, by staff, the child and the child's parents. These are stored in a locked cupboard at the end of each session.

2. Personal records

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

Other records

- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on work experience or other recognised qualifications and training, when they are observing in the setting, are advised of our confidentiality policy and required to respect it.

Client access to personal records

Parents may request access to any records held on their child and family following the procedure below.

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the manager.
- The manager informs the chairperson of the management committee and sends a written acknowledgement.
- The setting commits to providing access within 14 days - although this may be extended.
- The setting's manager and chairperson of the management committee prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. A copy of these letters is retained on the file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The manager and chairperson of the management committee go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the supervisor, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

Staff

Staff will not discuss children other than for the purpose of curriculum planning.

A breach of confidentiality by a member of staff is a dismissible offence and this is stated in the contract signed by each staff member.

Students and volunteers are also asked to sign a confidentiality agreement.

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please see also our policy on Safeguarding Children.

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16/06/2020	Sam Hudson		

Emergency Evacuation Procedures



Re-call the Children (1,2,3)

Sarita and Natalie/Steff to count and monitor the children

Sam to contact the emergency services

If no longer safe to stay in Forest School area,
we will return to the pre-school garden

The group should remain together where
possible

Do not return to the Forest School area until it is
safe to do so.

Fire Policy

Statement of Intent

As part of the Tringham Forest school experience it is essential to have an open fire at times within the woodland to allow the children to enhance their learning and development with some risky activities. Encounters with risk help children to manage their coping strategies and discover and explore the world through real experiences. This policy sets out the guidelines to follow to ensure safe practice is a thread throughout the activity.

Aim

To use fire safely as part of the Forest School experience.

Method

Fires must only be lit after a risk assessment has been carried out and they must only be within the fire circle area surrounded by a wind break fence. This includes the use of Kelly Kettles. There must always be a trained adult present within the fire circle when a fire is lit or hot embers remain. The fire will never be left unattended.

Prior to the fire pit being built the soil or bedrock must have been assessed to avoid a fire being lit on a flammable surface such as peat. The fire should be surrounded by stones and not too big to help the fire being kept under control. Fires should not be lit close to buildings, under overhanging branches or on a really windy day.

There must be an adequate supply of fire water close to the fire pit to ensure there is enough water available to extinguish the fire if it gets out of control. A fire blanket must be brought into the woodland to wrap round someone if their clothes become alight. Fire proof gauntlets should be kept at the fire area to allow adults to pick up hot items.

Before visiting the area the children should have had the opportunity to ask questions and be given information about fire safety. When at the fire circle the rules should be demonstrated for the children to see. There should be no more than 4 people, adults and children, within the fire circle next to the fire at any one time. The best position for cooking is on one knee so you can move backwards easily and remain stable. Long hair should be tied back and scarves removed.

The following procedures will be adhered to when using fire during the forest school session:

- Fires will only be lit in designated areas
- Seating is at least 1.5 metres from the fire pit
- Children must be supervised whilst around the fire

- When accessing or moving around the fire, children must walk around the outside of circle, then remain sitting whilst they are around the fire
- Shoes must always be worn
- Children/staff are not permitted to throw anything onto the fire
- Fires will not be lit in strong winds
- No flammable liquids or plastics are to be used on the fire
- At the end of the session, the fire must be extinguished with water until all smoke and steam has ceased
- Only adults are permitted to light fires, unless children are under the direct supervision of a member

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16/06/2020	Sam Hudson		

Headcount and Lost Child Policy

Regular Headcount

We will carry out regular headcounts during a forest school session. There will be a headcount at the beginning and end of each session and also at the beginning and end of an activity or game. The maximum period of time between headcounts will be 15 minutes. The total number of children in each headcount will be shared between the staff.

Lost child

If a child goes missing from Forest School the setting ensures that there is a procedure that is followed.

- As soon as it is noticed that a child is missing, staff ask children to stand still and carry out a headcount to ensure that no other child has gone astray. The child's last known location or activity will be determined and recorded. A note will be taken of the time and a description of the child. One staff searches the immediate vicinity but does not search beyond that.
- The call back signal is used to identify where the child may be and is continually used until the child is found.
- The person in charge is informed and be the point of contact for the police as well as support staff.
- The police will be called within 10 minutes of realising the child is missing.
- Staff take the remaining children to the pre-school garden.
- The person in charge of the setting contacts the child's parent who makes their way to the setting or outing venue as agreed with the person in charge.
- The staff contact the police using the mobile phone and report the child as missing.
- The person in charge contacts the chairperson of the management committee who comes down to the setting as soon as possible.
- Under no circumstances are the staff of Tringham Pre-school Forest School or Tringham Pre-school to speak to the media without prior consent from the Management Committee.

The investigation

- The management committee chairperson carries out a full investigation taking written statements from all the staff present at the time.
- The key person/staff writes an incident report detailing:
 - The date and time of the report
 - What staff/children were in the group
 - When the child was last seen in the group
 - What has taken place in the group since then ; and
 - The time it is estimated that the child went missing.

A conclusion is drawn as to how the breach of security happened.

- If the incident warrants a police investigation all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Social Services may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements and is recorded in the incident book; the local authority health and safety officer may want to investigate and will decide if there is a case for prosecution.
- OFSTED is informed.
- The Insurance Department at the Pre-School Learning Alliance is informed.

Date:	Signed:	Date:	Signed:
<i>16/06/2020</i>	<i>Sam Hudson</i>		

Health and Safety Policy

Policy statement

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

There is a named member of staff responsible for Health and Safety, who has received training and is competent to carry out these responsibilities.

The Health and Safety is displayed on the notice board in the main cupboard.

Aim

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

Risk assessment

Our risk assessment process includes:

- Checking for hazards and risks through on-going (for regular activity) and daily, dynamic risk assessments. Our assessment covers adults and children.
- Deciding which areas need attention.
- Developing an action plan that specifies the action required, the timescales for action, the person responsible for the action and any funding required.

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in the Forest School Handbook.

Use of tools

- Children will be trained to use tools safely before they use them
- Appropriate safety clothing (PPE) will be worn when necessary
- All tools and equipment are checked regularly and maintained to manufacturer's guidelines.

Awareness training

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.

- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We have a no smoking, drugs and alcohol policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Children's safety

- Our minimum ratios will be 1 adult to 4 children.
- Only persons who have been checked for criminal records by an enhanced DBS have unsupervised access to the children, including taking them to the toilet.
- The personal possessions of staff and volunteers are securely stored during sessions.
- All visitors are required to sign into the visitors book and identities checked.

Natural Hazards

- Any stumps or low-level branches will be clearly marked as a hazard and pointed out to the children and staff.
- Any plants containing berries or fruits will be identified and highlighted on the daily risk assessment. These will be identified to the children and staff as a hazard. This also includes fungi.

Road safety and transport

- There is the need to cross the road to access the Forest School site. This will be done as a group, following the most up to date government guidelines
- Children and staff will wear high visibility clothing
- The Forest School site is between 2 roads, one major and one private. The boundary will be a minimum of 5 meters from the roads edge.

Outdoor Kitchen (Food and drink)

- Where there are hot drinks, children will be supervised at all times.
- Snacks will be provided in line with any individual dietary requirements.
- We carry fresh drinking water, which is available at all times.
- At least one member of the team will hold a current Food Hygiene certificate.
- Any food preparation will be carried out by the children and staff under the supervision of the Food Hygiene Certificate holder.⁸

Equipment and Storage

- Each member of the Forest School team will carry a back pack.
- Number 1: will contain the children's details, daily register and phone will be carried by the Forest School leader.
- Number 2: will contain First Aid box and medication
- Number 3: will contain cleaning materials, wipes, travel potty and tissues.

- Storage box: will contain perishable resources and those that need to remain dry, such as the Bothy tent, paper, books, PPE, spare clothes
- Trolley: will carry tarps, toilet tent, seating and boundaries.
- All resources will be stored in a way that will allow the safe transportation to the site. Where an item is too heavy or bulky to be carried along with the daily kit, it will be safely transported to the site before the session begins.
- Trolleys are available to carry heavy and bulky items.
- All resources and materials from which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing

Hygiene and Toileting

- We regularly seek information from the Environmental Health Department and Public Health England to ensure that we keep up to date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- There is no toilet on site therefore, to ensure safeguarding, a toilet tent is erected at the beginning of each session where a travel potty will be available for those that may need it.
- There are no suitable facilities for changing nappies/pull-ups or dirty clothes. When a child has a toileting accident or needs a change of nappy/pull-up, a member of the team will call their parents or emergency contact, if not available, to come to the Forest School site to take them away and change them or take them home.
- We implement good hygiene practices by:
 - Providing handwashing facilities with soap
 - A travel potty
 - Wear protective clothing – such as disposable gloves, as appropriate.
 - Providing sets of clean clothes
 - Providing tissues and wipes.

Cleaning supplies

- Soap for handwashing is environmentally friendly and biodegradable and is used under supervision.
- Anti-bacterial wipes are carried for cleaning the toilet area. These are kept in the hygiene back pack, out of the reach of the children.
- Baby wipes are provided, when required, under supervision. These are stored in the hygiene bag, out of the reach of the children.

Clothing and PPE

- All Children and staff are to wear sturdy waterproof shoes such as walking boots or wellies.
- Long sleeves and long trousers will be worn throughout the year by anyone attending Forest School.

- Children and staff should carry/wear waterproofs. A limited number of spare waterproofs are available for emergencies.
- Sun hats will be worn during periods of sunny weather.
- Children and staff will wear high visibility vests throughout the session.
- Rigger gloves will be provided for protection when using tools.

Activities

- The layout of play equipment allows adults and children to move safely and freely between activities
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely. Person Protective Equipment (PPE) is supplied where necessary as detailed in individual risk assessments.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

Emergency Procedures

- 2 staff members will deal with the incident with at least one of these holding a Paediatric First Aid certificate
- First Aid will be administered as appropriate
- When necessary the emergency services will be called and every attempt will be made to contact the child's parents and emergency contacts.
- The Manager or deputy will accompany the child to the hospital and remain with the child until their parents arrive. In this event the rest of the children and staff will go to the Pre-school garden.
- A copy of the child's registration forms will travel with the Manager/Deputy to ensure the hospital can access the relevant information in the absence of the parents
- Should the area need to be vacated, we will follow the procedures as laid out in the evacuation Procedures.

First Aid and Medication

At least one member of staff with current first aid training will be at Forest School during all session. The first aid qualification includes first aid training for infants and young children.

Our first aid kit:

- complies with the Health and Safety (First Aid) Regulations 1981
- is regularly checked by a designated member of staff and re-stocked as necessary
- is easily accessible to adults; and
- is kept out of the reach of children.

At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval. Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

Our accident book

- is kept safely and accessibly, in the first aid bag.
- all staff and volunteers know where it is kept and how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards

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

When there is any injury requiring a general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

Dealing with incidents

We meet our legal requirements for the safety of our employees by complying with RIDDOR (The Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

- any accident to a member of staff requiring treatment by a general practitioner or hospital; and
- any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
- Any dangerous occurrence is recorded in our Incident Book. See below.
- **In the event of a lock-down situation we will take the children and gain access to Tringham Hall.**

Administration of medicine

- Only prescribed medication may be administered. It must be in-date and prescribed for the current condition for the child attending our setting.
- Children taking prescribed medication must be well enough to attend the setting
- Children's prescribed drugs are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. This states the name of the child, name/s of the parent(s), date the medication starts, the name of the medication and prescribing doctor, the dose and times, or how and when the medication is to be administered.
- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of medicine.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

Sickness

Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents – or other authorised adults – if the child becomes ill while in the setting.

- We do not provide care for children who are unwell, have a temperature, or sickness and diarrhoea, or who have an infectious disease.
- A child or member of staff may not return to pre-school until 48 hours after their last bout of sickness or diarrhoea. This is to prevent the spread of infections.
- Children with headlice are not excluded, but must be treated to remedy the condition.
- Parents are notified if there is a case of headlice in the setting
- Parents are notified if there is an infectious disease, such as chicken pox.
- HIV (Human Immunodeficiency Virus) may affect children or families attending the setting. Staff may or may not be informed about it.
- Children or families are not excluded because of HIV
- Good hygiene practice concerning the clearing of any spilled bodily fluids is carried out at all times.
- Ofsted is notified of any infectious diseases that a qualified medical person considers notifiable

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.

Date:	Signed:	Date:	Signed:
16/06/2020	Sam Hudson		

Safeguarding Policy

Tringham Pre-school will work with children, parents and the community to ensure the safety of all the children within their care to give them the very best start in life.

Our aims are set out in this policy and intend to:

- promote children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background;
- promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence;
- promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches;
- help children to establish and sustain satisfying relationships within their families, with peers, and with other adults; and
- Work with parents to build their understanding of and commitment to the principles of safeguarding all our children.

Liaison with other agencies

- We work within the Surrey Safeguarding Children Board Manual of Child Protection procedures (<http://sscb.proceduresonline.com/index.html>).
- We have a copy of 'What to do if you a worried a child is being abused' (2015) for parents and staff and all staff are familiar with what to do if they have concerns.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.

Staffing and volunteers

- The Designated Safeguarding Lead (DSL) is **Sam Hudson** and the deputy is **Christine Ludlow**.
- It is the responsibility of the DCPO to share information with the team, where appropriate and collating information when there are concerns. When necessary the DCPO will contact Surrey County Council Contact Centre to receive the most up to date and relevant advice and to advise when making decisions about referrals.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.

- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service (DBS) before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- Accidents and incidents are recorded and reviewed regularly to identify any possible safeguarding issues.
- Detailed records are obtained from the children upon admission, including the name, address, date of birth and the name of persons with parental responsibility. These details are reviewed termly with the parents. It is the responsibility of the management to ensure this information is updated.
- All trustees and committee members will have a completed DBS/EY2 and complete any relevant safeguarding training.

Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms – physical, emotional, and sexual as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the DSL. The information is stored in the child's personal file.
- Staff and Adults take care not to influence the outcome either through the way they speak to children or by asking questions of children.

Disclosures

Where a child makes a disclosure to a member of staff, that member of staff will:

- offer reassurance to the child;
- listen to the child; and
- give reassurance that she or he will take action
- will not question the child

Recording suspicions of abuse and disclosures

The DSL and staff will make a record of:

- the child's name;
- the child's address;
- the age of the child;
- the date and time of the observation or the disclosure;
- an objective record of the observation or disclosure;
- the exact words spoken by the child as far as possible;
- the name of the person to whom the concern was reported, with date and time; and
- the names of any other person present at the time.

These records are signed and dated and kept in the child's personal file.

All members of staff know the procedures for recording and reporting. Blank copies of the forms for recording can be found in the accident folder.

Making a referral

When it is felt that there is a need to make a referral the DSL will contact Surrey Multi-Agency Safeguarding hub (MASH) on **0300 4709100**, email- mash@surreycc.gov.uk (secure email- mash@surreycc.gcsx.gov.uk . The contact centre is open within Pre-school opening hours. Should the need for a referral to be made, occur out of hours (before 9am or after 5pm) then the Emergency Duty Team should be contacted on 01483 517898. In an emergency it is good practice to contact the Police in addition.

All referrals will be confirmed in writing within 48 hours of them being made, using the Multi-Agency Referral Form, including a body map where appropriate. Tringham pre-school will ensure they have the most up to date version of the form by checking www.surreycc.gov.uk/safeguarding regularly. A copy of the most recent form can be found at the end of this policy along with a copy of the guidance for professionals with a concern about a child.

Before a referral is made Tringham Pre-school will ensure that they have the relevant information required when making the referral. This includes the details of the concern or allegation; the name, date of birth and address of the child; details of the setting and

name of the manager and any additional relevant information regarding the child, if possible, such as ethnicity and details of other agencies involved.

Informing parents/Carers

- If we have a concern about a child we will share these concerns with parents/carers. However, if sharing these concerns puts the child at risk of significant harm we will seek the advice from the duty manager at Surrey County Council's contact centre.

Confidentiality

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

Support to families

- The setting believes in building trusting and supportive relationships with families, staff and volunteers in the group.
- The setting makes clear to parents its role and responsibilities in relation to Child Protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local social services department.
- The setting continues to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the social services department in relation to the setting's designated role and tasks in supporting the child and the family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the procedure and only if appropriate under the guidance of SSCB.

Prevent Duty

- Tringham Pre-school is aware of the Prevent Duty and the need to prevent the children and their families being drawn into terrorism. We will work in partnership with Surrey County Council and follow the action plan and procedures as laid out by them.
- By building a positive relationship with the children and their families; and through promoting fundamental British values within our practice, we will build resilience to radicalisation. We will promote democracy, the rule of law, individual liberty and mutual respect and tolerance.
- If we feel a child or their family is at risk of being drawn into terrorism, we will seek advice from our local authority on **01372 833826** and/or make a referral directly to the police on **999** or **101**.
- If the referral continues to the channel panel stage, we will provide support to both the family and the panel where necessary.

Honour Based Violence (HBV) including Female Genital Mutilation (FGM)

- Tringham Pre-school is aware that there are different types of cultures and communities and with different communities and cultures there come different values and meanings. Although we appreciate that these should be respected there are certain beliefs and traditions that can cause significant harm to children and their families and we have a duty to protect them from harm.
- HBV covers many forms and can ultimately lead to death where an individual brings 'shame' upon their family. Types of HBV are Forced/arranged Marriage, Female Genital Mutilation and Breast Ironing. This list is not exhaustive.
- At Tringham pre-school we attend regular training, both internal and external, to ensure we are up to date with the signs and symptoms of all types of abuse.
- Where there is evidence that a family may be at risk we will make a referral to MASH and the police.

Planning

- The layout of the rooms allows for constant supervision. Children are taken to the toilet by a DBS cleared member of staff, in groups of no more than four children. This member of staff will always make the others aware that they are leaving the room and who with.

Curriculum

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

Training

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals.
- We ensure that all staff knows the procedures for reporting and recording their concerns in the setting.
- All practitioners will attend Surrey County Council training- Working together to safeguard children: introduction – within six months of commencement of employment.

- A detailed induction will take place upon employment detailing this Safeguarding Children Policy and the relevant procedures along with detailing accidents and evacuation procedures (see Induction Policy).
- All training undertaken and training needs will be highlighted within the Individual Training Log for each member of staff. This log will also identify when there has been a lapse of three years and therefore a refresher course is required.
- The DSL and Deputy DSL have attended Surrey Safeguarding Children's Board modules 1 and 2 training, which is to be updated every two years; this will also be recorded in the training log.

Allegations against staff

- All staff, volunteers and students have a duty to disclose any concerns they have about the conduct of other staff, volunteers and students.
- We ensure that all parents know how to complain about staff or volunteer action within the setting, which may include an allegation of abuse.
- We follow the guidance of the SSCB when responding to any complaint that a member of staff or volunteer has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident.
- Depending on the severity of the complaint, the action to be taken will be discussed by the group's management and appropriate action will be taken. This will include informing Ofsted.
- Our policy is to suspend the member of staff on full pay for the duration of the investigation; this is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and throughout the process.
- If there is an allegation made against a member of staff we will tell the Surrey County Council Local Authority Child Protection designated officer (LADO) by telephoning the Emergency Duty Desk on **0300 1231650 (option 3)** or via email on LADO@surreycc.gov.uk
- The Independent Safeguarding Authority (ISA) will be contacted in the event of the member of staff being dismissed or removed following an allegation. This will also be the case if the staff member resigns. By informing the ISA it does not mean that the person will automatically be banned from working with children.

Whistleblowing

- All staff at Tringham Pre-school are aware that they have the ability to raise concerns about events and incidents that make them feel uncomfortable or that are felt as inappropriate.
- Whistleblowing can prevent the problem from worsening and can protect both the children, but also other staff members.

A member of staff should:

- Voice their concerns, suspicions and unease as soon as they feel they can. The earlier a concern is raised the easier and sooner it is possible to take action.
- Pin point what is concerning them and why
- Approach someone they can trust and who they believe will respond.
- Make sure they receive a satisfactory response

In 2009 Ofsted launched a Whistle-blower Hotline- **0300 123 3155** – Open 8am to 6pm, Monday to Friday. Whistleblowing disclosures can also be submitted in writing to Ofsted by email to whistleblowing@ofsted.gov.uk or by post to: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

Contact details

Multi-agency Safeguarding Hub (MASH): 0300 4709100 (referring a child)

Emergency Duty Team (out of hours): 01483 517898

Surrey CC LADO (Local Authority Child Protection designated officer): 0300 1231650 (option 3) (allegations against a member of staff)

Whistle blower hotline: 0300 1233155

Early Years and Childcare Service Advice (Sue Monk): 01372 833826

Prevent Advice: 01372 833826

Police: 0845 045 4545 / 101 / 999

NSPCC: 0800 800 500

Ofsted: 0300 123 1231

Date reviewed:	Signed:	Date reviewed:	Signed:
16/06/2020	Sam Hudson		

SEND and Inclusion Policy

Statement of intent

At Tringham Forest-school, we strive to provide an environment in which all children are supported to reach their full potential.

Aim

- We have regard for the DFEs Special Educational Needs of Code of Practice 2014
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs and/or disabilities (SEND) and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and if necessary, make adjustments.

Methods

- We designate a member of staff to be Special Educational Needs Co-Ordinator (SENDco) and give his/her name to parents.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of SEND to create and maintain a positive relationship.
- We ensure that parents are informed at all stages of the assessment, planning provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools.
- We use the graduated approach system for identifying, assessing and responding to the children's SEND.

- We use specialist observation tools to identify children with additional needs such as:
 - Tracking and observations
 - Anne Locke profile
 - Every child a talker (ECAT) audit tool
 - Behaviour diary
 - 2 year Progress check
- We provide a broad and balanced curriculum for all children with SEND.
- We provide a differentiated curriculum to meet individual needs and abilities.

- We use a system of planning, implementing, monitoring, evaluating and reviewing individual support plans (ISP) for children with SEND.
- We ensure that children with SEND are appropriately involved at all stages of the graduated approach, taking into their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEND.
- We provide resources (human and financial) to implement our SEND policy.
- We ensure the privacy of children with SEND when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialist skills the setting has to offer eg, Makaton trained staff.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. ISP reviews, staff and management meetings, parental and external agency views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.

Date reviewed:	Signed:	Date reviewed:	Signed:
16/06/2020	Sam Hudson		

Appendices





Accident Record

Childs name.....DOB.....

Date.....Time.....

Person dealing with the accident.....

Witness.....

Place of accident _____ (i.e. role play area)

Description of incident including cause and nature of injury

First Aid given/action taken /any recommendations _____

What happened immediately after i.e. parent contacted by phone/child went home/sat in quiet area/went back to play etc

Signatures and dates

Person recording _____ Witness _____

Parent/carer signature _____ Date: _____

Prinname _____



Accident Record

Childs name.....DOB.....

Date.....Time.....

Person dealing with the accident.....

Witness.....

Place of accident _____ (i.e. role play area)

Description of incident including cause and nature of injury

First Aid given/action taken /any recommendations _____

What happened immediately after i.e. parent contacted by phone/child went home/sat in quiet area/went back to play etc

Signatures and dates

Person recording _____ Witness _____

Parent/carer signature _____ Date: _____

Prinname _____

Daily Registers

Child's Name	Time in	Time Out

Staff Register

Visitors Log

Name	Time in	Time out		Name	Contact no.	Time in	Time out

Collections

Name of child	Name of person collecting	Contact number	Password aware?

Daily/On-going Risk Assessment

Date of Assessment		Assessor (name & signature)	
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Adult: child ratio	
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Hazards Identified	Level of Risk (H/M/L)	Action taken

Action taken after incident or on review

Daily Planning Template

Date: Time: 12:45 – 2:45pm	Session:	Session Aim:				Age: 3 – 4 Years
Additional information about the group:						
Smart Objectives:						
Resources	Fire Lighting Material	Saws	Knives	Loppers	Secateurs	Material
Drill and Bits	Egg boxes	Magnifying glasses	Clay	Minibeast kit	Rigger Gloves	Potato Peelers
Paper	Paint brushes					
Poor weather contingency plan: If no inclement weather predicted. Carry usual kit						
Dynamic Risk Assessment:						
What actually happened:						
Evaluation:						

Forest School Registration Form

Personal Details

Full name of child			
Name by which the child is known			
Date of Birth			
Gender	Male / Female		
Religion			
Address			
Postcode			
Name of parents with whom the child lives		Do they have parental responsibility?	
1.		Yes / No	
2.		Yes / No	
Telephone number		Mobile number	
1.		1.	
2.		2.	
Name of parent whom the child does not live:	Do they have parental responsibility?		Does this parent have legal access to the child?
	Yes / No		Yes / No
Address		Contact number:	
Is there another person who has legal access e.g.	Yes / No	If yes, Name and	

foster parent, grandparent?		Address	
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Person with permission to pick up from pre-school, such as childminders, grandparents, etc.

Name		Relationship to child	
Address		Contact number	

Name		Relationship to child	
Address		Contact number	

Emergency contact

If we should need to contact somebody during session time and there is no-body on the above numbers please indicate 2 emergency contacts

Name		Relationship to child	
Address		Contact number	

Name		Relationship to child	
Address		Contact number	

Medical Information

Name of Doctor			
Surgery address			
Telephone number			
Does your child have any known allergies?	Yes / No	If yes, please give details	
Do they have an Epi-pen?			Yes / No
Does your child have any on-going health issues?			
How can we best support your child with any of the above conditions?			

Parental Consent section**First Aid**

I consent to a member of staff administering first aid and, if I cannot be contacted immediately, accompanying my child to hospital and authorising emergency treatment (i.e. life-saving) if needed.

Child's name	
Signature	
Name	

Photographs

I give permission for photographs to be taken of my child and used for the purpose of observation and assessment and used within the setting	Yes / No
I consent to my child's photograph being published on the pre-school website/Facebook page	Yes / No
Signature	
Name	

Password

For security purposes we will only allow children to be picked up by an unfamiliar adult, even those detailed in the authorised section, if they can provide us with your unique password. This can be any word that you chose. Please detail your choice of word below.