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Forest School Foragers



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# Forest School Policies and Procedures

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## Tree Tots Child Protection and Safeguarding Policy

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

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- 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 of Tree Tots Day Nursery;



Designated Safeguarding Lead (DSL)

Shirley Hitchmough: 01980 847823 [treetots@tnbearlyyears.org](mailto:treetots@tnbearlyyears.org)

Deputy DSL(s) (DDSL)

Kirsty Caswell: 07565194916 [treetots@tnbearlyyears.org](mailto:treetots@tnbearlyyears.org)

Executive Coordinator;

Sarah Hawkins: 01980 633962 [ec@tnbearlyyears.org](mailto:ec@tnbearlyyears.org)

Designated Trustee for Safeguarding;

Amy Smith: 01980 844254

[amy.smith@helpforheroes.org.uk](mailto:amy.smith@helpforheroes.org.uk)

Children's Social Care referrals: Multi-Agency Safeguarding Hub (MASH):

Out of hours:

0300 456 0108 0845 6070 888

If you believe a child is at immediate risk of significant harm or injury, you must call the police on 999.

Introduction;

Key commitment;

1 Tree Tots Day Nursery is committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.

- If you need to refer a concern regarding staff practice, please either contact the DSL or Deputy DSL within the setting or the Executive Coordinator or a trustee from TNB Garrison Early Years and Play charity or the Designated Officer for Allegations (DOFA) to investigate. DOFA 01225 713945 or 0300 456 0108



## Expectations;

- All staff understand their professional duty to ensure safeguarding and child protection concerns are reported to the DSL and local authority children's social care team.
- All staff understand thresholds of significant harm (please see appendix for details), understand how to access services for families and know how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard.
- All staff understand expectations of required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety, whistleblowing, and dignity at work.
- The DSL will inform the designated officer at the first opportunity of every significant safeguarding concern; however, this should not delay any referrals being made to children's social care, the DOFA, Ofsted or Riddor. Staffing
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974 and DBS checks are carried out prior to a member of staff or volunteer working unsupervised. Information is recorded about staff qualifications; the vetting processes and the dates DBS checks were made. Staff that are EU Nationals are checked for their suitability to work and this is documented.
- All staff and volunteers are informed 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 notify the Disclosure and Barring Service 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.
- Staff from other settings/agencies who are regular visitors with unsupervised responsibility for children (Regulated Activity) are included on the Single Central Record (SCR).
- Procedures are in place to record the details of visitors and we ensure that no unauthorised person has unsupervised access to the children.



## Key commitment;

2 Tree Tots Day Nursery is committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'Working together to safeguard children' (2018).

### Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture and the impact of other factors, such as, fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through a range of behaviours. Please see appendix.
- We are aware that children and young adults may need protecting from bullying including online bullying, racism, gender-based violence, child on child abuse and the impact of "sexting", "up skirting" or viewing of inappropriate / indecent material. Drugs and Alcohol
- We are aware of the 'hidden harm' concerning parents with drug and alcohol problems. Should any person arrive at the setting to collect a child, showing the signs of being under the influence of alcohol or other substances, we are duty bound to inform the relevant authorities. This can be the police, the Multi Agency Safeguarding Hub (MASH) or Army Welfare Services (AWS) Safeguarding team.
- We also consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness or parent's learning disability.



## Private Fostering

- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.

## Unexplained Absence;

- If a child does not arrive at a session when expected and there are concerns about the child's welfare, the DSL will contact the child's parent. If the DSL is unable to contact them or they have reason to believe that the child is at risk of harm, the relevant professionals will be contacted immediately, and Wiltshire Safeguarding Children's Board procedures followed. If the child has current involvement with social care, the social worker will be notified on the day of the unexplained absence.
- All child absences are recorded so that any emerging patterns can be seen and acted upon. Prevent Duty and Female Genital Mutilation
- We follow the Prevent Duty guidance for England and Wales published by the Home Office and Wiltshire Safeguarding Board procedures on responding to radicalisation and extremism.
- We are aware of our mandatory duty to report cases of Female Genital Mutilation to the police.
- 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. Reporting
- Where a child makes comments to a member of staff that gives cause for concern (disclosure), or a member of staff observes signs or signals that gives 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, although it is ok to ask questions in order to clarify; - 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 within a separate, confidential file for the child which is held in a secure location within the manager's office.

- The DSL is informed of the issue at the earliest opportunity, and within one working day.
- We take account of the need to protect young people aged 16-19 which may include students 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 their refusal to consent to share information if it feels it is necessary to prevent harm to a child or adult.
- We work with Operation Encompass, a partnership between police and educational settings. The setting will be notified if there has been a domestic abuse incident which the child may have witnessed. The DSL and the child's key person will monitor and support the child's emotional needs. We are aware not to do anything that will put the child/ren or the non-abusing adult at risk. Making a referral
- The setting makes a telephone call referral to the MASH Team. Within 24 hours of the initial telephone referral, the setting will then complete the MASH online referral form. This is emailed directly to the MASH Team.
- A copy of 'What to do if you're worried a child is being abused' (2015) is available online and is used for guidance alongside Wiltshire Safeguarding Children Board flow chart 'What to do if you are worried a child is being abused or neglected'.
- Having referred concerns to the local authority children's social care team, we co-operate fully in any subsequent investigation. (In some cases, this may mean the police, Army Welfare Service (AWS) safeguarding team if the child is from a military family or another agency identified by Wiltshire Safeguarding Children's Board.



## Escalation process

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed, we will follow the Wiltshire Safeguarding Children's Board escalation process.
- We ensure that staff are aware of how to escalate concerns.

## Informing parents;

- Parents are normally the first point of contact. Concerns are discussed with parents to gain their views of events, unless it is felt that this may put the child at risk or interfere with the course of a police investigations. Advice will be sought from social care if necessary.
- Parents are informed when we make a record of concerns and 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 it is believed that the child may be placed at risk. This will usually be the case where the parent is the likely abuser. The DSL will therefore contact Wiltshire Safeguarding Children Board, record and follow the advice given. Liaison with other agencies
- 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.
- We notify the registration authority (Ofsted or DOFA) of any incident or accident and any changes in our arrangements which may affect the wellbeing 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 allegation 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, staff and volunteers know how to complain about the behaviour or actions of staff or volunteers which may include an allegation of abuse. We provide information on how to escalate concerns if they are not satisfied.
- We respond to any inappropriate behaviour by members of staff or volunteer which includes; inappropriate sexual comments; excessive 1-1 attention; inappropriate sharing of images; buying of gifts/favouritism; or adding a child or parent to social media sites. We advise against staff transporting children to and from the setting but acknowledge there may be occasions when this may happen. In such instance, the DSL is informed and responds accordingly.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the Designated Officer for Allegations (DOFA) to investigate and/or offer advice. (Contact details are at the front of this policy.)
- We also report any such alleged incident to Ofsted (unless DOFA advise the incident does not meet the threshold and is therefore unnecessary), as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and children's social care agree it is appropriate, the Executive Coordinator may suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families throughout the process.
- Where a member of staff or volunteer has been dismissed due to their actions, we will notify the Disclosure and Barring Service, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.



### Key commitment;

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

### Training;

- Training is sought for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse, child sexual exploitation and neglect and aware of how of the procedures for reporting and recording.
- Designated persons receive appropriate training every two years and refresh their knowledge and skills at least annually.
- We ensure that all staff receive updates on safeguarding via newsletters, online training and discussion at staff meetings at least once a year. Planning
- The layout of the rooms allows for constant supervision. No child is left alone with staff, volunteers or other children in a one-to-one situation without being visible to others.
- Steps are taken to ensure children are not photographed or filmed 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.
- A Special Educational Needs and Disability (SEND) policy is in place and outlines the identification, assessment and provision to aid a child with SEND and the role of the SENCO. Information is shared appropriately with other staff regarding a child's statement/EHCP Plan, continual sharing takes place as the child moves to another setting and there is strong communication with parents. Measures are put in place to support the individual needs of a child and staff are fully aware of the appropriate care actions.



## Curriculum;

- Children are taught about keeping safe to promote their personal, social and emotional development. This enables them to become strong, resilient and develop an understanding of why and how to keep safe. This includes how to stay safe when using the internet, (e-safety).
- 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 robust risk assessments are completed and that they are regularly reviewed and updated, in line with our Health and Safety policy.
- We allow and encourage children within the setting to set themselves challenges and take risks in order to aid development and encourage independence. Confidentiality
- All suspicions and investigations are kept confidential and shared only with those who need to know.
- Any personal information is held securely and in line with data protection and ICO guidelines.
- We keep a written record of all complaints and concerns including how they were dealt with. Support to families
- We believe in building trusting and supportive relationships with families, staff and volunteers.
- We make clear to parents our role and responsibilities in relation to child protection.
- 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 supporting the child and their family, subsequent to any investigation.

Appendix Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;



- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.



Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained: bruises or cuts; burns or scalds; or bite marks.

Legal framework Primary legislation:

- Children Act (1989 s47)
- Protection of Children Act (1999)
- GDPR (2018)
- The Children Act (2004 s11)
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2006)

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Human Rights Act (1999)
- Equality Act (2010)
- Data Protection Act (1998)
- Childcare (Disqualification) Regulations (2009)
- Children and Families Act (2014)
- Care Act (2014)
- Serious Crime Act (2015)
- Counterterrorism and Security Act (2015)



Further guidance;

- Working Together to Safeguard Children (HMG, 2018)
- What to do if you're Worried a Child is Being Abused (HMG, 2015)
- 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 2008)
- Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
- Information Sharing: Guidance for Practitioners providing Safeguarding Services (DfE 2015)
- Disclosure and Barring Service: [www.gov.uk/disclosure-barring-service-check](http://www.gov.uk/disclosure-barring-service-check)
- Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
- Inspecting Safeguarding in Early Years, Education and Skills Settings, (Ofsted, 2016)
- Prevent strategy (HMG 2011) ▪ Bruising and injuries to babies and non-mobile children (WSCB 2019)

This policy was adopted at a meeting of

Tree Tots Day Nursery

Held on

September 2021

Date to be reviewed

September 2022

Signed on behalf of the provider

TNB Early Years and Play

Name of signatory

Shirley Hitchmough

Role of signatory

Manager





## Forest School Health and Safety Policy

### Health and Safety Organisation

### Statement of Aims

Forest School sessions offer learning opportunities for children and young people. Part of their purpose is to encourage participants to face new challenges and learn to take reasonable risks. In order to do that safely, the adults involved must know their role and ensure that the necessary risk assessments are carried out regularly and thoroughly.

The following guidance for adults and children must be clearly understood by all concerned.

The Legal Framework. (Health & Safety At Work Act 1974 and Regulations 1992)

### Employers must:

- Assess the risk of activities.
- Introduce measures to control those risks.
- Tell their employees about the measures they have introduced.

### Employees must:

- Take reasonable care of their own and others' health and safety.
- Co-operate with their employers over health and safety matters.
- Carry out activities in accordance with training and instructions.
- Inform the employer of any serious risks.
- Must ensure that the Forest School leader is provided with the information and details as above.
- They must do their best to ensure the health and safety of everyone in the group, follow the instructions of the Forest School Leader and help promote positive behaviour.
- Ensure an appropriate ratio of adults: children.



- Ensure that adults have details of the nursery contact and that they and the contact have details of the emergency procedures.
- Ensure that adults have details of children's medical or special educational needs.
- Observe the guidance for practitioners and other adults.
- Consider stopping the visit/activity (notifying the Forest School Leader) if they consider any risk unacceptable.

Forest School Leader;

The Forest School Leader should have the overall responsibility for the supervision and conduct of the session.

The leader should:

- Obtain the Nursery Managers permission for visits to the Forest School site.
- Follow the health and safety guidelines and policies.
- Undertake a comprehensive risk assessment.
- Clearly define each group supervisor's role and ensure all tasks have been assigned.
- Be familiar with the site.
- Be aware of child protection issues.
- Ensure that adequate first aid provision is available.
- Undertake the planning and preparation for the visit, including briefing group members.
- Review activities and advise Forest School Leader where adjustments may be necessary.
- Ensure that adults are aware of what the visit involves.
- Observe the guidance for other adults/volunteers who should all be clear in their roles and responsibilities.
- Ensure all visitors/volunteers have undergone the required induction procedures.

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They must:

- Do their best to ensure the health and safety of everyone in the group.
- Not be left in sole charge of children. Follow the instructions of the forest school leader and help with the control and discipline. (see Behaviour Management Policy).
- Speak to the leader/adults if concerned about the health and safety of children at any time during the visit.

Children;

The group leader must make it clear to children that they must:

- Follow the instructions of the leader and any other adults.
- Look out for anything which might be a threat and tell an adult about it.

Attendance at Forest School by children and young people whose behaviour may be considered to be a danger (to themselves or to the group) will be reviewed, and strategies put in place to allow them to participate.

Parents;

The Forest School Leader;

- Provide both written information and briefing sessions to help parents decide whether their child should participate in forest school sessions
- Tell parents how they can help prepare their child for the block of sessions, parents need to be prepared to support their child with any home learning from the forest school session.
- Invite parents to support Forest School sessions as a volunteer if they wish.

Parents will need to;

- Provide the Forest School Leader with emergency contact numbers
- Sign a consent form
- Give the forest school leader information about the child's emotional, psychological and physical health



## Risk Assessment;

A full and comprehensive site risk assessment will be conducted prior to the first visit. This will be done by the Forest School Leader and, if possible, in conjunction with a member of staff from the setting. This risk assessment will be reviewed regularly. A visual check will be undertaken immediately prior to every session. Individual generic risk assessments will be used for the use of tools and some activities/actions. Individual activities will be risk assessed previously by the Forest School Leader.

Ongoing risk assessments will take place at various times during a visit – this normally consists of judgements and decisions made as the need arises, which will then be recorded after the visit.

Risks can be minimised, but they cannot be eliminated altogether, and health and safety concerns need to be balanced against the potential benefits of any activity.

Children, young people and adults will suffer the occasional bumps, cuts and bruises which are a part of everyday life.

The application of common sense will ensure that everyone is as safe as they can be, whilst enjoying all the physical and intellectual challenges of Forest School!

This policy was adopted at a

meeting of

Tree Tots Day Nursery

Held on

September 2021

Date to be reviewed

September 2022

Signed on behalf of the provider

TNB Early Years and Play

Name of signatory

Shirley Hitchmough

Role of signatory

Manager

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## Tree Tots Forest School Equality and Diversity Policy

### **Equality and Diversity Policy**

### **Equality, inclusion and Valuing Diversity Policy**

Statement of intent;

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin or may live with other relatives or foster carers.

Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship; some may face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

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## Aim

We aim to;

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

The legal framework for this policy is:

- The Equality Act 2006
- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001

Method;

The members of staff responsible for Equality, inclusion and Diversity are Shirley Hitchmough and Kirsty Caswell.

In order to meet our legal duties, promote equality and inclusion in our setting and value diversity we follow these procedures.



## Admissions

- Our setting is open to all members of the community
- We advertise our service widely
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form
- We provide information in as many languages as possible
- We base our admission policy on a fair system
- We ensure that all parents are made aware of our equality and diversity policy and all other relevant policies.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- Several sessions are available for parents to choose from and these can be found in both the Welcome pack and the Registration form. Once a session time has been booked and a parent chooses to only access part of the session the full session cost will be applied.
- Once sessions have been agreed between the nursery and the parent, these will be recorded on the Registration form. Any subsequent changes would need to be put in writing and agreed by the manager. Changes can only be facilitated if spaces are available. Parents need to give 4 weeks written notice if hours are to change.
- Once a space has been allocated, confirmed and accepted, a deposit of £50.00 per child is payable and will be refunded on your last payable invoice provided the 4 weeks' notice has been received in writing. More information on this can be found within the Welcome pack.
- If your child receives Entitlement funding (15 or 30 hours) the £50.00 deposit will be refunded immediately when they start unless they are booked in for more than the Entitlement, then the above will apply.



- Should a child fail to take up their space the deposit is non-refundable.
- Please note that as a TNB Early Years setting we operate a 'No pay no stay' policy. All fees are due in full by the 15th of each calendar month. This will not affect your child's free 15/30-hour entitlement. It means that all additional hours will be restricted until full payment is made.
- We do not discriminate against a child or their family, or prevent entry to our setting, based on colour, ethnicity, religion or social background, such as being a member of a Travelling community or an asylum seeker.
- We do not discriminate against disabled children. Consideration needs to be given to any reasonable adjustments required to include any child who may have a disability or special educational needs.
- We develop an action plan to ensure that all individuals can participate successfully in the services offered by the setting and in the curriculum offered.
- We act against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are;
  - Disability
  - Race
  - Gender reassignment
  - Religion or belief
  - Sex
  - Sexual orientation
  - Age
  - Pregnancy and maternity





- Marriage and civil partnership
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents whether by:
  - Direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
  - Indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
  - Association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
  - Perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.
  - Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, or around, the premises and will be dealt with in the strongest manner.

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## Training

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

## Curriculum and environment

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

The environment is accessible for all visitors and service users. Reasonable adjustments have been made to accommodate the needs of disabled children and adults.

## We do this by;

- Making children feel valued and good about themselves
- Adjusting the environment and resources to accommodate a wide range of learning, physical and sensory impairments.
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys.
- Positively reflecting the widest possible range of communities by enhancing the choice of resources
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance



- Differentiating the curriculum to meet children's special educational needs
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Forest Schools aims to be child led;

Forest schools aims to be child led and enables children to develop their independent learning skills at their own pace through their own interests.

Linking with the Schools SEN policy allowing children to acquire, assimilate and communicate information at different rates.

Forest schools has high ratio of adults to children;

The high ratio of adults to children enables support so children can fully participate in physical and practical activities. Adults facilitate learning to ensure children achieve, enabling them to develop their self-esteem and confidence.

Forest school is a long-term process;

At Tree Tots Day Nursery, we aim to promote equality of opportunity for all members of the nursery community and promote good relations between people of different racial groups. As a long-term process, with high adult to child ratios, forest school allows time to build meaningful and effective relationships consisting of genuineness, trust, acceptance and empathy.

Through a range of activities, we develop trust between adults and children as well as children with other children. We aim in Forest Schools to create an all equal environment with a sense of community and belonging to make children feel safe, secure and valued.



Adults within the Forest School environment are in control of this dialogue, ensuring that the messages we communicate both verbal and non-verbal help young people to feel respected and valued. The United Nations Convention Rights of the Child (UNCRC 1989) article 12 and 13 recognises the competences of children and their views should be listened to and respected. If children recognise, they are a valued member of the community with an important contribution to make, then it becomes reality when your thoughts and views are both sought after and respected.

- We use reflection – talking about feelings, emotions. Teaching children to become emotionally literate and aware of feelings, becoming aware of who we are.
- Setting up opportunities for children to work together; developing social skills, sharing resources, trying new activities.
- Discussing and sharing historical cultures and beliefs through a range of stories and activities.
- Ensuring that activities and resources are accessible for all. For example, A frames for sawing built at the correct height, tool size appropriate for users.
- Ensuring that the area is accessible for all users. The Forest School area has clear pathways through allowing wheelchair users or children with less mobility access to the area.
- Allowing the children to choose to take their learning in a way that is appropriate and individual to them. Giving them time and space to do this.

#### Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.



## Food (Forest School)

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

Children at Forest Schools are taught a strict NO eating rule, unless it is a specific activity led by an adult to prepare and cook food. Initially, when children are ready, they will participate in simple cooking on the fire activities which include;

toasting marshmallows/waffles and cooking damper bread.

As skills develop, this will include cooking further meat and vegetable dishes such as vegetable kebabs, baked apples and hot dogs to name but a few!

Wild food is not carried out as an activity to avoid confusion amongst children between what is safe and unsafe to eat. There is always a staff member present with food hygiene training, when food is being handled and prepared.

Food Preparation, transport and storage;

- Hands will be washed thoroughly, and any cuts/grazes covered in the correct manner (blue plaster or ideally gloves) before handling and preparing food.
- Food will be stored in clean containers and transported in a cool bag to and from the site, with any clean utensils and cooking pans required. The box will remain closed in between use with food covered in bags or boxes; to avoid attracting flies and other insects.
- Raw meats will be stored separately to any other foods.
- All 'use by' dates will be checked on foods before eating.
- Water for cooking will be provided in cleaned sealed storage.

Handling, cooking and eating Food;

- A fresh, clean, bucket of warm soapy water will be available for children to wash their hands before handling food or utensils.

All food will be checked by an adult to ensure it is fully cooked before eating.

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- Children will be asked to sit still around the fire circle or to move to a designated eating area from the fire to keep numbers to a minimum near the fire circle.

Clearing away and cleaning up;

- ALL food not eaten or cooked will be placed in black bin bags and disposed of in the school bin at the end of the session by one of the adults. The area is checked to ensure there no food traces to avoid vermin being attracted to the area.
- ALL utensils and pans will be placed in the cool box and carried away after the session and cleaned in hot soapy water by one of the adults and stored away correctly.

This policy was adopted at a

meeting of

Tree Tots Day Nursery

Held on

September 2021

Date to be reviewed

September 2022

Signed on behalf of the provider

TNB Early Years and Play

Name of signatory

Shirley Hitchmough

Role of signatory

Manager



## Tree Tots Hand Tool Safety Policy

Tree Tots Day Nursery is committed to providing children with access to a wide range of equipment that stimulates enjoyment, learning and development, both indoors and outdoors.

Using small hand tools is an important part of Forest School as it enables children to develop new, practical skills that help them develop self-confidence. Hand tools are to be maintained in good order by the Forest School Leaders and Tree Tots staff. The Forest School leaders will inspect the tools before each session to ensure safety. Children and adults will be taught how to handle tools properly and to treat them with respect. Whilst using hand tools the staff to child ratio is increased.

### **This will be achieved by following these guidelines:**

- Staff to child will vary depending on the tool in use. The ratios will vary from 1:1 to 1:4.
- Tools will be kept in the forest school tool bag and only removed by the Forest School leaders, staff or volunteers.
- Adult and child sized gloves will be available and are to be used when appropriate
- Running with tools is prohibited
- Pointing with tools is prohibited
- Children will lose permission to use tools if the guidelines are not followed.
- Bow saws must have a blade guard on them when not in use. Blade guards to be removed and put back only by Forest School staff, or volunteers.



- Wood being sawn must be supported on a sawhorse or a natural sawing break - hands must be kept away from the blade. Adults and children must be given instruction and demonstration on the appropriate and safe position with which to saw.
- When using peelers to whittle, children will remain seated, have their elbows on their knees and whittle away from the body.
- All tools must be counted back into the toolbox at the end of the session
- Volunteer helpers must receive basic training on the use of individual hand tools before being allowed to use them with children.

This policy was adopted at a

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Signed on behalf of the provider

TNB Early Years and Play

Name of signatory

Shirley Hitchmough

Role of signatory

Manager





## Tree Tots Forest School Fire Safety Policy

### **Fire policy**

Campfires are an important part of Forest School and are used in many sessions. Sitting around the campfire as a group: learning, listening, singing, making and sharing food cooked on the fire is a wonderfully communal and magical experience for children. It will stimulate their senses by letting them feel its warmth. They will watch the flames dance and experience its rich smell. We hope it will capture their imaginations and enthusiasm!

Tree Tots Day Nursery understands the importance of vigilance to fire safety hazards. All staff, volunteers and children are aware of the fire safety procedures set out in this policy. Campfires and the use of storm (Kelly) kettles are an important part of Forest School and are used in many sessions.

Child's Play aims to ensure that all children and adults participating in Forest School sessions with fires and/or storm (Kelly) kettles will do so safely and with as little risk to their health as possible.

### **Location**

- Only previously agreed areas will be used for the campfire.
- The campfire area will be enclosed by logs or large stones to prevent the spread of fire.
- The storm (Kelly) kettle will only be used on flat ground and any woodchip or leaf litter must be brushed away before use.

### **Positioning of Children and Adults**

- Fire areas are surrounded by logs at least 1.5 metres from the fire pit. The logs represent the campfire boundary.
- Once lit an adult will remain by the fire at all times
- When the campfire is in use, children are not permitted to access the area without permission.
- Seating on tree stumps will be organised around the outside of the fire boundary. Once seated around the campfire, the children must remain seated until directed by an adult to move.
- Children are not permitted to throw anything onto the fire. With one-to-one adult help children may carefully place fuel for the fire on the edge of the fire.



We will ensure that the ratio of children to adults is at least 1:4 outside the fire boundary area.

- Advice on the appropriate way for dealing with smoke will be given to the children: they are advised to turn their head to one side, placing their hand across the face, to close their eyes and count to 30 (or an adult/peer to count for them)
- If there is a clear wind direction, seating in the line of smoke is to be avoided.
- If wind direction is variable, the leader should rearrange the seating if at all possible.

### **Type of Fire**

- Criss-cross fires are used to provide a large amount of heat and light and are fast burning.
- Long Log fires are good for cooking as they are slow burning and require little fuel.

### **Cooking**

- If food is to be cooked at Forest School, the Forest School leaders are responsible for ensuring that the food has been transported, cooked and stored in a 'safe to eat' manner.

### **Safety and Responsibility**

- Only adults are permitted to light fires. This will usually be the one of the Forest School Leaders.
- Fires are lit using fire lighting blocks, newspaper and matches or a Swedish fire stick.
- No flammable liquids are to be used to light or accelerate fires.
- No plastics are to be burnt.
- If sessions involve children adding fuel to the fire, this must be done with one-to-one adult supervision.
- Sticks/wood must be placed, not thrown, from the side of the fire. The hand should never go over the fire.



## Extinguishing

- All fires must be extinguished at the end of a session.
- Water should always be to hand during campfire sessions.
- Whenever possible, all fuels should be burnt off to ash.
- Forest School Leaders should ensure that any large remains of wood, especially when using a long log fire, are separated from one another.
- At the end of the session, the fire must be doused down with water and stirred until all smoke and steam has ceased.
- Large build ups of potash, from several fires, need to be dispersed. This must only be done when it has totally cooled. It will be finely scattered throughout the woodland to enable natural decomposition.
- The use of a fire blanket is available should it be necessary to use one.

## Storm (Kelly) kettles

- Only Forest School Leaders are to light the fire in the fire pan.
- The Kelly kettle must be placed on flat, clear ground.
- Children can feed the fire with one-to-one supervision, but they must have been shown how to do so safely. Stick held at the end and dropped in from the side; hand should never be placed over the top of the kettle.
- Fuel should burn itself out, but if it doesn't it must be extinguished with water (see above)
- The Kelly kettle will be removed from the fire pan by one of the Forest School leaders. To do this safely they will lift the kettle using the sides of the metal handle, pouring will then be controlled by using one hand on the top of the handle and the other on the chain.
- The Kelly kettle should never be heated with the cork in.

This policy was adopted at a

meeting of

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TNB Early Years and Play

Name of signatory

Shirley Hitchmough

Role of signatory

Manager



## Tree Tots Forest School Emergency Procedure Policy

Tree Tots Day Nursery is committed to encouraging and promoting good health and to dealing efficiently and effectively with illnesses and emergencies that may arise while children are in our care.

All participants will be briefed in what to do in case of emergency. Under duties set out in the Health and Safety (First Aid) Regulations 1981, Tree Tots recognises its responsibilities in providing adequate and appropriate equipment, facilities and personnel to enable suitable first aid to be given.

The Forest School Leader will assess the situation, the nature and extent of the injury/accident. They will ensure that the rest of the group are safe from danger and are adequately supervised. They will attend to the casualty, giving first aid where necessary.

After all such accidents or incidents will be recorded in detail and logged in the Incident Record book or the Accident Record Book. Parents/carers will be asked to sign in the relevant section of the book to acknowledge the incident or accident and any action taken by the nursery and its staff.

Tree Tots Day Nursery will notify Ofsted and RIDDOR of any serious accident, illness, injury or death of any child whilst in its care. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring.

The Forest School leaders and other relevant members of staff should consider whether the accident or incident highlights any actual or potential weaknesses in the policies or procedures, and act accordingly, making suitable adjustments where necessary.

### **In case of injury - Ambulance Procedure**

If anyone sustains an injury or illness which cannot be treated by first aid on site and requires medical assistance:

- In serious cases, 999 should be dialled using a mobile phone on 112 carried by the Forest School Leader. The Forest School Leader will be responsible for notifying the parent. Notify a member of Senior Management.



Give as much information about the patient and their location as possible;

- Who has been injured?
- What their injuries are
- If they have any medical conditions
- Where on the site the patient is?
- The directions to the site and the patient.

Arrange for someone to stand in an area where they will be easily seen by the ambulance. Don't hang up until you are told to do so by the call taker.

**Try to stay calm.**

- The rest of the group will be supervised away from the incident and if in danger, will be moved to safety.
- If the injured child is taken to hospital, one member of staff will go with them and the child's parent will be updated about the situation by the staff remaining.
- In minor cases, the Forest School Leader will arrange to contact the parent of the injured child so they can be collected and taken to the hospital, doctor or home.

**Missing Person Procedure**

As soon as there is a concern that a child has gone missing despite blowing the whistle the following procedures must be followed.

- Use the method to ensure everyone meets at the Forest School circle.
- Conduct a head count to check that all other members of the group are present.
- Have two members of staff or volunteers stay with the group at the Forest School and await further instructions.
- Send the remaining staff and volunteers to search the immediate area for an agreed length of time (e.g. 10 minutes). Arrange for them to return to the agreed meeting place at an agreed time.
- Ensure that each of the searchers has a walkie talkie with enough battery life. Searchers should stay within an area they know and be aware of their own safety.
- If the missing person is not found in the agreed length of time, everyone should walk to the setting.
- Alert the setting staff to the fact that there is a missing person.



- Organise a second search party. Any staff member who knows the site can be recruited to help with this second search if it does not affect the ratio back in the setting. Searchers should work in pairs with at least one carrying a walkie talkie and should keep in close contact with the other search party pairs. Arrange for them to search for a specified length of time (20 minutes) and return to the setting at an agreed time.

If the missing person is not found by the second search, then contact the police. The decision may be made to do this while the second search is in progress depending on circumstances.

After the incident is over complete a full report using the Incident Report Form. An investigation must take place.

This policy was adopted at a

meeting of

Tree Tots Day Nursery

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Held on

September 2021

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Date to be reviewed

September 2022

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Signed on behalf of the provider

TNB Early Years and Play

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Name of signatory

Shirley Hitchmough

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Role of signatory

Manager

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