



**Woodland Adventure  
Forest School Harrow**

**Working in partnership with All  
Saints' Church**

**We adhere to all of All Saints'  
Policies and Procedures.**

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**Appendices: 1.1,1.2,1.3,1.4,1.4,1.6,1.7,1.8,1.9 Woodland Adventure work with children from the Foundation Stages 1 &2 and comply with the safeguarding policies and procedures listed in the appendices in order to maximise the wellbeing and safety of all that visit our setting.**

**Appendices: 2.0 & 2.1 identifies the roles and duties of key practitioners in the setting and once again Woodland Adventure adheres and adapts to those policies and procedures if appropriate.**

## **History/background information**

The building of emotional intelligence is crucial to the Forest School approach, and means that all sessions will allow time for social interaction, including opportunities for teamwork, individual and group reviews and informal play and socializing. The young people are encouraged to take responsibility for their own safety and encouraged to think about their peers. Building self-esteem is at the core of the Forest School ethos along with providing opportunities for active outdoor play and discovery. Communicative and collaborative skills of participants benefit by providing stimulating, exciting activities that become memorable. These deep level learning experiences are much more accessible from the memory, which enable participants to talk about and transfer their experiences in a meaningful way.

At Forest School we enable participants the time and space to develop skills, interests and understanding through practical hands-on experiences. At the same time, it allows practitioners to step back and observe in order to encourage and inspire individuals to achieve through careful scaffolding and facilitating.

The Forest School approach focuses on the *process* of learning rather than the outcomes and of course, the longer a programme runs the more beneficial it will be. At least ten sessions may be considered necessary for initial projects. Schools are increasingly looking to provide year round provision for their pupils, with great benefits. Time allows for repetition, the development of confidence as well as the consolidation and transfer of skills

## **Booking Procedures and Terms and Conditions**

### **Site visit**

All our customers are expected to visit the site prior to the session, so that they can assess the provision to ensure suitability for the trip. This is an ideal opportunity to discuss the planned day and to make provisions for any visitors with additional needs.

### **Bookings**

All bookings are taken on an individual bases and are booked through the tutor or administrator. . Set days are offered on the web site and we can discuss how they can be linked to the National Curriculum and the Early Years Foundation Stage.

### **Website**

Information about our sessions is available to view on our website; however this list is not exhaustive.

### **Consent forms**

**On making a booking the administrator will forward all relevant information to you, to include the following:**

- Consent forms that all visitors must complete**
- Pre visit information form**
- Risk benefit assessment**
- Cost of the day**
- Date of invoice,**
- Number of attendees and also school year if appropriate**
- Meeting place**
- Directions**
- Start and finish time.**

## **Cancellation**

On taking a booking the administrator will invoice your school for the full cost of the course.

In extreme weather conditions your activities will take place under cover. If weather conditions worsen or are deemed to be unsafe the session will be postponed and offered at a later date.

if a session has been booked and cancelled by the school without prior agreement, Woodland Adventure reserve the right to charge for that session.

## **Insurance**

We are covered by The Diocese public liability insurance when on church premises This certificate is on display in the church office and Woodland Adventure have combined liability insurance cover when working in the woodland area. Schools are encouraged to complete the Local Education authority Educational Visits Assessment (EVA) before they attend Woodland Adventure

## **Booking, Payment and Cancellation Policy**

### Advance Booking

We advise that you book in advance via email or phone to avoid disappointment, as there are limited spaces. Please call or email to enquire about availability and to book a place. [Woodlandadventureharrow@gamil.com](mailto:Woodlandadventureharrow@gamil.com)

### Courses

We offer five or ten week courses throughout the academic year. The maximum amount of children attending a course should be twelve. If smaller groups attend then you may have the opportunity of working with another smaller group. The groups will be matched appropriately according to the needs of groups.

We liaise and work closely with all our clients and do ask for an overview of the children attending. This is recommended as we can plan accordingly and effectively.

### Booking confirmation

Confirmation of your booking will be provided through email or over the phone.

### Payment

Payment should be made prior to or at the beginning of the first session.

Cash or cheques made payable to Woodland Adventure Forest School Harrow are accepted or via bank transfer (account.... sort code .

### Weather conditions

We deliver outdoor sessions in all weathers. However, there are some occasions where it may not be safe or practical to go ahead with a planned session due to extreme weather. We will notify all those who have booked in advance if the weather is due to be so severe and offer an alternative date or offer an indoor art session. Unfortunately, this may occasionally be on the morning of the session, but we will endeavour to give as adequate warning as soon as possible.

### Notice period

Woodland Adventure Forest School Harrow will charge a full session fee if you cancel within 24 hours of your booked session.

Please give as much notice as possible so that your place can be filled.

### Extenuating circumstances

Should a session have to be cancelled due to illness or extenuating circumstances, we will endeavour to give as much notice as possible and offer an alternative date to attend.

## **Learning and Development**

Forest School sessions are created to;

- Build self-esteem, independence, motivation to learn whilst always maintaining a safe environment
- Promote awareness, respect and care for other individuals and for the natural environment
- Reinforce collaborative behavior
- Develop awareness of acceptable behavior and responsible behavior in an outdoor environment
- Develop in both children and adults a pride in their achievements.

### **Procedures:**

#### **Forest School Ethos**

Forest School staff plan the days so they are set around the Forest School ethos:

- Helps to build confidence and self-esteem;
- Through activities develop communication and social skills;
- Have a greater use of their physical skills;
- Greater understanding and awareness of the natural environment;
- Natural motivation and a positive attitude to learning;
- The ability to recognise and manage risk;
- Healthier lifestyle

### **Consent forms**

- Consent forms are sent out and must be completed by any person visiting the Forest School. These are sent out upon confirmation of booking via our administrator.

### **Safeguarding**

- Place the needs of the children, including needs linked to their preferred learning styles, social and behavioral needs at the centre of the Forest School curriculum to maximize individual success and raise self-esteem.
- Create a positive environment which encourages and reinforces caring, nurturing and acceptable behaviour towards one another, the environment and equipment
- Promote effective relationships in which all are accepted, valued and treated equally
- Be mindful of the need to maintain safety at all times Give verbal praise to children demonstrating good work and perseverance, good behavior, cooperation and good group work.
- **Behaviour**
- Establish clearly defined standards of behavior where behavior is not deemed acceptable, the Forest School Leader will ensure the following steps are adhered to:
  - The Forest School Leader or helper will try to use de-escalation strategies and re-engage the child in the first instance
  - A verbal warning will be given by the Forest School Leader or supporter by taking the child to one side and reminding them of the importance of acceptable behavior.
  - The children will be given time out from the activity. They will be moved away from the activity to a designated area.
  - Speak to the child and debrief after he/she has calmed down
  - If three time-outs are given in one session, the student will miss the next Forest School session, the school will be informed and a letter will be sent home to the students' parents/carers.
- If the students are presenting themselves as an ongoing danger then the whole group will be taken back to school.
- Where the behaviour is deemed to have been very unsafe, the child will be excluded from the next Forest School session in agreement and liaison with schools
- In all of the above cases, the Forest School Leader will complete an incident form
- **Procedures:**
- **Mandatory Training**
- All staff and volunteers must attend mandatory safeguarding training/initial awareness training.
- **DBS**
- All staff and volunteers must hold a current DBS



- **Children's disclosures**

- Should any visiting children make a disclosure to any Forest School staff or volunteer this must be immediately reported to the visiting lead teacher and follow their school procedure.
- Forest School staff and volunteers must be aware of the procedure on how to deal with such an incident and report to the lead teacher on site.

- **Photographs**

- All visitors sign to say whether they give permission to have their photograph taken. Photographs may be used for publicity a standard letter is sent to students that attend Forest School Harrow. Forest School staff needs to be aware of any children who cannot have it taken.

- **Public use of site**

- Children are encouraged to wear Hi-viz jackets, the site is open to the public and adults accompany the children in small groups at all times if leaving the meeting circle. The team and adults present will be informed of any other adult officially working on sites that are not part of the Forest School team.

- **Boundaries/ Adult Child Ratio**

- Forest School staff will carry out a boundary walk of the site with all children. All other visitors will have the boundary pointed out to them.
- Staff to child ratios is in line with Ofsted, Forest School staff and volunteers are not part of this ratio. Forest School staff and volunteers will walk around the boundary site at various times during sessions.

- **Adults without a DBS**

- Any accompanying adult i.e. a parent who does not have a DBS should not be left unsupervised with the children. Schools sending any parents will disclose this information to Woodland Adventure.

## **Safeguarding children and child protection**

(Including managing allegations of abuse against a member of staff)

### **Policy statement**

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our Safeguarding Policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

### **Procedures**

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy.

#### *Key commitment 1*

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

#### *Staff and volunteers*

- Our designated person (a member of staff) who co-ordinates child protection issues is:  
Jan Boresta
- Our designated officer (a member of the management team) who oversees this work is:  
James Mercer
- We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
- All staff have an up-to-date knowledge of safeguarding issues.
- 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 Criminal Records Bureau before posts can be confirmed.
- Where applications are rejected because of obtaining 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 Criminal Record Bureau 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 record information about staff qualifications, and the identity checks and vetting processes that have been completed including:
  - the criminal records disclosure reference number;
  - the date the disclosure was obtained; and
  - details of who obtained it.
- We inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).
- We abide by the Safeguarding Vulnerable Groups Act (2006) 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 a 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.
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.

### *Key commitment 2*

The Alliance is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2006).

### *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 experiencing neglect, this may be demonstrated through:
  - significant changes in their behaviour;
  - deterioration in their general well-being;

- their comments which may give cause for concern, or the things they say (direct or indirect
  - disclosure);
  - changes in their appearance, their behaviour, or their play;
  - unexplained bruising, marks or signs of possible abuse or neglect; and
  - any reason to suspect neglect or abuse outside the setting.
- We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
  - We are aware of other factors that affect children's vulnerability such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, such as through internet abuse; and Female Genital Mutilation; that may affect, or may have affected, children and young people using our provision.
  - We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
  - Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns.
  - 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 member of staff who is acting as the 'designated person'. The information is stored on the child's personal file.
  - We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board.
  - We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
  - We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult.

Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

#### *Recording suspicions of abuse and disclosures*

- Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
  - listens to the child, offers reassurance and gives assurance that she or he will take action;
  - does not question the child;
  - makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the 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, which is kept securely and confidentially.
- The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity.
- Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

#### *Making a referral to the local authority children's social care team*

- The Pre-school Learning Alliance's publication Safeguarding Children contains procedures for making a referral to the local children's social care team, as well as a template form for recording concerns and making a referral. This is based on 'What to do if you're worried a child is being abused' (HMG 2006).
- We keep a copy of this document alongside the procedures for recording and reporting set down by our Local Safeguarding Children Board, which we follow where local procedures differ from those of the Pre-school Learning Alliance.

#### *Informing parents*

- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events, unless we feel this may put the child in greater danger.

- We inform parents when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.
- This will usually be the case where the parent is the likely abuser. In these cases the social workers will inform parents.

#### *Liaison with other agencies*

- We work within the Local Safeguarding Children Board guidelines.
- We have the current version of 'What to do if you're worried a child is being abused' available for parents and staff and ensure that all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

#### *Allegations against staff*

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- We respond to any inappropriate behaviour displayed by members of staff or any other person working with the children, which includes:
  - inappropriate sexual comments;
  - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.



sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.

- We ensure that designated persons receive training in accordance with that recommended by the Local Safeguarding Children Board.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.

#### *Planning*

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

#### *Curriculum*

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for individuals, 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.

#### *Confidentiality*

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

#### *Support to families*

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue 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 child's social care worker in relation to the setting's designated role and tasks in supporting that child and their 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 Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

## **Legal framework**

### *Primary legislation*

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)

### *Secondary legislation*

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998) Non Statutory Guidance

## **Further guidance**

- Working Together to Safeguard Children (HMG 2006 - under revision 2012)
- What to do if you're Worried a Child is Being Abused (HMG 2006)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Guidance for Practitioners and Managers (HMG 2008) (HMG 2006)
- Independent Safeguarding Authority: [www.isa.homeoffice.gov.uk](http://www.isa.homeoffice.gov.uk)

This policy was adopted at a meeting \_\_\_\_\_ *(name of provider)*  
of \_\_\_\_\_

Held on \_\_\_\_\_ *(date)*

Date to be reviewed \_\_\_\_\_ *(date)*

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory (e.g. chair, director or owner) \_\_\_\_\_  
\_\_\_\_\_

## **Welfare**

### **Clothing and footwear**

- Correct clothing and footwear is essential, waterproof jacket, long trousers and long sleeved top, hat for hot weather, hat, and gloves for cold weather. Sandals are not advised for working in the woods. Old clothing is recommended as some activities can be quite messy.

### **Toilets**

- Toilets are not available in the woods in case of an emergency teachers can accompany the students to the toilets located in All Saints church

### **Hygiene**

- Hand wipes and anti-bacterial hand wash and water is available at all sessions.

### **Food and drinks**

- We supply juice or hot drinks depending on the weather, popcorn, freshly baked bread and fruit depending on the letter of consent.

## **Health and Safety**

The Forest School tutor must attend mandatory risk assessment training

### **Risk benefit analysis/ visitors**

Forest School sites must be safe and easily accessible. During our assessment we will seek to identify significant hazards and take action or precautions to reduce the risk to a safe level.

We will make agreements with the warden of the site and explore specific site issues if necessary. Whilst doing this we will identify any hazards and implement the necessary controls, check for mobile phone coverage and access in case of emergency, and assess toilet facilities. We will ensure all parties are aware of the risk benefit analysis. We will carry out a last check of a site prior to the arrival of a group.

Changing weather conditions and visitors to the site can create new challenges, such as fallen branches and litter. These will need to be assessed and may alter previously arranged activities.

### **There are five steps to risk assessment:**

1. Look for the hazards, such as wind-blown trees or litter
2. Decide who might be harmed and how
3. Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done
4. Record the findings
5. Review the assessment and revise if necessary

### **Shared Information & Responsibility**

The majority of site based activities undertaken are carried out in partnership with schools and other organisations. In these situations the sharing of responsibility with respect to group safety and risk/benefit analysis will be agreed in advance. Any special knowledge of the group - for example a participant may have a particular fear of dogs or a food allergy - can be useful when planning activities as we aim to make every session as beneficial to participants as possible. Partner organisations and schools must provide information on behaviours that may present risk to individuals and/or the group and, if necessary, a separate risk assessment prepared.

## **Emergency & Serious Incident Procedure**

Emergencies are never wanted, but they are a possibility, and so we ensure that all leaders are familiar with appropriate emergency procedures. Most emergencies can be resolved on-the-spot by the leader removing the group from potential threat and providing first aid. However, in the event of a serious incident, which could arise as a result of an injury, illness or threat, emergency services should be contacted and the following procedures followed:

- 1. Secure safety of whole group** from further danger. Stop all work/activities if safe. Call in and locate group promptly as agreed with group in advance. If possible, remove whole group from any further danger or threat of danger.
- 2. First Aider to attend to any casualties** with adult helper and with regard for maintenance of required supervision ratios for the rest of the party. At least one first aider must be on site at all times. A record of changes in casualties' state and anything administered to them to be made if possible.
- 3. Emergency services contacted as necessary**, ideally by an adult helper. Charged mobile phones are carried by staff. Despatch a designated driver to meet emergency vehicle at the entrance where possible
- 4. Safety of the rest of group** will be maintained by the remaining staff
- 5. Informing next of kin** should be carried out as soon as practicable after the incident Record incident in red folder and give appropriate letters if child received a bumped head.

A risk assessment will be sent out to all visitors on request or they can download the risk benefit assessment from the website:

[www.woodlandadventureharrow@gmail.com](mailto:www.woodlandadventureharrow@gmail.com)

## **Site visit**

Forest School staff must carry out a site risk assessment prior to any visitors attending .In case of a serious problem the warden of the Bentley Old Vicarage Conservation Site will be contacted. Depending on the problem a decision will be made whether to change site or cancel the session.

## **Volunteers**

All volunteers must be made aware of the day's activities and ensure they are aware of the risks involved.

## **New risk assessments**

A new risk assessment will be written if any new equipment is acquired

### **Additional needs**

We ensure that we have an overview of any visitor with additional needs depending on the needs of the visitors attending we will encourage a site visit and or a conversation has been carried out. An amended risk assessment will also need to include any additional measures that have been put into place for the visitor.

### **Visits to the site**

A pre-visit is essential

## **Daily Operating Procedures**

### **Site visit**

Each morning on arrival the Forest School tutor will risk assess the walk to and the site itself. If there has been any damage due to the weather an alternative site will be identified for possible use.

### **Equipment**

All equipment being used on the day will be checked by the staff before it is taken down to the site.

### **Meeting**

Forest School staff will meet groups and check all footwear at the reception or other designated meeting area.

### **Health and safety talk**

Forest School staff will give a health and safety talk about the environment you will be attending and the animals you may see.

The Forest School Team facilitates the session, and work with the children and young people, to get the best from their course. It is up to the visiting teacher to stop any unwanted behaviour. Our staff will ensure that there are enough activities and free play opportunities to achieve all the schools aims and objectives. (See Play Policy)

### **Observation and assessment**

Forest School Tutor uses the Ferre Leauvers measurement scale to identify the well-being and involvement of the students that attend. This is measured a few weeks after entry to the course and at the end of a five week block or ten week block. This will help you identify what children have achieved throughout their time at Forest School Harrow.

### **Forest school staff**

### **End of session**

The Forest School staff will escort visitors to their transport to ensure the group is all present and accounted for.

All staff will check tools and equipment before putting them away these will have been counted back in after use by students.



## **Equality and Diversity**

### **Procedures:**

#### **Mandatory training**

When available all staff will be encouraged to attend Equality and Diversity training.

#### **All Saints & Forest School Harrow Policy**

All staff and volunteers are to be made aware of All Saints policy which is displayed in the church office.

#### **Consent Form**

All visitors and parents or guardians of children and young people under 18 must sign a consent form to acknowledge that any unacceptable behaviour will not be accepted at Forest School.

The following information is sent out with consent forms for attendance:

I also accept that should any member of Forest School deem any learner's behaviour and its subsequent actions unsuitable at Forest School Harrow, participation on an activity or course at Forest School may immediately cease and they may be required to leave the premises forthwith with an accompanying adult. This is to include instances of bullying/harassment/intimidation/acts of violence and criminal damage. (This list is not exhaustive).

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#### **Volunteers**

All volunteers who hear or observe any unacceptable behaviour by a visitor or student should inform the Forest School Tutor.

## **First Aid Procedures**

### **Emergency Contact Number**

The site is not remote and there are two members on the team with phones. The emergency number is 112 when using a mobile. The church office number is 0208 954 8865.

There is one site which is used for Forest School Harrow; members of the office are told when the Forest School team is in the woods.

### **First Aid**

- ICT Certificate /Forest School Tutor
- Forest School staff will only administer emergency first aid
- Ambulance/office staff or forest school tutor will call for an ambulance if one is required.

### **First Aid Kit**

A designated site for the first aid kit will be identified on all sites and will include the emergency phone.

### **Accidents and near misses**

All accidents and near misses need to be logged with the office at All Saints.

## **Fire Procedures**

### **Safety equipment**

The fire blanket, water must be in a visible position around the fire pit at all times.

### **Fire gloves**

Fire gloves must be worn by all staff, volunteers and visitors during fire activities.

### **Fire safety talk**

A fire safety talk will be given to all visitors prior to the fire being lit. A practice of how to approach the fire area, how to sit down and leave the area safely, is given prior to the fire being lit.

### **Extinguishing the fire**

Water will be used to douse the fire and a 20 minute check should be done to ensure embers are cooled. All visitors will be moved away from the area before the water is used to prevent smoke clouds in their faces.

### **Maximum around the fire**

There will only be allowed 3 children or 4 adults around the fire pit at any given time during activities. All other visitors must be seated around the fire.

### **Staff around the fire**

There must be a member of staff or a volunteer that stays with the fire at all times once lit.

### **Kelly/ Ghillie kettles**

A safety talk prior to the use of the kettles must be given. Fire gloves must be worn as instructed at the safety talk. A member of staff or volunteer must work with a maximum of 2 kettles at a time if the users are young people.

## **Tools/ Equipment Procedure**

### **Tool safety**

Forest School staff must be aware of how to use all the tools and equipment safely.

### **Tool safety talk**

A tool safety talk is given to all visitors who will be using them. The staff must ensure that the visitors understand the talk and if any unsafe use the staff will take the tools from that person.

### **Tool count**

All tools are counted and written onto the sheet at the start of the day. They will also be counted out at the session and counted back in at the end of the session.

### **Volunteer tool training**

All volunteers /work experience students must have training with tools prior to working with a group of visitors. Forest School staff must ensure that they are capable of safe handling and an understanding of how to use the tools.

### **Broken tools**

Forest School staff must take out any tools that are broken and not suitable for their purpose.

### **Tool maintenance**

Forest School staff must maintain the equipment, by cleaning them after use, if required. Staff must also check that all the equipment is suitable for use and if any is broken remove from future use.

### **Estates Procedures**

The Forest School team will work with the ground team at All Saints and The Harrow Nature Conservation Trust to ensure the sustainable use of all the sites. They will also work with the team to identify and eliminate any unsafe trees or hazards.

### **Ecological impact**

Forest School team needs to be aware of the ecological impact on all the sites that are used by them.

### **Damage to site**

Forest School team will report any damage by weather to any trees or within the boundary of the sites to the ground team. If this has an impact on the session, then the session may have to move site or if that is not possible than the session may have to be cancelled.

### **Flora & Fungi**

Forest School staff and volunteers implement a NO Lick, NO Pick procedure.

### **Respecting the environment**

Forest School staff and volunteers must encourage visitors to be aware of the need to respect the environment, by not breaking branches or pulling up living vegetation unnecessarily to use in activities.

### **Security Procedure**

The Forest School team will report any damage or trespassers or suspicious behaviour to the warden at All Saints.

### **Security telephone number**

Forest school staff will have the warden's number on their mobile phones, the tutor and relevant stakeholders

### **Awareness of sites**

All stakeholders who are on site at All Saints will be aware of the Forest school site and the times of use.

### **Damage report**

Forest School staff will contact the warden if any damage has taken place to any of the site so that a report can be logged. Forest School will also keep a book and record all incidents.

### **Training/Courses**

Volunteers are encouraged to attend courses and training that benefits them and Forest School Harrow. This is at the discretion of the management team.

### **DBS**

All volunteers must hold an up to date DBS.

### **Tool use**

Volunteers will be shown how to use the tools and equipment prior to them working with them, by Forest School staff. When they are competent with the use they will only work with a small group of children and will be supervised by Forest School staff.

### **Volunteers**

All volunteers will have an interview prior to starting and complete a volunteer and consent form. They will also need to show their DBS.

**Rights and responsibilities of all visitors, staff members and volunteers:**

**At Woodland Adventure we aim to promote an environment where everyone feels happy, safe and secure. Every visitor, staff member or volunteer should be well looked after, treated fairly and should feel valued and respected.**

**We will achieve this together by:**

- Recognizing and respecting other people's individual needs, beliefs and values
- Individuals taking responsibility for their own actions
- Practice and promoting a respect and active concern for the environment
- Everyone acting in an appropriate way

**Our rights are to:**

- Be treated courteously and fairly by other students, children, volunteers or staff.
- Be encouraged to do your best
- Receive praise when deserved
- Engage in quality learning activities that are resourced and safe.

**Our responsibilities include:**

- Treating all others fairly and politely – don't be unkind, bully, harass or hurt others physically or verbally
- Help the staff look after the grounds – don't damage things and take your rubbish away with you or place it in a bin
- Respect other people's property – don't touch other people's belongings
- Think of other people's needs
- Looking after equipment that you use as part of your activities
- Behaving in a safe and responsible manner at all times

## **Forest School staff and volunteers**

### **Our rights are to:**

- Be treated courteously and fairly by visitors, other staff and volunteers.
- Receive help and back up when needed and if appropriate

### **Our responsibilities include:**

- Delivering quality learning activities that are planned, resourced and safe
- Encouraging pupils to do their best and to help and support each other
- Providing a safe, clean learning environment
- Promoting respect for both the environment and each other
- Modelling the behaviours and attitudes expected of children and young people
- Maintain safe working environments
- Evacuating designated areas during a Fire Alarm

## **Visiting staff**

### **Your rights are to:**

- Be treated courteously and fairly by Forest School staff and volunteers.
- Have your visiting children/students listen carefully and follow instructions to the best of their abilities.
- Find the area clean and safe

### **Your responsibilities include:**

- Implementing your schools, college or universities behaviour policy consistently whilst at Forest School.
- Ensure that the group's dynamics are conducive with each other
- Encouraging all children, young people and students to do their best.



- Promoting respect for the environment and each other.
- Managing individual and group issues.

## Play Policy

### OWL – Observe Watch & Listen



- The setting recognises children’s right to play as contained in Article 31 of the UN Convention on the Rights of the Child 1991.
- The setting advocates Playing as integral to children’s enjoyment of their lives, their health and their development. Children and young people – disabled and non-disabled – whatever their age, culture, ethnicity or social and economic background, need and want to play, indoors and out, in whatever way they can. Through playing, children are creating their own culture, developing their abilities, exploring their creativity and learning about themselves, other people and the world around them. (Play England)
- The setting endorses the Charter for Children’s Play. The setting will plan activities and provide resources that are based on children’s interests and supports individual children’s needs to ensure all children enjoy themselves.
- Staff in the setting recognises the importance of free play with minimal intervention whilst keeping children safe from harm.
- The setting aims to create a varied and interesting environment that stimulates social, physical, creative, emotional and intellectual play. The setting includes the provision of open space, music, lighting and range of objects and materials (loose parts) that children can select to develop their own play.
- The setting will consult with children and parents about the provision in a variety of ways on a regular basis. Consultation methods include discussions, suggestion box and observations of children.

The setting will regularly evaluate practice and resources and will keep an inventory which is updated when required

- The setting operates in accordance with the Playwork Principles:
  1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and well-being of individuals and communities.

2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
  3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
  4. For play workers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
  5. The role of the playworker is to support all children and young people in the creation of space in which they can play.
  6. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
  7. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and well-being of children.
- The setting recognises and allows children to engage in the 15 types of play taken from Bob Hughes Taxonomy of Play types.
  - By following the 7 best play objectives the setting aims to:
    1. Extend the choice and control that children have over their play, the freedom they enjoy and the satisfaction they gain from it.
    2. Recognise the child's need to test boundaries and respond positively to that need.
    3. Manage the balance between the need to offer risk and the need to keep children safe from harm. (Risk Benefit Assessment)
    4. Maximise the range of play opportunities.
    5. Foster independence and self-esteem.
    6. Foster children's respect for others and offer opportunities for social interaction.
    7. Foster the child's well-being, healthy growth and development, knowledge and understanding, creativity and capacity to learn.

#### References:

Best Play: what play provision should do for children (NPFA, Children's play council and PLAYLINK 2000)

Playwork Principles. (Skills Active 2005)

Making it Happen: Implementing the Charter for Children's Play (NCB Play England 2009)

Bob Hughes, A Taxonomy of Play Types (Play Link 2<sup>nd</sup> edition)

**Complaints:**

**If you wish to make a complaint please make that in writing to woodland Adventure 90 Uxbridge Road, Harrow Weald, HA38QL for the attention of Jan Boresta or James Mercer.**

**Review:**

**Date.....**

**Date .....**

**Date.....**

**Date .....**

**Date.....**

**Date.....**

**Date.....**

**Date.....**

**Date.....**

**Date.....**

## Appendices

## 1.1 Children's rights and entitlements

### Policy statement

- We 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.
- We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.
- We 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.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

### **What it means to promote children's rights and entitlements to be '*strong, resilient and listened to*'.**

To be strong means to be:

- secure in their foremost attachment relationships, where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school; self assured and form a positive sense of themselves – including all aspects of their identity and heritage;
- included equally and belong in early years settings and in community life;
- confident in abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

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

To be listened to means:

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

This policy was adopted at a meeting \_\_\_\_\_ *(name of provider)*  
of \_\_\_\_\_

Held on \_\_\_\_\_ *(date)*

Date to be reviewed \_\_\_\_\_ *(date)*

Signed on behalf of the provider

Name of signatory \_\_\_\_\_

Role of signatory (e.g. chair, director or owner) \_\_\_\_\_

## 1.2 Looked after children

### Policy statement

Early years settings are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

Children become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. The Alliance maintains that it not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

We place emphasis on promoting children's right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on two important concepts, attachment and resilience. The basis of this is to promote secure attachments in children's lives, as the foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the

development of positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

### *Principles*

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We do not normally offer placements for babies and children under two years who are in care; we offer instead other services to enable a child to play and engage with other children while their carer stays with them.
- In exceptional circumstances, we offer places to two-year-old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

### **Procedures**

- The designated person for looked after children is the designated child protection co-ordinator.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.



- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider issues for the child such as:
  - their emotional needs and how they are to be met;
  - how any emotional issues and problems that affect behaviour are to be managed;
  - their sense of self, culture, language(s) and identity – and how this is to be supported;
  - their need for sociability and friendship;
  - their interests and abilities and possible learning journey pathway; and
  - how any special needs will be supported.
- In addition the care plan will also consider:
  - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
  - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
  - what written reporting is required;
  - wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
  - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days etc alongside the foster carer.

- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school will be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

### **Further guidance**

- Guidance on the Education of Children and Young People in Public Care (DfEE 2000)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)
- Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2006)

This policy was adopted at a meeting of \_\_\_\_\_ *(name of provider)*

Held on \_\_\_\_\_ *(date)*

Date to be reviewed \_\_\_\_\_ *(date)*

Signed on behalf of the provider

Name of signatory \_\_\_\_\_

Role of signatory (e.g. chair, director or owner) \_\_\_\_\_

## 1.3 Uncollected child

### Policy statement

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

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

### Procedures

- Parents of children starting at the setting are asked to provide the following specific information, which is recorded on our Registration Form:
  - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
  - Place of work, address and telephone number (if applicable).
  - Mobile telephone number (if applicable).
  - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
  - Who has parental responsibility for the child.
  - Information about any person who does not have legal access to the child.
  - On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.

- We inform parents that we apply our child protection procedures in the event that their children are not collected by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.
- If a child is not collected at the end of the session/day, we follow the procedures below:
  - The child's file is checked for any information about changes to the normal collection routines.
  - If no information is available, parents/carers are contacted at home or at work.
  - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted.
  - All reasonable attempts are made to contact the parents or nominated carers.
  - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
  - If no-one collects the child after the setting has closed and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
  - We contact our local authority children's social care team:

*(name and phone  
number)*

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For full day care, this will be the out of hours duty officer:

*(name and phone  
number)*

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- The child stays at the setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
- Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances will staff go to look for the parent, nor do they take the child home with them. A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed:

*(telephone  
number)*

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- Our local Pre-school Learning Alliance office/Development Worker may also be informed.



## 1.4 Missing child

### Policy statement

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

### Procedures

#### Child going missing on the premises

- As soon as it is noticed that a child is missing, the key person/staff alerts the setting leader.
- The setting leader calls the police and reports the child as missing and then calls the parent. The setting leader will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The setting leader talks to the staff to find out when and where the child was last seen and records this.
- The setting leader contacts the chair, director or owner and reports the incident. The chair, director or owner comes to the setting immediately to carry out an investigation, with the management team where appropriate.

#### *Child going missing on an outing*

This describes what to do when staff have taken a small group on an outing, leaving the setting leader and/or other staff back in the setting. If the setting leader has accompanied children on the outing, the procedures are adjusted accordingly.

What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity, but does not search beyond that.
- The setting leader or manager is contacted immediately (if not on the outing) and the incident is recorded.
- The setting leader contacts the police and reports the child as missing.
- The setting leader contacts the parent, who makes their way to the setting.
- Staff take the remaining children back to the setting.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The setting leader contacts the chair, director or owner and reports the incident. The chair, director or owner comes to the setting immediately to carry out an investigation, with the management committee, (where appropriate).
- The setting leader or member of staff may be advised by the police to stay at the venue until they arrive.

#### *The investigation*

- Staff keep calm and do not let the other children become anxious or worried.
- The setting leader together with a representative of the management team, speaks with the
  - parent(s).
- The chair, director or owner, carry out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The key person/staff member writes an incident report detailing:
  - The date and time of the report.
  - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
  - When the child was last seen in the group/outing.
  - What has taken place in the group or outing since the child went missing.
  - 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. Children's social care may be involved if it seems likely that there is a child protection issue to address.



- The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, Ofsted is informed.
- The insurance provider is informed.

### Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. Setting leaders need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting leader and the other should be the chairperson of the management committee or representative, or the proprietor. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.
- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson or proprietor will use their discretion to decide what action to take.
- Staff must not discuss any missing child incident with the press without taking advice.

This policy was adopted at a meeting of \_\_\_\_\_ (name of provider)

Held on \_\_\_\_\_ (date)

\_\_\_\_\_

Date to be reviewed \_\_\_\_\_ (date)

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory (e.g. chair, director or  
owner) \_\_\_\_\_

## 1.5 Use of mobile phones and cameras

### Policy statement

We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones and cameras in the setting.

### Procedures

#### *Personal Mobile Phones*

- Personal mobile phones belonging to members of staff are not used on the premises during working hours.
- At the beginning of each individual's shift, personal mobile phones are stored in lockers. If no lockers are provided, they must be stored in a locked office drawer.
- In the event of an emergency, personal mobile phones may be used in the privacy of the office, with permission from the manager.
- Members of staff ensure that the telephone number of the setting is known to immediate family and other people who need to contact them in an emergency.
- If members of staff take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls as this will distract them.
- Members of staff will not use their personal mobile phones for taking photographs of children on outings.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. There is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present.

#### *Cameras and videos*

- Members of staff must not bring their own cameras or video recorders into the setting.

- Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting.
- Photographs or recordings of children are only taken on equipment belonging to the setting.
- Camera and video use is monitored by the setting manager.
- Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included.
- Photographs and recordings of children are only taken of children if there is written permission to do so (found on the individual child's Registration Form).

This policy was adopted at a meeting of \_\_\_\_\_ *(name of provider)*

Held on \_\_\_\_\_ *(date)*

Date to be reviewed \_\_\_\_\_ *(date)*

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory (e.g. chair, director or owner) \_\_\_\_\_

## 1.6 Employment

(Including suitability, contingency plans, training and development)

### Policy statement

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff are appropriately qualified, and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

### Procedures

#### *Vetting and staff selection*

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions, which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Criminal Records Bureau for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) for the vetting and barring scheme.
- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced CRB check.
- Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.

#### *Disqualification*

- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of

children. In the event of disqualification, that person's employment with us will be terminated.

#### *Changes to staff*

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

#### *Training and staff development*

- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Pre-school Learning Alliance and external agencies.
- Our setting budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

#### *Staff taking medication/other substances*

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

#### *Managing staff absences and contingency plans for emergencies*

- In term time only settings, our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.
- In all year round settings, managers organise staff annual leave so that ratios are not compromised. Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary, in accordance with the contract of employment.

- We have contingency plans to cover staff absences, as follows:

This policy was adopted at a meeting of \_\_\_\_\_ *(name of provider)*

Held on \_\_\_\_\_ *(date)*

Date to be reviewed \_\_\_\_\_ *(date)*

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory (e.g. chair, director or owner) \_\_\_\_\_

**Other useful Pre-school Learning Alliance publications**

- Employee Handbook (2012)
- Recruiting and Managing Employees (2011)

## 1.7 Student placements

### Policy statement

Our setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

We aim to provide for students on placement with us, experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

### Procedures

- We require students on qualification courses to meet the 'suitable people' requirements of Ofsted and have CRB checks carried out.
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools placing students under the age of 17 years with the setting to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
- Trainee staff employed by the setting and students over the age of 17 may be included in the ratios if they are deemed competent and responsible.
- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records Policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.



- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

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Held on \_\_\_\_\_ *(date)*

Date to be reviewed \_\_\_\_\_ *(date)*

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory (e.g. chair, director or owner) \_\_\_\_\_

## 1.8 Induction of staff, volunteers and managers

### Policy statement

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

### Procedures

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

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Held on \_\_\_\_\_ *(date)*

Date to be reviewed \_\_\_\_\_ *(date)*

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory (e.g. chair, director or \_\_\_\_\_  
\_\_\_\_\_

owner)

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### **Other useful Pre-school Learning Alliance publications**

- Employee Handbook (2012)
- Recruiting and Managing Employees (2011)

## **1.9 First aid**

### **Policy statement**

In our setting, staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with a current first aid certificate is on the premises, or on an outing at any one time. The first aid qualification includes first aid training for infants and young children. We aim to ensure that first aid training is local authority approved and is relevant to staff caring for young children.

### **Procedures**

#### *The first aid kit*

Our first aid kit is accessible at all times, complies with the Health and Safety (First Aid) Regulations 1981

and contains the following items:

- Triangular bandages (ideally at least one should be sterile) x 4.
- Sterile dressings:
  - Small x 3.
  - Medium x 3.
  - Large x 3.
- Composite pack containing 20 assorted (individually-wrapped) plasters x 1.
- Sterile eye pads (with bandage or attachment) e.g. No 16 dressing x 2.
- Container of 6 safety pins x 1.
- Guidance card as recommended by HSE x 1.

In addition to the first aid equipment, each box should be supplied with:

- 2 pairs of disposable plastic (PVC or vinyl) gloves.
- 1 plastic disposable apron.

- A children's forehead 'strip' thermometer.
- The first aid box is easily accessible to adults and is kept out of the reach of children.
- No un-prescribed medication is given to children, parents or staff.
- At the time of each child's admission to the setting, parents' written permission for obtaining 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.

### **Legal framework**

- Health and Safety (First Aid) Regulations (1981)

### **Further guidance**

- First Aid at Work: Your questions answered (HSE Revised 2009)
- Basic Advice on First Aid at Work (HSE Revised 2008)
- Guidance on First Aid for Schools (DfEE)

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Held on \_\_\_\_\_ *(date)*

Date to be reviewed \_\_\_\_\_ *(date)*

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory (e.g. chair, director or owner) \_\_\_\_\_

### **Other useful Pre-school Learning Alliance publications**

- Medication Record (2010)

## **2.0 The role of the key person and settling-in**

### **Policy statement**

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must assign a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

### **Procedures**

- We allocate a key person before the child starts.
- In some settings where a home visit is carried out before the child starts, this is done by the manager and the key person.
- The key person is responsible for the induction of the family and for settling the child into our setting. The key person offers unconditional regard for the child and is non-judgemental.

- The key person works with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

### *Settling-in*

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.

- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

#### *The progress check at age two*

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance A Know How Guide: The EYFS progress check at age two.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

This policy was adopted at a meeting of \_\_\_\_\_ *(name of provider)*

Held on \_\_\_\_\_ *(date)*

Date to be reviewed \_\_\_\_\_ *(date)*

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory (e.g. chair, director or owner) \_\_\_\_\_

### **Other useful Pre-school Learning Alliance publications**

- Play is What I Do (2010)
- Statutory Framework for the Early Years Foundation Stage (2012) With supporting documentation

## **2.1 Staffing**

### **Policy statement**

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

### **Procedures**

To meet this aim we use the following ratios of adult to children:

- Children under two years of age: 1 adult : 3 children:
  - at least one member of staff holds a full and relevant level 3 qualification and is suitably experienced in working with children under two;
  - at least half of all other staff hold a full and relevant level 2 qualification;



- at least half of all staff have received training that specifically addresses the care of babies; and
- where there is an under two-year-olds' room, the member of staff in charge of that room has suitable experience of working with under twos.
- Children aged two years: 1 adult : 4 children:
  - at least one member of staff holds a full and relevant level 3 qualification; and
  - at least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three years and over: 1 adult : 8 children:
  - at least one member of staff holds a full and relevant level 3 qualification; and
  - at least half of all other staff hold a full and relevant level 2 qualification.
- We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over between the hours of 8am and 4pm as follows:
  - there is at least one member of staff for every 13 children; and
  - at least one other member of staff holds a full and relevant level 3 qualification.
- A minimum of two staff/adults are on duty at any one time.
- Each child is assigned a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

This policy was adopted at a meeting of \_\_\_\_\_ *(name of*

*provider)*

Held on \_\_\_\_\_

*(date)*

Date to be reviewed \_\_\_\_\_

*(date)*

Signed on behalf of the provider \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory (e.g. chair, director or owner) \_\_\_\_\_

### **Other useful Pre-school Learning Alliance publications**

- Employee Handbook (2012)
- Recruiting and Managing Employees (2011)