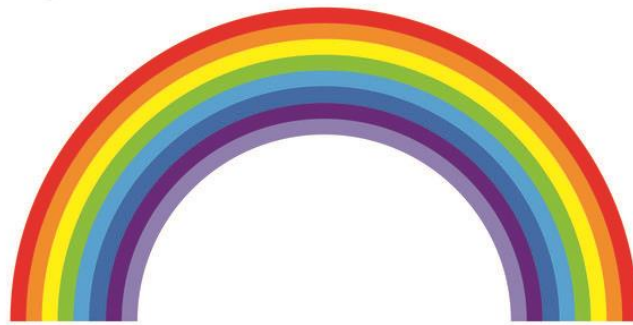


RAINBOW'S END PRE-SCHOOL FOREST SCHOOL HANDBOOK



Rainbow's End
PRE-SCHOOL EWHURST

Created by G.Neal July 2019

Review: July 2022

Contents

P3 Statement of understanding

P4 Vision statement

P5 Learning goals

P9 Behaviour policy

P10 Environmental impact

P13 Summary of work – 3-year plan & monitoring

P14 Ecological impact matrix

P15 Equality, Anti bullying & prevent

P16 Health and safety

P17 Cooking including food hygiene

P18 COSHH

P19 Extreme weather

P20 Fire management, Fire risk assessments

P21 Fire Safety

P24 First Aid, Insurance, Manual Handling

P26 Risk Assessments

P27 Risk management and use of tools

P29 Transport, Welfare

P31 Child & vulnerable persons

P32 GDPR

P33 DBS, Lost & missing children

P35 Social media

P36 Parents & visitors, Unexpected visitors

P37 Unacceptable behaviour, No smoking, alcohol, drugs

P38 Communication strategy, Designated person responsibilities

P39 Appendix 1 – On site emergency cards

P40 Appendix 2 Safeguarding

P41 Appendix 3 Social Networking

P43 Appendix 4 Location details

P44 Appendix 5 Risk Assessments

P52 Appendix 6 Equality of opportunity, achieving positive behaviour and anti-bullying policy

P56 Appendix 7 DBS certificate of leader and numbers of staff

P58 Appendix 8 First Aid certificate copies

P65 Appendix 9 Copy of insurance

P66 Appendix 10 Accident form

P67 Appendix 11 Toileting form

P68 Appendix 12 No Smoking, drugs & alcohol policy

P69 Appendix 13 Code of conduct for visitors

P70 Appendix 14 British values and prevent policy

Statement of Understanding

Declaration that the handbook has been read by all supporting adults with a regular role

Staff Name	Position	Handbook read (date)	Signature
Gill Neal	F/S Leader		
Ali Pitt			
Rachel Bradley			
Charlie Page			
Lucy Powell			
Lisa Day			
Lisa Buckman			
Helen Prior-Egerton	1:1		
Louise Howard			

Vision Statement

It is the vision of Rainbow's End Pre-school to allow all school-leaving children (i.e Children who will be turning 4 by the end of the summer term and that we will expect to be leaving the setting to attend a primary school) to have access to a woodland on a regular basis. The pre-school will follow the Forest School principles:

- ❖ Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School. We allow the children to lead the sessions through their own interests
- ❖ Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world. It instils a love of the great outdoors, inspirational, stimulating, hand-on experiences which develop self-esteem, confidence and responsibility. We use various real tools and natural resources which will bring learning to life, creating an understanding of the balance of nature and the finite resources around us.
- ❖ Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners. Staff will identify individual learning styles to enable children to learn most effectively.
- ❖ Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
- ❖ Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice. We encourage informed, self-calculated risks and choices to ensure the children's safety, developing sympathy and empathy to the group around them
- ❖ Forest School uses a range of learner-centred processes to create a community for development and learning. Play and choice are an integral part of the Forest School learning process, and play is recognised as vital to learning and development at Forest School

Forest school learning goals

PSED – Making relationships

30-50 months

Objectives	How we can make them happen
Can play in a group, extending and elaborating play ideas e.g. building up a role play activity with other children	Plan activities that require collaboration
Initiates play, offering cues to peers to join them	Provide stability in staffing
Demonstrates friendly behaviour	

40-60 months

Initiates conversations – attends to and takes account of what others say	Ensure children have opportunities to get to know everyone in the group
Explains own knowledge and understanding, and asks appropriate questions of others	Ensure children have opportunities to relate to their key person, individually and in small groups
Takes steps to resolve conflicts with other children – finding a compromise	Provide activities that involve turn taking and sharing in small groups

PSED – Self-confidence and self-awareness

30-50 months

Can select and use activities and resources	Vary activities so that children are introduced to different materials
Welcomes and values praise for what they have done	Make materials easily accessible at child height, to ensure everybody can make choices
Is more confident in new social situations	Seek and exchange information with parents so they can be reassured if they feel uncertain
Shows confidence in asking adults for help	Convey to each child that you appreciate them and their efforts

40-60 months

Confident to speak to others about needs, wants, interests and opinions	Give time for children to pursue their learning without interruption
Can describe themselves in positive terms and talk about abilities	Provide regular opportunities for children to talk to their small group about something they are interested in or have done

Physical development – Moving and handling

30-50 months

Moves freely and with pleasure and confidence in a range of ways such as slithering, shuffling,	Provide time and space to enjoy energetic play
---	--

rolling, crawling, walking, running, jumping, skipping, sliding and hopping	
Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles	Provide activities where children can practice moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching
Uses one-handed tools and equipment e.g. makes snips in paper with child scissors	Provide a range of left handed tools/scissors if needed

40-60 months

Experiments with different ways of moving	Provide a range of construction toys
Jumps off an object and lands appropriately	Provide activities that give children the opportunity and motivation to practice manipulative skills
Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles	Provide play resources
Travels with confidence and skill around, under, over and through balancing and climbing equipment	Plan so that children can be active in a range of ways, including while using a wheelchair.

Physical development – Health and self-care

30-50 months

Can tell adults when hungry or tired or when they want to rest or play.	Encourage children to be active and energetic by organising lively games, since physical activity is important in maintaining good health and in guarding against children becoming overweight or obese in later life.
Observes the effects of activity on their bodies.	Plan opportunities, particularly after exercise, for children to talk about how their bodies feel
Understands that equipment and tools have to be used safely	Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practice them
Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.	
Can usually manage washing and drying hands.	
Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	

40-60 months

Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.	
---	--

Shows understanding of how to transport and store equipment safely.	
Practices some appropriate safety measures without direct supervision	

Understanding the world: The world

30-50 months

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world	Use the local area for exploring both the built and the natural environment.
Can talk about some of the things they have observed such as plants, animals, natural and found objects	Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs
Talks about why things happen and how things work	Provide play maps and small world equipment for children to create their own environments
Developing an understanding of growth, decay and changes over time	Teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs.
Shows care and concern for living things and the environment	

40-60 months

Looks closely at similarities, differences, patterns and change	Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing
	Provide stories that help children to make sense of different environments
	Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.
	Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.

Understanding the world: Technology

30-50 months

Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.	When out in the locality, ask children to help to press the button at the pelican crossing, or speak into an intercom to tell somebody you have come back. Using the forest school camera or i-pad to take photos
--	---

Expressive arts and design

30-50 months

Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'	Tell stories based on children's experiences and the people and places they know well
Uses available resources to create props to support role-play	
Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words	

40-60 months

Introduces a storyline or narrative into their play	Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them.
Plays alongside other children who are engaged in the same theme.	Provide children with opportunities to use their skills and explore concepts and ideas through their representations.
Plays cooperatively as part of a group to develop and act out a narrative.	Provide opportunities indoors and outdoors and support the different interests of children, e.g. in roleplay of a builder's yard, encourage narratives to do with building and mending

Behaviour Policy

"Respect Yourself, Respect Others and Respect the Woods"

At Forest School we aim to create a positive environment where children are encouraged to:

- Develop an awareness of acceptable and responsible behaviour towards one
- another and the outdoor environment.
- Promote respect, team work and positive relationships.
- Work within the boundaries set by themselves.
- Develop pride in their achievements and try their best.
- Listen carefully.

Adults will:

- Provide a positive role model for all children at all times.
- Provide time for children to discuss issues or concerns and engage them in setting
- rules.
- Set small 'ACHIEVABLE' tasks which do not set participants up to fail.
- Give verbal praise for good behaviour, group work, cooperation and good work.
- Take into consideration children's preferred learning styles when planning Forest
- School sessions.
- Be mindful of the need to maintain safety at all times.
- Be consistent with behaviour management.

If the behaviour is deemed unsafe or a risk to the child or others the child will be returned to Rainbow's End pre-school by a DBS registered adult and the parents will be informed at collection time with an explanation of why their child was returned to the setting.

Appendix 6 details our full equality of opportunity, achieving positive behaviour and anti-bullying policy

Environmental impact table

Factors having an impact (activities, resources, access)		Level of impact (high, medium, low)	How will this affect the woodland? (compaction, denudation, pollution, corruption)	How will you manage this?
People trampling		Medium	<ul style="list-style-type: none"> • Soil compacted -eroded • Ground layer would struggle to grow, which would have an impact on the other ecological areas of the woodland. 	<ul style="list-style-type: none"> • Keep to pathways as much as possible. • Look into meshing and gravel and woodchip to prevent erosion in the winter months and give adequate load bearing ability.
Fire		Medium	<ul style="list-style-type: none"> • Denudation of deadwood • Soil compacted around the fire • Damage to tree roots and shrub layer. • Impact on wildlife (damaging habitats, possible death). 	<ul style="list-style-type: none"> • Fire only when appropriate when cooking and for warmth on a cold day. • Harvest low value coppice product. Import wood • Dedicate one area for compaction to limit problems in wider woodland
Removing and using deadwood		Medium	<ul style="list-style-type: none"> • Impact on wildlife – removal of habitats for mini-beasts and small mammals. Valuable nutrients prevented from being regenerating in the soil through decomposition 	<ul style="list-style-type: none"> • Prevent ecosystem from continuing to regenerate and develop. • Minimise the amount of deadwood that is removed from the site. • Coppice low value trees like cherry to encourage other trees. • Plant trees on site to the diversity of the woodland (birch).

				<ul style="list-style-type: none"> • Import deadwood from reliable, researched local source
Cutting live wood		High	<ul style="list-style-type: none"> • Removal of habitats for animals (birds etc.) • Small mammals heavily impacted because they use the trees to make connections and travel throughout the woodland • Corruption of the ecosystem preventing pollination and self-seeding/general growth of forest areas 	<ul style="list-style-type: none"> • Plant trees on site to increase the diversity of the woodland (birch). • Coppice low value trees like cherry to encourage other trees. • Minimise the use of live wood where possible
Using trees and scrubs for support		Medium	<ul style="list-style-type: none"> • Damage to tree if not able to support tarpaulin. • Erosion of bark. • Disruption of animal habitat (birds' nests/bats). 	<ul style="list-style-type: none"> • Check areas for signs of wildlife. • Make sure size of tree is suitable for tarp. • Rotating where tarp is placed. • Check for signs of wear on trees.
Bringing organic (dead) materials onsite.		Medium	<ul style="list-style-type: none"> • Risk of fungus and bacteria which would have a diverse effect on all wildlife • Introducing foreign materials to the woodland 	<ul style="list-style-type: none"> • Source from local and reliable areas. • Check on species that are coming in. • Reject any species that are known to have fungus. • Evaluating regularly. • Limiting amount in trial period

Collection of herbs		Medium	<ul style="list-style-type: none"> • Corruption of the ecosystem preventing pollination and self-seeding/general growth of forest areas. • Disruption of animal habitat and food source. 	<ul style="list-style-type: none"> • Limit the amount of usage. • Encourage germination • Monitor closely to ensure range of species of grasses, herbs and shrubs.
Bringing non-organic material onto site		High	<ul style="list-style-type: none"> • Introducing foreign materials to the woodland. • Risk of fungus and bacteria which would have a diverse effect on all wildlife. • Pollution. • Could cause injury to wildlife 	<ul style="list-style-type: none"> • Not knowingly allow any foreign materials to be put in the woodland area. • Closely monitor and assess site regularly, clearing away any non-organic material
Mini-beast hunt		Medium	<ul style="list-style-type: none"> • Disruption of habitat. • Species becoming extinct from site. Diverse effect on other wildlife. 	<ul style="list-style-type: none"> • Create lots of habitats – deadwood, nooks, grassy glades, large fallen trees – maintain these. • Ensure mini-beasts get put back where we they are found
Digging		Medium	<ul style="list-style-type: none"> • Disruption of habitat • Alteration of soil climate, mixing of layers • Don't allow seedlings to grow and develop 	<ul style="list-style-type: none"> • Ensure holes are filled in and any worms found returned to them • Create a digging area and leave other areas to grow
Damage to leaves by cutting, snipping and collecting		Low	<ul style="list-style-type: none"> • Reducing the leaves available for insects to eat • Damage to the plants 	<ul style="list-style-type: none"> • Limit the damage to plants • Hold punch certain varieties which are abundant in the forest

Summary of Schedule work:

Forest school has been occurring in the setting since 2016, due to a change in ownership of the forest there has not been a plan to manage the forest, however with consultation with the current owners we have decided on the following course of action:

Year 1:

- Cut down some laurel, allowing light to penetrate to the forest floor
- Assess and prune brambles if necessary
- Create new log circle, levelling the area, move and replace logs to sit on
- Encourage a range of species of grasses, herbs and shrubs. Coppicing of Hazel and elder plants if required and recommended by tree surgeon
- Check site for safety with tree officer
- Decided if any hazel or elder in the area require coppicing on advice from tree surgeon
- Continue to add to existing dens with any fallen or cut branches
- Monitor fire circle, assess for any negative impacts
- Monitor toileting area for any negative impacts
- Continue to add wood to minibeast areas
- Monitor floor areas for signs of trampling, give areas a rest if required

Year 2:

- Cut down some laurel, allowing light to penetrate to the forest floor
- Assess and prune brambles if necessary
- Plant trees on site to increase the diversity
- Maintain Paths and fire circle area
- Maintain mini-beast area
- Import deadwood and sticks

Year 3 and beyond

- Cut down some laurel, allowing light to penetrate to the forest floor
- Assess and prune brambles if necessary
- Maintain Paths and fire circle area (possibly move fire circle to reduce the impact of it)
- Maintain mini-beast area

Monitoring

Beginning of term conduct fixed point photography

Plant survey at yearly intervals

Ecological Impact matrix

	Canopy Layer Tall trees	Ground layer: fungi & small plants	Field layer Nettles and bramble height	trees/shrubs coppice species and small trees	Invertebrates: Spiders, snails, insects etc	Soil and water	Nesting birds	Animals: mammals, amphibians & reptiles
Coppicing	H	M	H	H	M	L	M	L
Kelly kettle	L	M	L	L	L	M	L	L
Campfire	L	H	L	L	L	L	L	L
Shelter building	L	L	L	L	M	L	L	L
Toilet	L	M	L	L	L	M	L	L
Mini beast hunt	L	M	L	L	H	M	L	M
Trampling	L	H	M	L	M	H	L	L

Equality

Rainbow's End Pre-school's Equal Opportunities policy sets out clear statements of intent regarding the pre-schools' approach to equal opportunities. We are committed to giving each child every opportunity to achieve the highest of standards, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

Provided below is a list of additional points and measure which relate directly to our Forest School sessions:

We will ensure equality of access for all children. This might include carrying out additional risk assessments for children with challenging behaviour or disability or planning for an additional adult to be present.

We will employ a range of styles, including collaborative learning, so that children can value working together. We will seek to involve all parents in supporting their child's education. We will take account of the performance of all children when planning for future learning and setting challenging targets.

We will make best use of all available resources to support the learning of all groups of children.

We have a stock of extra all-weather clothing but ask both parents and children to think about the usefulness of their clothing for outdoor activities, and to be aware that they are likely to take home muddy and wet clothes after a Forest School session. We will encourage a level of risk-taking, always under close adult supervision and actively foster friendships and collaboration between all children and adults. Forest School activities are always designed to produce success and enjoyment, even when this appears to be of a transitory nature.

Anti-bullying

Forest School sessions take place as part of the school day and as such any incidents of bullying will be referred to appropriate pre-school management and dealt with accordingly in line with school and nursery policy which can be seen in the Equality of opportunity, achieving positive behaviour and anti-bullying policy in Appendix 6.

Prevent

Working with Young People

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of pupils as reflective learners within a safe, respectful and tolerant learning environment.

This policy links to the following policies:

- Child protection
- Safeguarding
- Whistleblowing
- Equal opportunities
- Anti-bullying

- Our British Values Statement
- Staff Code of Conduct

Appendix 14 details our British values and prevent policy

Health and Safety Policy

Rainbow's End Pre-school's Health and Safety policies set out clear statements of intent regarding the pre-schools' approach to Health and Safety of its children, staff and visitors to the setting. Provided below is a list of additional points and measure which relate directly to our Forest School sessions:

A named and trained Forest School leader will be in charge and have duty of care during each session. However, all adult helpers are to take all reasonable steps to ensure the health safety and well-being of all children attending each session.

All adult helpers are to read any relevant documents (handbook and risk assessments) and to sign and date stating they have been read and agree to comply.

The Forest School leader will review site and activity risk assessments before each visit and carry out a pre-visit inspection of the site.

The Forest School leader or assistant will ensure essential equipment is present at each visit, this will include:

- First aid kit (including burns kit and prescribed medicines)
- Emergency bag:
 - Emergency contact details of all children and adults present
 - Setting phone numbers and location details
 - Essential survival equipment
 - Mobile phones to be charged and checked daily
 - Details of any allergies or medical conditions relevant to participants.

The Forest School leader or assistant will ensure they are carrying at least 2 mobile phones (to contact both the setting and or emergency services)

In the event of an emergency the Forest School leader will ensure the setting contacts the emergency services; if contact is lost this will be carried out by the Forest School leader or assistant. The Forest School leader will be responsible for maintenance and checking of tools and equipment regularly and prior to use. The Forest School leader will be responsible in training the children to use the tools and equipment safely and appropriately. Ratios when using tools will be 1:1 except for whittling with potato peelers, which will be 1:2.

Appendix 15 shows the setting's full Health and Safety Outdoor policy which incorporates Forest School

Cooking including food hygiene Policy

Snack time and cooking on a fire is a regular feature of our Forest School sessions everything from having bread sticks or marshmallows, fruit snacks or hot chocolate

Staff to apply food hygiene controls in line with Food Standards Agency guidance and good practice.

This will include:

- When possible, staff acquire the Outdoor Food hygiene qualification.
- Food/ingredients will be stored at correct temperatures prior to the session and checked to ensure they are in-date and not subject to contamination by pests, mould etc. A cool box will be used to transport and store any ingredients requiring refrigeration prior to use at the Forest School site.
- Raw meat and fish should be stored cold separately from cooked meats, cereals, dairy products etc.
- All cooking utensils, crockery etc. will be checked to ensure they are clean before use.
- Preparation area set up ideally under tarpaulin to prevent physical contamination.
- Use separate chopping boards & utensils in preparing vegetables, seafood and meat.
- All hair will be tied back, and loose clothing secured prior to cooking on a campfire.
- Food to be cooked must be kept cold until required and cooked to a temperature at or above 63° C.
- Prior to any eating of snacks or meals all participants required to wash their hands using the washing facilities set up.
- Serve food and drink at a temperature and consistency that is safe and suitable for consumption.
- All medical records must be checked to ensure that no food item or ingredient is given to a child or adult with an allergy to it.
- Cooked food will not be re-heated.
- Waste food will be disposed of promptly and preferably off site to minimise the impact.

COSHH Policy Control of Substances Hazardous to Health (COSHH)

As an employer, we have a duty under the Control of Substances Hazardous to Health Regulations 2002 to prevent employees and participants of our Forest School sessions from coming into contact with substances hazardous to health.

As a charity that is involved in pre-school education, the setting has policies in place in regards to COSHH. Below is only the policy relating to Forest School.

Material and Substances

It is Rainbow's End pre-school's policy to, wherever possible; avoid the use of substances that have the risk of being hazardous to health.

Information and risk assessments of potential harming substances/materials are kept within a COSHH folder in the office and are available for staff reference purposes

Staff who use these chemicals and materials have the duty of care to make themselves aware of the potential hazard, contradictions and treatments.

Control Measures

We have conducted a risk assessment in relation to all substances used on our FS sessions and concluded that no substance presents a high risk.

1. The majority of substances used within the sessions are of domestic standard for household use and therefore do not present any threat to health and are safe to use;
2. Rainbow's End has general hygiene measures in place, together with the provision of personal protective equipment (PPE) to further ensure the safety of employees;
3. Cleaning substances are of domestic standard;
4. All substances are correctly stored in clearly labelled containers;
5. When used on sites cleaning substances are safely stored away from the children;
6. Adequate washing facilities are available at the FS sessions;
7. All waste products, including medical waste is disposed of safely in accordance with statutory regulations and done in a way to minimise the ecological impact.

Extreme Weather

“There is no such thing as poor weather, only poor clothing.”

Most cases the above statement is true and at our sessions we try to ensure everyone to suitably kitted out to enjoy the weather on the day for several hours. Additional provision for hot or cold drinks, snacks and suitable shelters should be considered.

Conditions can vary from site to site and is also influence by the children. If they are not enjoying the session due to the weather, then the leader should consider changing the activities and/or retiring early. The children’s well-being is paramount.

Extreme weather can include unexpected hot or cold temperatures but the one that considers us greatly is high winds due to the increased risk of fallen branches or trees. Weather forecast should be checked prior to each session to help decide on whether extreme weather is likely.

INDICATORS FOR UNSUITABLE CONDITIONS FOR WORKING WITH CHILDREN/ADULTS IN WOODLANDS

These are guidelines only – each situation will be unique, and decisions must be made accordingly to ensure the safety of all.

Beaufort Scale	Description	Wind speeds & land signs	Comments
0-3	Calm to gentle breeze <1-10 knots 0-19 kph 0-12mph	Light flags extended Leaves in constant gentle motion	Ideal conditions
4	Moderate breeze 11-16 knots 20-28 kph 12.1-17.9 mph	Most flags extended full Small branches move Dust and loose paper may be raised	Generally fine for Forest school session to continue
5	Fresh breeze 17-21 knots 29-38 kph 18-23.6 mph	Small trees sway Tops of all trees sway in noticeable motion Crested wavelets form on inland waters	OK to continue provided site has been thoroughly checked for lodged branches and dead trees/branches but be prepared to move off site quickly if wind increases
6	Strong breeze 22 – 27 knots 38 – 49 kph 23.6 – 30.9 mph	Large branches in motion Whistling heard in wires Umbrellas used with difficulty	Cancel session or find alternative site to deliver session out of the woodlands Move quickly off site if out in woodland already
7	Near gale 28 – 33 knots 50 – 61 kph 31 – 38 mph	Whole trees in motion Inconvenience felt when walking against wind	Cancel session

During severe weather we will not attend Forest School but will endeavour to carry out inside activities such as sensory/team games, tracking and so on. Severe weather includes:

- High winds
- Thunderstorms
- Extreme cold

The Forest School leader and the manager will make this decision. During wet weather a shelter will be erected immediately, or before the session, by a trained adult to insure a safe, dry area for the children. We will use either the MET office or BBC weather forecasts to make a decision.

Fire Safety

Fire Management

Forest School is an ideal way to introduce fires in a safe, controlled, managed and rewarding way. It can be a highlight of a Forest School session but should only be introduced when the Forest Leader is confident that the children can follow the fire safety procedures/rules.

Learning where a fire can, or cannot, be lit, seeking land owner's permission, ensuring proper supervision, learning how to manage a small fire, how to extinguish it thoroughly and leave no trace are all important elements of the outdoor fire process.

Fires should only be considered an activity if there is a genuine purpose for it and this might include heating water, cooking and keeping warm!

Activities may include:

- Using a fire steel
- Charcoal making
- Small campfire - Small fire in a pot

Fire Risk Assessment

Any fire activity should be risk assessed and a copy can be found in Appendix 4.

Choosing an appropriate site

- Obtained landlord's permission to have fire activities on the site and adhere to any conditions they may impose.
- The site for the fire should be away from low canopy branches.
- Ideally the site should be on a level ground and leaf debris etc be cleared away.
- Check for holes or tree roots in the ground that may present a trip hazard.
- Check if the soil is peat and if so either use a fire bowl or construct a suitable fire pit with sand.
- If winds are high, consider wind direction when choosing the site for the fire.

Fire Safety Equipment

Before any fire activity can be undertaken it is essential that the following equipment is easily available and next to the fire site (not in the fire circle).

The equipment consists of:

- Fire blanket
- Bucket of water
- Heat resistant gloves
- Burns kit

Introducing Fire Activities

Good practice is to introduce the children to the 3 or 5 “Ps” and the fire triangle. The Ps consists of Permission, Purpose, Put it Out and possibly Patience and Persistence.

Fire Circle

For a campfire, a fire circle should be established with the aim of preventing children’s close access to the fire whilst having the ability to enjoy it. Children will be encouraged to invent a name or phrase to remain each other of the rule of not entering the fire circle for example “FIRE”.

Fire Preparation

Children will be encouraged to collect fire wood – “If its snappy we are happy” or “If its bendy its unfriendly!” and to sort dry stick (no longer than elbow to finger tips) into three piles outside the fire circle.

Wood not suitable for burning or cooking with children nearby includes Laurel, Elder, Rhododendron, and Leylandii.

Fire should be constructed on layers of thick sticks and can be of any type depending on the Leader and the weather conditions. Vaseline and other natural fire aids can be used in wet conditions.

Fire Safety Rules

- Fire should always be supervised by an adult at all times.
- Fire should not be set up without the appropriate safety equipment being present
- When the fire is in use children are not permitted within the fire circle unless they are invited by the adult.
- Children are not permitted to throw anything onto the fire.
- Advice on the appropriate way for dealing with smoke will be given to the children: they are advised to turn their bodies/heads to one side, placing their hand across the face, to close their eyes and count to 30 (or ask an adult/peer to count for them)

Fire areas are surrounded by seating logs at least 1.5 metres from the fire pit.

When the campfire is in use, children are not permitted to access the area without adult permission.

Children will be taught how to change seats by standing, stepping backwards over the log/stump and then walking around the outside of the seating area. They must never cross the inner area. Several games and sessions might be needed before Leader is confident all children will do this.

Good practise is to have your fire safety equipment and firewood supply outside of the fire circle to reduce trip hazards.

Fire Lighting

- Only adults are permitted to light fires, unless children are under the direct supervision of the Forest School Leader.
- Fires are lit using cotton wool and a fire steel.
- 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.

Using the Fire

- Long hair, scarfs or any items of clothing dangling should be secured away.
- When an adult or a child is using the fire, they should adopt the “Respect” position with one knee down and the other up to allow rapid exit from the fire.
- The number of children accessing the fire should be limited to prevent joshing etc
- Once fire activity is over (i.e. cooking marshmallows) the children should leave the fire circle.

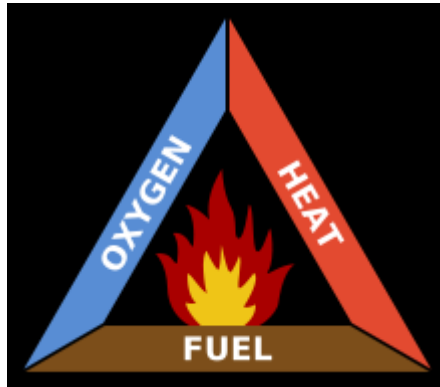
Extinguishing

- 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.
- At the end of the session, the fire must be doused down with water and stirred until all smoke and steam has ceased.
- “Feeling” for the heat should be used to ensure no heat is present if so douse with more water.
- All traces of the fire should be removed and leaves etc used to cover fire site.
-

Using a Fire Steel

Children can practise using fire steels and most of the above applies with the addition consideration given:

- Practice striking a fire steel down away from themselves and others
- Practice it onto fluffed up bud of cotton
- When lit children are responsible for that mini fire until it has burnt out



First Aid: Copy of Leaders First Aid Certificate to be attached in Appendix 8.

If first aid is administered to a child while at Forest School, then an accident record page will be filled in (including a body map) with witness and first aider signatures and the parents/ carers will be informed upon collection of the child and asked to counter-sign the form. The blank forms are kept in the Forest School file which is at every session. This will be then kept in the Accident file under the

child's name, in the setting for the legally required period. Copies of the accident form are in Appendix 9

A description of the site and directions to give emergency services are listed in Appendix 4

Insurance

Copy of Rainbow's End Insurance are attached in Appendix 9.

Manual Handling

The purpose of this is to introduce procedures and provide training designed to ensure that employees apply an ergonomic approach whilst carrying out tasks and operations that involve manual handling, in order to prevent injury.

Responsibilities of Employees:

- Follow appropriate systems of work laid down for their safety;
- Make proper use of equipment provided for their safety;
- Co-operate with their employer on health and safety matters;
- Inform employer if they identify hazardous handling activities;
- Take care to ensure that their activities do not put others at risk.

Common Tasks and Operations involving Manual Handling Operations include:

- Lifting and carrying children
- Nappy changing routines.
- Lifting and moving indoor play equipment.
- Lifting and moving outdoor play equipment.
- Lifting and moving furniture.
- Lifting and moving supplier's deliveries
- Lifting and moving stores equipment
- Maintenance tasks involving the upgrading of fixtures and fittings

Lifting and moving of objects should always be done by mechanical devices rather than manual handling wherever reasonably practicable. The equipment used should be appropriate for the task at hand

- the load to be lifted or moved must be inspected for sharp edges and wet patches
- the route over which the load is to be lifted should be inspected to ensure it is free of obstructions
- Employees should not attempt to lift or move a load which is too heavy to manage comfortably.
- Employees should ask for assistance if there is any danger of strain
- When lifting an object off the ground, employees should assume a squatting position, keeping the back straight. The load should be lifted by straightening the knees, not the back

- Employees should not attempt to obtain items from shelves which are beyond their reach. A ladder or stepping stool should be used.
- Employees should not use chairs or any makeshift device for climbing.

Lifting and Carrying Children

As part of our pre-school care routine, there are times when we are required to lift children, e.g. to give comfort etc. We advise all our staff to sit or crouch with the child to comfort them rather than standing or walking around.

Guidance for good handling techniques

Before taking on any task or operation that involves lifting or moving, staff must observe the following:

1. Plan the lift.

- Decide where is the load to be placed;
- Use appropriate handling aids if possible;
- Get help with the load if required;
- Remove any obstructions;
- Where possible use a mechanical aid such as a trolley or barrow.

2. Lifting technique.

- Position the feet apart giving a balanced stable base for lifting;
- Place leading leg as far forward as is comfortable and if possible pointing in the direction you plan to go.

3. Adopt a good posture.

- When lifting from a low level, bend the knees;
- Do not kneel or over flex the knees;
- Keep the back straight;
- Lean forward over the load if necessary to get a good grip;
- Keep the shoulders level and facing in the same direction as the hips.

4. Get a firm grip.

- Try to keep the arms within the boundary formed by the legs;
- The best position and type of grip depends on the circumstances and individual preference: but it must be secure;
- A hook grip is less tiring than keeping the fingers straight;
- If you need to vary the grip as the lift proceeds, do it as smoothly as possible.

5. Keep close to the load.

- Keep the load close to the trunk for as long as possible;
- Keep the heaviest side of the load next to the trunk. If a close approach to the load is not possible, slide it towards you before trying to lift
-

Risk Assessment Guidelines

A site risk assessment will be undertaken every half term and a daily risk assessment and check is made prior to every Forest School session at our Forest School site. In addition, an activity risk assessment will be established prior to any activity that may require it. Additional risk assessments may be carried out for children whose medical condition or whose behaviour requires it.

When carrying out risk assessment the Forest School leader will be looking for:

- Potential Hazards and who it may harm
- Worst case scenario
- Evaluate current level of risk
- Decide on course of action or set of precautions that will be put in place
- Re-evaluate risk after actions and weighing up against benefit of activity
- Inform adults accompanying group and ensure they have read the assessments/actions.
- Regularly monitor and review each risk assessment.

Risk Management

Forest School actively develops children's awareness of risk as well as their confidence in managing risk. One of the first activities children do at Forest School is to take an adult around the boundary of the site showing them all the things we need to be careful of. This exercise uses all their senses to think, see, feel, and share their perceptions of risk.

Therefore, risk is not an abstract concept that children are being asked to understand, rather it is something they approach with their whole being and can consider as a direct experience before deciding what action to take. This is a very holistic approach to learning about risk that is applied throughout Forest School. As much of Forest School is child led this method of risk management is continually developed. Initially as children stay close to the adults tentatively exploring and seeking reassurance the adults can sensitively encourage consideration of the hazards, to facilitate opportunities for children to engage with and experience risk. As the children's confidence and ability to manage risk grows, they are able to explore more independently and put into practice their own judgements, trying the consequences out for themselves. Often the best learning happens, and we are most acutely alive in situations where we are at the edge of our comfort zones but retain the power of choice whether to step forward or back.

Within certain boundaries Forest School encourages and facilitates such situations.

Rainbow's End follows the principle of having four types of risk assessments depending on the sessions and

they include:

- Site Risk Assessment
- Activity Risk Assessment
- Dynamic Risk Assessment
- Individual Children's Risk Assessment

Appendix 5 shows copies of our Risk Assessments which includes Risk Benefit Analysis.

Safe Use of Tools

General Rules:

- No one should use a tool without permission and a briefing from a trained member of staff
- After briefing, tools should be used under supervision until trained staff are sufficiently satisfied with the safety and responsibility of that person
- Tools should be used with appropriate supervision ratio's – peelers 1:2, drills, secateurs and saws 1:1
- After use, tools should be counted back in to ensure none are missing
- Tools should be stored safely and well maintained by an adult with appropriate knowledge/qualifications to carry out this safely
- Gloves must be thick enough to protect hands sufficiently

Vegetable peeler

Safe Use	PPE	Storage
Be aware of peeler blade as it is sharp Whittle sitting down Ensure a safe area before beginning Hold stick pointing downwards between legs or beside legs Whittle downwards and away from body 2 arms pls a tools length away from anyone else – “blood bubble”	Glove on hand holding stick, no glove on hand using peeler	Dry blades before putting away Check blade for rust regularly Replace when necessary

Bow Saw

Safe Use	PPE	Storage
Only remove guard when ready to start sawing and replace when finished Check correct blade attached for green/dead wood Kneeling position – “respect position” with legs out of the way of the blade and wood off the ground Cut wood bigger than a 2p in diameter Saw with writing hand Three starter cuts before beginning to saw Option: place supporting hand through the bow of the saw for extra stability When not sawing, place on the ground with cover on Place in toolbox when finished with it	Glove on non-sawing hand only If sawing in a pair, both people need gloves on non-sawing hand Keep blade guard on when not in use Dry blade before putting away	Check blade for rust regularly Replace blade when necessary

Secateurs

Safe Use	PPE	Storage
Keep the secateurs locked closed when not in use Cut nothing thicker than 2cm diameter Keep fingers away from open blades when in use Use left-handed secateurs if needed Check the wood isn't weight bearing -look up before you cut Stand firmly	No glove on hand holding secateurs, but glove on hand holding wood	Store closed and locked Dry blades before putting away Check blades for rust Regularly check springs Replace when necessary

Palm Drill

Safe Use	PPE	Storage
Be aware of drill bit as it is sharp Place wood for drilling on hard stable surface and keep there until finished Hold wood steady and press firmly down on drill and twist, reverse to remove drill Check progress to avoid drilling into surface underneath	Glove on hand holding wood steady, no glove on hand using drill	Dry bits before putting away Check blade for rust regularly Replace when necessary

Storage

When not in use tools will be stored appropriately (see above) in the locked sheds. Particular attention should be given to how rope is stored off the ground.

Transport

Rainbow's End Pre-school aims to keep all children safe. Children will be transported to and from Forest School on foot. The following procedures will be followed:

- The group will be given a reminder about safe walking before leaving the pre-school site (outward) and before leaving the destination (return).
- Head count will be conducted on leaving school site and arriving at destination and visa a versa on return.
- The Forest School Leader will assume a position at the front of the line and all children will be asked to stay behind the leader.
- A Forest School Assistant will assume a position at the rear of the line.
- The party will leave school by the gate through the garden at the side of the hall.
- Where possible an extra member of staff will help to cross the road. The Forest school leader will wear a high-vis jacket and will stand in the middle of the road stopping traffic as the children cross. The party will cross the road, go through the carpark and walk up to the forest school site.
Once at the site the Forest School leader will close the small gate from the public footpath which leads into the Forest School.

Welfare

Toileting

Before a Forest School session, children will be given the opportunity to go to the toilet.

If toilets are nearby: During a Forest School session, children needing the toilet will be escorted back to school by a member of staff, ideally using the toilets in the entrance-way at the pre-school.

Where a child is happy to do a wild wee - the following procedures have been proven to work effectively and to comply with current child protection recommendations:

We will identify a suitable location (the wee tree) away from the work area in advance of the session and a toileting bag will be placed at this location. The toilet area will be managed by the Forest School leader or assistant to ensure low impact on site. If the child needs accompanying a DBS checked adult will accompany them.

The group should be introduced to wild toileting - participants encouraged to take a "wild wee behind a tree" or use a trowel to bury faeces and a nappy bag to remove tissue if necessary – and any queries or uncertainties to be dealt with. At all times the emphasis needs to be on discretion and encouraging participants to do as much as possible independently.

Hand washing facilities will be available at all times as well as wet wipes if necessary. All wet wipes, paper towels and dirty tissues should be placed in bags and disposed of off-site.

Toileting kits contain:

- Portable potty with removable disposable inserts
- Toilet paper
- Disposable gloves

- Wet wipes
- Nappy bags
- Small trowel
- Spare pants and jogging bottoms if younger children

If a child is wearing nappies or pull up's these will be changed in the setting before the session and after the session. If there is a requirement to change them during the session, they will be escorted back to the setting and be changed there before returning to the forest school session.

If a child has been accompanied to have a wild wee, then it will be recorded in the toileting record within the Forest School Folder along with a record of the staff accompanying see Appendix 10

Food & Drink

Also see Cooking Hygiene Policy

Children will have access to water at all sessions for re-hydration purposes, either from their own named water bottle or from water which will be brought in a clean water bottle freshly from the setting and drink from cups

During cold weather we may provide warm milk from a flask, the temperature of the milk will be checked before giving it to the children. Cups will be provided.

Clothing and PPE

Forest school situation	Personal Protective Equipment (PPE)
Winter	Vest or T-shirt, long sleeved top, fleece or thick jumper, thick socks or 2 pairs of thin ones and trousers. Waterproof Jacket, waterproof over trousers, wellington boots, gloves, hat and scarf. Work gloves
Summer	Long sleeved T-shirt, light cotton trousers (arms and legs to be covered in the woodland) socks, good stout safety footwear, sun hat. Waterproof Jacket, waterproof over trousers.
Collecting natural materials	Work gloves, long sleeved top to protect arms, long trousers to protect legs, good stout safety footwear.
Using a bow saw	Work glove to be worn on hand holding work piece, no glove on hand holding saw. Long trousers and long-sleeved top, good stout safety footwear.
Camp fire cooking	Non-flammable/fire resistant clothing made from natural fibres, good stout safety footwear. Hand wipes, antiseptic hand wash soap towel. Plenty of water for hand washing and fire safety. Fire blanket. Long hair tied back. Fire gloves available

Walking the woodland	Either winter or summer clothing as above and good stout safety footwear
Transporting logs	Work gloves, long sleeved top to protect arms, long trousers to protect legs, good stout safety footwear.

Safeguarding & Confidentiality

Rainbow's End recognises its responsibilities for Child Protection and for confidentiality. The pre-school recognises that effective Child Protection work requires sound procedures, good inter-agency cooperation and a workforce that is competent and confident in responding to child protection situations. A full copy our Safeguarding Policy can be found in Appendix 2. This document seeks to make the professional responsibilities clear to all staff (teaching and non – teaching) committee members and volunteers, temporary and supply staff to ensure that statutory and other duties are met in accordance with Surrey Safeguarding Children Board requirements and procedures.

Some of the key elements are included on the On-Site Emergency Cards (Appendix 1). This is available to all staff at forest school.

Child and Vulnerable Persons

Forest School Leaders and practitioners should regard their duty of care when working with young persons as extremely important. To ensure all individuals (children, workers, and volunteers) are safe and protected we strongly recommend the following:

- Everyone involved in Forest School is fully briefed on health and safety, risk assessment of sites and activities. Staff and volunteers should be made aware of the relevant pre-school policies and ensure that they adhere to the guidance contained in them
- Key members of staff will have Safeguarding Children Training.
- Forest School Leaders delivering training will have an enhanced level DBS check. It is strongly recommended that any regular volunteer attending Forest School should also have this. Where a volunteer or member of staff does not hold a current DBS certificate then they should not be left unsupervised with children.
- We regard safety and good practice as extremely important and it is the responsibility of individual staff and volunteers to ensure general safety during working.
- Confidentiality should be maintained at all times. Any concerns should only be shared with those who need to know such as the Forest School Leader or Pre-school manager who can then ensure the correct channels are then informed.

General Data Protection Regulation

Privacy Notices: Information about pupils in schools, alternative provision, pupil referral units and children in early years settings

Data Protection Act 1998: How we use your information

We process personal information relating to our pupils and may receive information about them from their previous school or college, local authority, the Department for Education (DfE) and the Learning Records Service. We hold this personal data to:

- support our pupils' learning
- monitor and report on their progress
- provide appropriate pastoral care; and
- assess the quality of our services

Information about our pupils that we hold will include their contact details, national curriculum assessment results, attendance information, any exclusion information, where they go after they leave us and personal characteristics such as their ethnic group, any special educational needs they may have as well as relevant medical information.

A parent/guardian can ask that no information apart from their child's name, address and date of birth be passed to Surrey County Council by informing Rainbow's End Pre-school (see below). This right is transferred to the child once he/she reaches the age 16. For more information about services for young people, please go to our local authority website <http://www.surreycc.gov.uk/>

We will not give information about you to anyone without your consent unless the law and our policies allow us to.

We are required, by law, to pass certain information about our pupils to our local authority (LA) and the Department for Education (DfE).

If you need more information about how our local authority and/or DfE collect and use your information, please visit:

our local authority at www.surreycc.gov.uk/social-care-and-health/childrens-social-care/how-to-access-childrens-social-care/privacy-notice-data-protection-act-1988

or

the DfE website at <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

If you want to receive a copy of the information about you that we hold, please contact:

Rainbow's End Pre-school, Ewhurst

email: rainbowsendpreschool@gmail.com

phone: 01483 808488

DBS

As stated in the Child and Vulnerable Persons Policy Forest School Leaders delivering sessions will have an enhanced level DBS check. It is strongly recommended that any regular volunteer attending Forest School should also have this. Where a volunteer or member of staff does not hold a current DBS certificate then they should not be left unsupervised with children.

Copy of Leaders DBS and numbers for all members of staff can be found in Appendix 7

Lost or missing child

Aim: This procedure outlines the steps to take to prevent a child taking part in Rainbow's End Forest School session becoming lost, and what to do in the event of a missing child. Rainbow's End staff will ensure that the safety of others in the group is maintained.

Suggestions to Prevent a Lost Child.

- Check the accurate group numbers at the start of the session with head count before we leave the setting
- Count the group at regular intervals, for example on changes of location and changes in activity.
- Count the group on return of responsibility to the school staff
- Ensure site/activity boundaries and muster points are made clear
- Encourage children to stay with a partner/ or in sight of an adult where appropriate
- Make use of visiting adults and volunteers – it's easier for each adult to count a small group than one leader to count a big group.
- Brief children on what to do if they find themselves lost – stay where they are, listen and shout, wait for others to find them, don't wander round looking for the group.
- Involve children in keeping track of each other – let them feel like they are taking responsibility and looking after each other. Perhaps by numbering off or playing a game.
- Use a register of names where possible.
- Ensure that when adults accompanying the group need a "comfort break" they inform group leader and adequate supervision cover is provided.
- Particular care will be taken for children with SEND who might be considered a risk or children who are a new addition to the activity. Adults to be briefed and appropriate supervision provided.
- Ensure when individual children need to change location (i.e. toilet or early parent pickup) that they are accompanied by an adult and that the register is suitably altered if the child leaves the session

In the event of discovering that a child is missing.

- Quietly and calmly inform all adults in the group.
- Recall all the children using the 1,2,3 come back to me recall.
- Allocate an adult to keep the rest of the group safe, calm and occupied.
- Leader to note the time of reported incident.
- Try to establish who is missing, where they were last seen, and what they were wearing.

- Use available adults to begin a search – consider allocating people to return to where the child was last seen, nearby areas, higher risk areas such as roads, car parks, and pond.
- If possible, swap mobile numbers for co-ordination.
- Look for the child and shout their name in the immediate vicinity. Remember that they may be in undergrowth/unresponsive.
- Call for further Rainbow's End assistance if possible, the setting's missing child procedure will be put into motion and other staff may be called in to help.
- If searching the location does not find the child after 10 mins, the manager will inform the police, and two members of staff will continue searching, taking with them 2 mobile phones and first aid kit. They will agree to a time and location to report back. The police will want to know: Location, next of kin, detailed description (age, clothing etc), circumstances – what triggered the disappearance, who is searching where, your contact details.
- Inform the pre-school and parents
- Allocate an adult to document the incident throughout.

When the child is found:

- Ensure welfare needs of missing child is met.
- Ensure everyone is informed – group adults, school, police, parents
- Staff will be debriefed
- After the incident, complete and incident form and amend risk assessments as necessary.

Public Finding of Missing Child

- In the event of missing child being found by a member of the public.
- Ensure welfare needs of missing child is met.
- Obtain contact details of the member of the public and where the child was found.
- Advise them not to talk to press /media or mention the incident on social media for 24 hours to enable family to be informed and for the details of the incident to be established either by Rainbow's End pre-school and/or the emergency services.
- Safeguarding issues to be considered if member of the public involved.

Next steps and general advice (from emergency procedure)

- Parents and relatives will naturally be anxious to establish what is happening, but try to prevent party members (staff or young people) from phoning home until after you have made contact with your duty officer and this has been agreed. (Given the proliferation of mobile phones this will be difficult, but is important, as incorrect information and rumour will make the situation worse.)
- Do NOT speak to the press/media or mention the incident on social media. Refer enquiries to the local emergency services handling the incident on the ground and promise that 'an official statement will be made through the Rainbow's End as soon as possible'.
- Do NOT admit liability of any sort to anybody.
- Do NOT allow anyone, apart from medical services, to see any party member without an independent witness being present.
- Try to retain any equipment involved in an unaltered condition.
- Keep a written record of all that happens.

- Be as compassionate as possible, with anyone involved.
- If you change location, remember to let you're the manager have the new telephone number at which you can be contacted.

This is intended as guidelines for Rainbow's End staff. It is expected that each situation will be different, and that common sense and good judgement should prevail.

Social Media

Rainbow's End has a strict policy regarding the use of mobile phones and cameras at Forest School, which has been formulated to safeguard children. The policy applies to staff members, parents and other visitors to the setting.

We often take photographs/videos of children in action to aid in the recording of children's learning and development, and to be used for promotional purposes. These photographs/videos are all taken using Rainbow's End i-pads.

No photos will be taken of a child if consent has not been gained from the parents first. Under no circumstances will these photographs be circulated outside of Rainbow's End, used for promotional purposes or posted on the website unless express permission is received in writing from parents/carers beforehand.

Full Social Networking Policy can be seen in Appendix 3

Staff, ratios, roles and responsibilities

Forest School Leader Responsibilities

- To plan and lead all Forest School activities
- To ensure the safety of children and adults on site at all times, including completing risk assessments for all planned activities, as well as dynamically assessing risk on the day
- To ensure that other adults know and understand their responsibilities
- To provide all staff with an update and complete Handbook
- To regularly review the Handbook and policies within to ensure they are relevant and up to date
- To have an up to date First Aid qualification and appropriate insurance cover
- To take into account the personal needs and abilities of the participants when planning sessions in order to make the activities as appropriate as possible
- To ensure effective communication with staff in regard to any major change to the planned sessions
- Provide appropriate resources and equipment that adhere to good standards and health & safety regulations

Pre-school Staff Responsibilities

- To take responsibility for discipline during Forest School sessions
- To have read the Handbook and be familiar with the emergency procedures
- To ensure that the students are adequately dressed for the weather
- To ensure that required medication (e.g. EpiPen's/inhalers) and is available at every session and assist with any first aid incidents
- Accompany any children wanting to go the toilet

Children Responsibilities

- To take personal responsibility for their own safety as well as the safety of others
- To listen to and follow safety information given to them
- To bring appropriate clothing and footwear to Forest School session

Parents and Visitors

- Parents and visitors to the site are required to keep their phones and cameras in their pockets or handbags (i.e. out of sight) when attending Rainbow's End forest school sessions. Any phone calls should be made or taken off the immediate site.
- The protocol for visitors and the code of conduct shown in Appendix 13 must be followed by all visitors to the site

Parental involvement

- All parents of children attending Forest School will be asked to read the handbook and sign a consent form. Rainbow's End's Forest School information leaflet will be given to parents and they will be given the opportunity to ask questions. Policies, procedures and risk assessments will be available to read on request.
- Any parent is welcome to help with Forest School sessions providing all relevant procedures have been read and compliance agreed by signing.

Visitors Responsibilities

- Be familiar and adhere to the Visitors Protocol and policies outlined in this Handbook

Visitor Protocol

From time to time we will have visitors to our Forest School sessions. This policy is in place to ensure the safety of the children as well as the staff remains a priority at all times when visitors are onsite. All visitors will be made aware of our requirements and expectations during their visit and this should include Safeguarding, Philosophy of Forest school and Code of Conduct.

Visitors will have to identify themselves at the entry to the pre-school setting. They will be asked by a member of staff and asked what the purpose of the visit is or whom they are coming to see and provide identification. This identification should be validated if a member of staff is at all unsure. They will sign in at the visitor book, leaving emergency contact details and read our Visitor information board.

They will remain clearly visible to staff at all times they are at Forest School.

Visitors to the session are asked not to use personal cameras or mobile phones in accordance with our Camera and Mobile Phone Policy.

Code of Conduct for visitors

- Information for Visitors kept with the Record of Visitors sheet - for all visitors to read (located in the lobby of the hall, by entrance doors).
- For regular volunteers who help, it is required that they read this handbook.

Unexpected Visitor

If an unexpected visitor has no suitable reason to be on the premises or they do not follow the Code of Conduct expected of them, they will be asked to leave immediately and escorted from the premises. If they fail to leave the site, police assistance will be called for.

The Forest School leader will report in writing and verbally to the manager and/or DCPO to decide whether to involve relevant agencies.

If a child/children are involved, the Forest School leader will call the police or ring the setting to do so asking for extra help if necessary. Children will be removed from the situation and made to feel safe. Parents and Guardians will be informed and debriefed by the Forest School Leader as soon as possible or in accordance with advice from the Police.

Unacceptable Behaviour

Everyone who is engaged in Rainbow's End Forest School sessions, pupils, staff, trustees and visitors, should be treated with respect and courtesy. If this does not occur the behaviour may be deemed as unacceptable. If this becomes an issue from either

- A member of Staff who has treated or is treating a visitor unacceptably:

If a visitor believes they have been mistreated during FS sessions, the Complaints Procedure must be implemented.

Or

- A Visitor who has treated or is treating a member staff, pupil or another visitor in an unacceptable manner;

This should be referred to the manager who will investigate the incident and build a picture of what has occurred. They will determine the appropriate action to take.

Smoking, Alcohol and Drugs

- There is a separate No Smoking, Alcohol and Drugs Policy. See Appendix 12

Communication strategy

Any photographs taken will be done so with parent consent and will be uploaded to Tapestry with the weekly observations and assessments on a weekly basis. Parents will be informed of any changes via the Forest School notice board which is located in the corridor in the setting. If there are any questions or queries please contact rainbowsendpreschool@gmail.com or we will e-mail parents if there are any changes to the sessions. We will have a meeting the with Rector or, in their absence, the church wardens on a yearly basis to discuss long-term plans and management strategies. We will welcome any input or visitors from the church with prior notice. Colleagues will be updated during the weekly planning meetings (Wednesday afternoon) and planning for the Thursday sessions will be in place by a Tuesday and recorded on the planning sheet in the hall for all staff to see.

Designated Person Responsibilities

Forest School Leader: GILL NEAL

First aiders in the setting include:, Ali Pitt, , Rachel Bradley, Charlie Page, Lisa Day, Lisa Buckman, Helen Prior-Egerton and Louise Howard.

Designated Child Protection Officer: GILL NEAL

Deputy Designation Child Protection Officer: ALI PITT

Appendix 14 shows our British values and prevent policy

Appendix 1 – On site emergency cards

<p>Emergency/Poor Weather Gather the group together away from further danger.</p> <p>Do a head count and inform all adults in group.</p> <p>Inform duty manager/school/parents.</p> <p>Return to school or pickup point.</p> <p>Toileting Staff should be informed that a child needs the toilet.</p> <p>Depending on age/site/facilities and adhering to safeguarding:</p> <p>Only pre-school staff allowed to accompany child for a “Wild Wee” to the wee tree or to nearby facilities.</p>	<p>Major Injury Gather the group together away from further danger.</p> <p>Do a head count and inform all adults in group.</p> <p>One staff member to remain with group keeping calm.</p> <p>First Aider administers 1st aid.</p> <p>Adult phones emergency services – 999 / 112</p> <p>Ensure access is available for emergency services and possibly a member of staff to go and meet/direct them.</p> <p>Inform duty manager.</p> <p>Contact parents of group/school if necessary and appropriate.</p> <p>Decision is made as to whether to return to school</p>
<p>Safeguarding <u>Suspicious Person</u> In event of suspicious person raising safety concerns, two members of staff to approach stranger(s).</p> <p>If appropriate to site suspicious person should be asked to leave and if they refuse – call the Police and inform Manager.</p> <p>Decision is made as to whether to return to school/pickup point.</p> <p><u>Toileting</u> Only pre-school staff allowed to accompany child for a “Wild Wee” to the wee tree</p> <p><u>Volunteers/Parents</u> Volunteers never to be left alone with children and should be supervised at all times.</p> <p><u>Disclosure</u> Never promise to keep a secret or confidentiality and follow safeguarding policy.</p>	<p>Missing Child Gather group(s) together to confirm. Inform all adults in group.</p> <p>If confirmed, establish who is missing, when last seen and what they were wearing.</p> <p>Note the time.</p> <p>One member of staff remains with group whilst others locate lost person starting with most dangerous feature & last known location.</p> <p>Exchange mobile numbers if possible.</p> <p>If not located after 10mins inform police, and continue searching.</p> <p>Inform duty manager, pre-school & parents. Decision is made as to whether to return to school/pickup point.</p> <p>When found ensure all parties are informed. No social media mentions during incident and only duty manager to engage with the press.</p>

Safeguarding

Rainbow's End Pre-school's Safeguarding policy sets out clear statements of intent regarding the pre-schools' approach to the safeguarding of the children. Provided below is a list of additional points and measures which relate directly to our Forest School sessions:

All adults working or helping at Forest School has a responsibility in relation to child protection. All adults involved must take all reasonable measure to safeguard and promote welfare of each child and young person in their care. The Forest School leader in conjunction with the setting manager must practice safe recruitment in checking the suitability of staff and volunteers to work with children at Forest School.

All adults have a duty to protect each child from any form of abuse, whether from an adult or another child. Adults must report to the Forest School leader of any concerns. This will then be relayed without delay to the setting's DCPO (Ali Pitt) or Deputy DCPO (Sarah Harris). The Forest School leader and Rainbow's End staff will be trained in Safeguarding children.

Adults working within Forest School need to appreciate that when children feel comfortable and content, when their instinct to trust and risk take in encouraged, they may be moved to disclose information which they might have otherwise kept to themselves. Any volunteer or member of staff, who finds that a child is telling them something that concerns them should follow the course of action set out below in simple steps:

1. Listen but ask no leading questions. Let the child lead the discussion and do not press for details.
2. Keep calm and reassure the child.
3. Make no promises i.e. you cannot 'keep a secret'. You should make it understood that there are limits to confidentiality at the start of the disclosure.
4. Inform the DCPO or Deputy DCPO as named above.
5. Keep an accurate, written record of the conversation, including date, time and place. Write what was said and done by whom and in whose presence. The record must be factual and must not contain conjecture. This must be kept secure and handed to the DCPO.



Social Networking Policy

Policy on the Personal Use by Staff/Committee/Parents/Volunteers of Social Networking and Other Third-Party Websites

The Internet provides a number of benefits in which the Pre-school staff and Committee members may wish to participate. However, when someone is identified with Rainbow's End Pre-school or discusses their work, they are expected to behave appropriately when on the Internet.

The Internet is a fast-moving technology and it is impossible to cover all circumstances.

However, the principles set out in this document should always be followed. If in any doubt, then details should be discussed with the manager.

The intention of this policy is not to stop staff from conducting legitimate activities on the internet, but serves to flag-up those areas in which conflicts can arise.

Principles

Staff/Committee members at Rainbow's Pre-school are in a professional position and are responsible for the care and education for Early Years children. Therefore, they:

- Must not engage in any activities which may harm the welfare of children or adults in connection with the setting.
- Must not engage in activities on the Internet which might bring Rainbow's End Pre-school or its associated employees/Committee members into disrepute.

Procedures

Social networking sites provide a great way for people to maintain contact with friends. However, through the open nature of such sites, it is also possible for third parties (including Rainbow's End Pre-school parents) to access this information.

- Social networking sites allow photographs, videos and comments to be shared with thousands of other users. However, it is not appropriate to share work related information whether written or pictorial in this way. Please refer to our Confidentiality Policy.
- A closed Facebook page is maintained by the Pre-School and is purely for information sharing. Photographs of children are not to be uploaded. Any photos uploaded by parents will be removed by an administrator. Admission to the site is based on approval by an administrator to ensure that only parents and carers are members. Administrators have the right to deny or remove access at any time. Photographs including other peoples' children should also not be uploaded onto individual Facebook accounts without the permission of the child's parents. (See Acceptable Use of Technology Policy)
- Under no circumstance should comments be made about Rainbows End Pre-School, its staff, children or Committee members on the Internet. Users should respect the privacy and the feelings of others.

- If someone believes something has been written which gives rise to concerns within this, or any other, policy this must be discussed with the Pre-school manager.
- If a legitimate referral or reference is requested this must go through the manager and chair. Only they will be able to publish a reference and do so advisedly.

Using Social Networking Sites

Facebook

For your own personal profiles, we suggest that you adhere to the following:

- Please think carefully about any content that you or your friends may post that may negatively reflect on the Pre-School or you as an employee of the Pre-School.
- If you have colleagues as your 'friends', be mindful of how your comments could be misconstrued - especially around work issues

LinkedIn. For your personal profiles we recommend the following:

- Make sure you spend the time to set your profile up properly
- Make sure you upload a professional headshot photo – not a social shot

With regards to your employment at the Pre-School:

- You need to use your job title as per your employment contract.
- With regards to asking for recommendations from the Pre-School staff (during your employment at the Pre-School), we request that you firstly ask the Chair and, only once they have responded approach other staff.
- We would also ask you to include the disclaimer: "This is a personal opinion only and does not necessarily represent that of Rainbow's End Preschool."

Twitter - Here are some guidelines that we ask you to consider:

- If you already have people following you then please consider the content of your tweets in relation to the Pre-School.
- Remember that when you Direct Message your clients via Twitter that are likely to follow you – so keep this in mind.

Reviewed September 22

Appendix 4: Site location and description

Rainbow's End Pre- School, The Village Hall,

The Street EWHURST

Near Cranleigh, SURREY GU6 7PX

FOREST SCHOOL: NEAREST ACCESS POINT

The carpark is directly opposite the village hall forest school is accessed via the village hall carpark- up a short, sloped path (tarmacked) towards the church. The path is located in the carpark next to the disabled parking bay – 20 yards up the path there is a gate marked Rectory. Through this is our Forest school.

Or via the Rectory Garden

The Rectory (not to be confused with the Old Rectory Nursing Home)

Accessed via The Glebe, Ewhurst (Follow the signs for the Old Rectory but bear right down the drive into the current rectory)

GU6 7PX

SITE DESCRIPTION:

Forest school grounds consist of area, half covered with mature, large laurel trees, some are leaning, and some have been cut down resulting in fresh growth at ground level. There is little ground cover, it is mostly soil. Half the site is wild garden with large overgrown area with lots of wild shrubs and mature trees including 3 large mature oak trees.

Attached to grass lawn (which we do not use). Fence (chain link and barbed wire) surrounds the site on 3 sides, 1 has dense laurel growth which leads onto lawn.

There are 2 seating areas formed from cut (movable) large stumps and cut tree trunks. 1 is solely used as a fire circle. The forest school has an area with stumps for stepping, bug hotels etc, a see-saw, a slack-line, 3 shelters (permanent, from cut wood but could be dismantled), a "secret path" (through very over-grown "wild" plants), a woodland car, a ladder climb and a hole. There are lots of trees which could be climbed.

NEAREST TELEPHONE:

Mobile phones or at the pre-school setting 1 min walk away.

Rainbow's End telephone number 01482 808488,

NEAREST ACCIDENT & EMERGENCY HOSPITAL:

Royal Surrey

Egerton Rd, Guildford GU2 7XX Telephone – 01483 571122

GENERAL HAZARDS:

Road to be crossed on the way to Forest school, car park which we walk through to get to Forest School.

SITE RISK ASSESSMENT

Site Assessed: Rainbow's End Pre-school Forest School

Date: 23rd July 2019

Site Location: Rectory Garden

Update required: July 2023

Assessed By: Gill Neal

To assess risk, we must look at a hazard severity (how severe the hazard is) and the likelihood of occurrence of that hazard happening.

Once we know the risk we can decide if action is required immediately, before the session begins.

The likelihood of occurrences should be assessed on a scale of 1-5

The hazard severity should similarly be assessed on a scale of 1-5

Hazard severity		Likelihood of occurrence	
Should be assessed on a scale of 1-5		Should be assessed on a scale of 1-5	
5 – Very high	Multiple deaths	5-Likely	An injury is probably going to occur
4 - High	Death to an individual	4 -Common	An injury is likely to occur more than 3 times a year
3 - Moderate	injury or disease capable of keeping more than one person off work for 3 or more days	3 -Occasional	An injury is likely to occur two or three times in a working year (doing this activity every day)
2 - Slight	injury or disease capable of keeping one person off work three or more days	2- Possible	An injury may occur once in a working year (doing this activity every day)
1 - Low	Minor injury to one individual	1 Not likely	An injury may occur less than once in a life time through this activity

A simple equation can be used as a basis:

Risk = Hazard Severity x Likelihood of Occurrence

Risk factors: 1-3 = low, improve where possible; 4-9 = medium, improve as soon as possible; 10+ = high, unacceptable, reduce risk before children can enter the forest school

Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor Precautions	PRECAUTIONS Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Exposure to Inclement Weather Conditions	3	2	6	Minimise exposure as much as possible. Where exposure cannot be prevented, suitable PPE and/or skin protection should be used. Do not visit site unprepared for possible downpours or great heat/cold or strong sunshine. Plan B for bad weather shelter	1	2	2
Tetanus	2	3	6	Tetanus can be contracted if earth gets into cuts or abrasions. Treat all cuts, etc. immediately & cover adequately	1	2	2
Slips, trips, falls	3	2	6	Inspect site for natural hazards such as banks, holes and roots etc., pointing out and marking if necessary. Keep site & tools tidy. Avoid obstructing access routes. Recommend use of sturdy boots with good grip	2	2	4
Dog faeces - <i>toxicara</i> and general infection	2	3	6	Pre-visit site check Children know to tell an adult if they find any	1	3	3

risk				Use disposable gloves or bag if handling faeces. Warn staff if working in a contaminated area. Where possible, discourage fouling.			
Woodland Areas falling trees, branches	1	2	2	Pre-visit checks of woodland paths, removal of dead and dangerous trees and overhanging branches	1	2	2
Lyme disease	2	3	6	All staff, parents and children to be aware that Lyme Disease can be contracted from ticks present in bracken and grass. Wear long trousers and sleeves. Brush clothes down regularly. Check skin for ticks at the end of work. If bitten, seek medical advice immediately. Parents to be informed and poster on notice board	1	3	3
Litter	2	2	4	Pre-visit site check for litter & safely remove it Point out areas with glass and instruct participants to avoid these. Leader to be first aid trained. Carry a first aid kit. Children asked not to pick litter but to point it out to an adult	1	2	2

ACTIVITY RISK ASSESSMENT

Site Assessed: Rainbow's End Pre-school Forest School

Date: 1 September 2019

Site Location: Rectory Garden

Update: September 2023

Assessed By: Gill Neal

Benefits:

- Participants will have plenty of opportunities for self-directed learning and free play
- Participants will feel the physical and mental health benefits of learning outdoors
- Participants will develop increased levels of self-confidence and self-esteem
- Participants will have plenty of opportunity to work with their peers developing team building and negotiation skills
- Participants will have opportunity to engage in risky play e.g. rope swings, tree climbing, which will enable them to develop their own understanding of risk assessment and risk management
- Participants will be able to develop fine motor skills through activities involving tool use
- Participants will learn how to use tools safely to create a variety of different items from natural resources
- Participants will learn how to safely and responsibly build and manage fires and use them for cooking
- Participants will have opportunity for creative play – e.g. art with natural resources, literacy skills through nature-based performance art and storytelling
- Participants' development will be holistic

To assess risk, we must look at a hazard severity (how severe the hazard is) and the likelihood of occurrence of that hazard happening.

Once we know the risk we can decide if action is required immediately, before the session begins.

The likelihood of occurrences should be assessed on a scale of 1-5

The hazard severity should similarly be assessed on a scale of 1-5

Hazard severity		Likelihood of occurrence	
Should be assessed on a scale of 1-5		Should be assessed on a scale of 1-5	
5 – Very high	Multiple deaths	5-Likely	An injury is probably going to occur
4 - High	Death to an individual	4 -Common	An injury is likely to occur more than 3 times a year
3 - Moderate	injury or disease capable of keeping more than one person off work for 3 or more days	3 -Occasional	An injury is likely to occur two or three times in a working year (doing this activity every day)
2 - Slight	injury or disease capable of keeping one person off work three or more days	2- Possible	An injury may occur once in a working year (doing this activity every day)
1 - Low	Minor injury to one individual	1 Not likely	An injury may occur less than once in a life time through this activity

A simple equation can be used as a basis:

Risk = Hazard Severity x Likelihood of Occurrence

Risk factors: 1-3 = low, improve where possible; 4-9 = medium, improve as soon as possible; 10+ = high, unacceptable, reduce risk

Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor Precautions	PRECAUTIONS Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Splinters, grazes from wood	2	1	2	Brief participants to be aware of rough ends of materials. Participants can use gloves if they wish.	1	1	1
Infection from touching objects, i.e. Weil's Disease, Tetanus	2	4	8	Brief participants to check for cuts and cover any cuts with a plaster/ micropore if open. Brief participants not to rub their eyes/ lick their fingers etc. Wash hands as soon as possible after activity.	1	4	4
Bite and further infection from ticks	3	3	9	Ensure children wear long trousers and long-sleeved tops to Forest School, make parents aware of ticks and how to remove them safely, if tick discovered on a child recommend safe removal using a tick remover	2	3	6
Accident in use of tools, knives, secateurs, loppers, bow saws	3	3	9	Participants are briefed in the safe use and storage of tools. Adults monitor the use of tools. Gloves can be worn where appropriate. All activity leaders are first aiders and will carry a first aid kit.	2	3	6
Inappropriate use of canes/sticks	3	3	9	Brief all participants to take care when moving canes/sticks. Keep a	2	3	6

				<p>safe working distance from other participants</p> <p>Stick rules- measure them against your arm, instructions how to snap sticks safely or to drag large sticks</p>			
Injury from fire	3	4	12	<p>Fire circle rules to be adhered to – don't walk across, stay at least 1.5 m away, only approach the fire when asked to do so by adults, no running.</p> <p>Use of the word "FIRE" by all children/adults if someone goes into the fire area.</p> <p>Fire bucket/water/blanket to be kept near the fire. Respect position to be used when cooking over or feeding fire.</p> <p>Fire not left unaccompanied until it is out, children reminded not to return to the fire circle even once it appears to be out</p>	2	4	8
Burns from marshmallows	4	1	4	<p>All participants asked to blow on the marshmallow for as long as it takes to cool before consuming. Any that catch fire must be removed from the flames immediately and not eaten until cool. Participants must be advised to let marshmallows drop and not catch them if they are to side of stick.</p>	2	1	2
Individual Learner fire	3	3	9	<p>Individual fires to be done in a scallop shell and to be</p>	3	1	3

				monitored by Forest school staffs on a 1:1 ratio. Fires to be made in a safe place close to water and First aid and all participants must be made aware of the presence and location of individual fires. Try and keep fires in a set area e.g. fire circle, with safe distances between all fires			
Trips, slips and falls.	3	2	6	Ensure participants are wearing suitable footwear and are aware of particular hazards along footpaths. Check if logs are slippery at pre-visit assessment and decide if log jumping/climbing is appropriate or not	2	2	4
Injury from carrying logs	2	2	4	Brief participants to take care when moving logs, bending knees and straight back to avoid back injuries. Encourage sharing of loads.	1	2	2
Injury from flying soil if digging	2	2	4	Verbal reminding PPE (goggles) available	1	2	2
See-saw – possible injury from falling off	2	2	4	Verbal reminding to sit on the seat Sensible shoes if balancing	1	2	2
Ladder - climbing	2	3	6	Children reminded to use it one at a time Cable ties to be visually checked before each session Rungs to be checked	1	3	3
Slackline	2	2	4	To be checked before each session that the knots are secure	1	2	2
Forest-school car	2	1	2	To be checked that the uprights are still secure before each session Children asked not to swing on the uprights	1	1	1



Equality of opportunity

Achieving positive behaviour and Anti-Bullying Policy

Policy statement

At Rainbow's End Pre-school we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Procedure

Alison Pitt has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

1. We require staff to: keep themselves up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
2. access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting. We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents/carers and one another with friendliness, care and courtesy. We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour. We expect all members of our setting - children, parents/carers, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently. We work in partnership with children's parents/carers. Parents/carers are regularly informed about their children's behaviour by their key person. We work with parents/carers to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

We use strategies of Conflict Resolution Techniques and a sand timer. Both encourage critical thinking, problem solving and children to develop skills in sharing, mediation and reflection. We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns. We acknowledge considerate behaviour such as kindness and willingness to share. We support each child in developing self-esteem, confidence and feelings of competence. We support each child in developing a sense of belonging in our group, so that they feel valued and welcome. We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour. When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately. We never send children out of the room by themselves, nor do we use a 'naughty chair' that excludes children from the group.

We never use physical punishment, such as smacking or shaking. Children are never threatened with these. We do not use techniques intended to single out and humiliate individual children. We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our supervisor and are recorded in the child's personal file. The child's parent/carer is informed on the same day. In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years

When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children. We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding. If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'. We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child. Rough and tumble play and fantasy aggression Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above. We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive. We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt. We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution. Hurtful behaviour We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves. We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear. Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings. We do not engage in punitive responses to a young child's rage as that will have the opposite effect. Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding. We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour. We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry." We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one." We are aware that the same problem may happen over and over before skills such as sharing and turn taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them. We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt. When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that: - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting; - their parent/carer, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger; - the child may have insufficient language, or mastery of English, to express him or herself and may feel

frustrated; - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; - the child has a developmental condition that affects how they behave. Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals.

Reviewed July 2022

Appendix 7 DBS certificates copies & numbers

DBS Fee Charged	Certificate Number 001519403426
Applicant Personal Details	Date of Issue: 15 FEBRUARY 2016
Surname: NEAL	Employment Details
Forename(s): GILLIAN ANN	Position applied for: PRE-SCHOOL ASSISTANT - CHILD WORKFORCE
Other Names: GROVE, GILLIAN ANN	Name of Employer: RAINBOWS END PRESCHOOL EWHURST
Date of Birth: 25 NOVEMBER 1977	Countersignatory Details
Place of Birth: BURTON ON TRENT STAFFORDSHIRE	Registered Person/Body: CAPITA EDUCATION RESOURCING
Gender: FEMALE	Countersignatory: CHRISTINA TOAL
Police Records of Convictions, Cautions, Reprimands and Warnings	
NONE RECORDED	
Information from the list held under Section 142 of the Education Act 2002	
NONE RECORDED	
DBS Children's Barred List information	
NONE RECORDED	
DBS Adults' Barred List information	
NOT REQUESTED	
Other relevant information disclosed at the Chief Police Officer(s) discretion	
NONE RECORDED	
Enhanced Certificate	
This document is an Enhanced Criminal Record Certificate within the meaning of sections 113B and 116 of the Police Act 1997.	
THIS CERTIFICATE IS NOT EVIDENCE OF IDENTITY	
DBS	Continued on page 2
Disclosure and Barring Service, PO Box 165, Liverpool, L69 3JD Helpline: 03000 200 190	© Crown Copyright

Staff DBS Numbers

Staff Name	DBS Number	Issued
Gill Neal	001519403426	15 February 2016
Ali Pitt	001521864180	7 March 2016
Rachel Bradley	001774382984	23 March 2022
Charlie Page	001668388174	6 August 2019
Lisa Day	001694652501	21 March 2020
Lucy Powell	001774598574	24 March 2022
Lisa Buckman	001503697076	30 September 2015
Helen Prior-Egerton	001772409638	9 March 2022
Amanda Mtemi	001486496652	22 January 2015

Appendix 8 First Aid certificate copies



This is to certify that

Helen Prior-Egerton

Has achieved the following qualification:

TQUK Level 3 Award in Paediatric First Aid (RQF)

Qualification Number: 603/0581/2

Awarded On: 28/04/2022

Certificate Number: 135-10298314-258469-20220428

Training Provider: Executive Training

For the purposes of complying with the requirements of the Statutory framework for EYFS. This certificate is valid for a period of three years from 23/04/2022. Teaching was delivered in line with currently accepted practice.



Andrew Walker
Responsible Officer of TQUK

Dunham House, Cross Street, Sale, M33 7HH
t. 03333 583 344 | e. account.managers@tquk.org | www.tquk.org

This is to certify that

Charlotte Page

Has achieved the following qualification:

**TQUK Level 3 Award in Paediatric First
Aid (RQF)**

Qualification Number: 603/0581/2

Awarded On: 28/04/2022

Certificate Number: 135-10298308-258463-20220428

Training Provider: Executive Training

For the purposes of complying with the requirements of the Statutory framework for EYFS. This certificate is valid for a period of three years from 23/04/2022. Teaching was delivered in line with currently accepted practice.



Andrew Walker
Responsible Officer of TQUK

Dunham House, Cross Street, Sale, M33 7HH
t. 03333 583 344 | e. account.managers@tquk.org | www.tquk.org

ofqual
REGULATED
register.ofqual.gov.uk

This is to certify that

Alison Pitt

Has achieved the following qualification:

**TQUK Level 3 Award in Paediatric First
Aid (RQF)**

Qualification Number: 603/0581/2

Awarded On: 28/04/2022

Certificate Number: 135-10298317-258472-20220428

Training Provider: Executive Training

For the purposes of complying with the requirements of the Statutory framework for EYFS. This certificate is valid for a period of three years from 23/04/2022. Teaching was delivered in line with currently accepted practice.



Andrew Walker
Responsible Officer of TQUK

Dunham House, Cross Street, Sale, M33 7HH
t. 03333 583 344 | e. account.managers@tquk.org | www.tquk.org

This is to certify that

Louise Howard

Has achieved the following qualification:

TQUK Level 3 Award in Paediatric First Aid (RQF)

Qualification Number: 603/0581/2

Awarded On: 28/04/2022

Certificate Number: 135-10298310-258465-20220428

Training Provider: Executive Training

For the purposes of complying with the requirements of the Statutory framework for EYFS. This certificate is valid for a period of three years from 23/04/2022. Teaching was delivered in line with currently accepted practice.



Andrew Walker
Responsible Officer of TQUK

Dunham House, Cross Street, Sale, M33 7HH
t. 03333 583 344 | e. account.managers@tquk.org | www.tquk.org

ofqual
REGULATED
register.ofqual.gov.uk

This is to certify that

Lucy Powell

Has achieved the following qualification:

TQUK Level 3 Award in Paediatric First Aid (RQF)

Qualification Number: 603/0581/2

Awarded On: 28/04/2022

Certificate Number: 135-10298312-258467-20220428

Training Provider: Executive Training

For the purposes of complying with the requirements of the Statutory framework for EYFS. This certificate is valid for a period of three years from 23/04/2022. Teaching was delivered in line with currently accepted practice.



Andrew Walker
Responsible Officer of TQUK

Dunham House, Cross Street, Sale, M33 7HH
t. 03333 583 344 | e. account.managers@tquk.org | www.tquk.org

ofqual
REGULATED
register.ofqual.gov.uk

This is to certify that

Rachel Bradley

Has achieved the following qualification:

TQUK Level 3 Award in Paediatric First Aid (RQF)

Qualification Number: 603/0581/2

Awarded On: 28/04/2022

Certificate Number: 135-10298309-258464-20220428

Training Provider: Executive Training

For the purposes of complying with the requirements of the Statutory framework for EYFS. This certificate is valid for a period of three years from 23/04/2022. Teaching was delivered in line with currently accepted practice.



Andrew Walker
Responsible Officer of TQUK

Dunham House, Cross Street, Sale, M33 7HH
t. 03333 583 344 | e. account.managers@tquk.org | www.tquk.org



CERTIFICATE OF EMPLOYERS' LIABILITY INSURANCE (a)

(Where required by regulation 5 of the Employers' Liability (Compulsory Insurance) Regulations 1998 (the Regulations), one or more copies of this certificate must be displayed at each place of business at which the policy holder employs persons covered by the policy)

Policy Number: RTT209838
Reference Number: 2972
Name of policy holder: Rainbows End Pre-school
Date of commencement of insurance policy: 04/06/2022
Date of expiry of insurance policy: 03/06/2023

We hereby certify that subject to paragraph 2:-

1. the policy to which this certificate relates satisfies the requirements of the relevant law applicable in Great Britain, Northern Ireland, the Isle of Man, the Island of Jersey, the Island of Guernsey and the Island of Alderney; and
2. (a) the minimum amount of cover provided by this policy is no less than £5 million (c).

Signed on behalf of Royal & Sun Alliance Insurance Ltd (Authorised Insurer)

Scott Egan
Chief Executive Officer, RSA UK & International
Royal & Sun Alliance Insurance Ltd

Notes

- (a) Where the employer is a company to which regulation 3(2) of the Regulations applies, the certificate shall state in a prominent place, either that the policy covers the holding company and all its subsidiaries, or that the policy covers the holding company and all its subsidiaries except any specifically excluded by name, or that the policy covers the holding company and only the named subsidiaries.
- (b) Specify applicable law as provided for in regulation 4(6) of the Regulations
- (c) See regulation 3(1) of the Regulations and delete whichever of paragraphs 2(a) or 2(b) does not apply. Where 2(b) is applicable, specify the amount of cover provided by the relevant policy. Paragraph 2(b) does not apply and is deleted.

THIS IS YOUR CERTIFICATE OF EMPLOYERS' LIABILITY INSURANCE.

A copy of the certificate must be displayed at all places where you employ persons covered by the policy. THE EMPLOYERS' LIABILITY (COMPULSORY INSURANCE) (AMENDMENT) REGULATIONS 2008 permits the display of this certificate in an electronic form, provided persons covered by this policy have reasonable access to it.

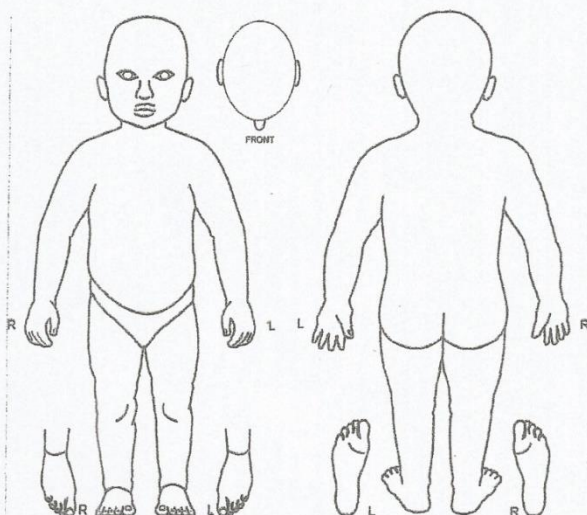
The employer is strongly encouraged to retain all records related to this insurance.

Appendix 10 Accident record blank copy

ACCIDENT RECORD



Child's name:	Date of birth:
Date:	Time:
Place of accident:	Circumstances of accident:
Details of injury or illness:	
Details of first aid provided:	
What happened to the person immediately afterwards?:	
Name & Signature of first aider:	Name and signature of witness:
Parent/Carer Signature:	Any advice given:



Procedure updated January 2018

Appendix 11 Toileting record copy



Rainbow's End
THE SCHOOL EKHURST

INTIMATE CARE AND TOILETING

CHILD'S NAME	DATE	TIME	COMMENTS	STAFF SIGNATURE	MONITORED BY



Promoting health and hygiene

No smoking, Drugs or Alcohol

No smoking Policy statement

We comply with health and safety regulations and the Welfare Requirements of the EYFS in making our setting a no smoking environment - both indoor and outdoor.

Procedures;

All staff, parent/carers and volunteers are made aware of our no smoking policy. We display no smoking signs. The no smoking policy is stated in our information brochure for parents/carers. We actively encourage no-smoking including vaping and e-cigarettes. Staff who smoke do not do so during working hours, unless on a break and off the premises. Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

Legal framework - The Smoke-free (Premises and Enforcement) Regulations 2006

The Smoke-free (Signs) Regulations 2007

Alcohol or Substance Abuse Policy statement

When working directly with children staff, students, volunteers and visitors must not be under the influence of alcohol or any other substance.

Procedures

In the event that it is suspected that anyone has arrived at work under the influence of alcohol or an illegal substance, they will be taken aside by the supervisor who will express concern to the individual of the suspected alcohol or substance abuse. If the individual admits there is a problem, they will be sent home immediately, and careful monitoring would be taken by the supervisor. Medical support would also be suggested. On return to work, the individual will be appropriately disciplined following set disciplinary procedures. This is considered gross misconduct and could result in instant dismissal. If the supervisor is the person in question, then the concerned member of staff should contact chairperson and/or Ofsted immediately and take appropriate action. Any visitors found to be under the influence will be excluded from the pre-school and the matter referred to Ofsted. If the individual denies any problem, they must be carefully monitored and not left unsupervised with children. Ofsted will be contacted for advice if staff are still concerned.

Medication

Staff, volunteers and students taking medication which may affect their ability to care for children, should seek medical advice before working with children. A doctor's certificate, confirming their ability to do the job on their medication, would be requested if thought necessary. The supervisor should be informed of any medication which may have cause for concern.

Reviewed September 22



Code of conduct and responsibilities of visitors

Visitors Responsibilities

- Be familiar and adhere to the Visitors Protocol and policies outline in this Handbook

Visitor Protocol

From time to time we will have visitors to our Forest School sessions. This policy is in place to ensure the safety of the children as well as the staff remains a priority at all times when visitors are onsite.

All visitors will be made aware of our requirements and expectations during their visit and this should include Safeguarding, philosophy of forest school and Code of Conduct.

Visitors will have to identify themselves at the entry to the setting. They will be asked by a member of staff and asked what the purpose of the visit is or whom they are coming to see and provide identification. This identification should be validated if a member of staff is at all unsure.

Remain clearly visible to staff at all times they at Forest School.

Visitors to the session are asked not to use personal cameras or mobile phones and to follow the social media policy. Visitors are asked not to share personal details of any of the children at the session with anyone else. If there is a safeguarding issue, they should contact the pre-school Designated Safeguarding Leader in accordance with the safeguarding guidelines.

If an unexpected visitor has no suitable reason to be on the premises or they do not follow the Code of Conduct expected of them, they will be asked to leave immediately and escorted from the premises. If they fail to leave the site, police assistance will be called for

Unacceptable Behaviour

Everyone who is engaged in Rainbow's End Forest School sessions, pupils, staff, trustees and visitors, should be treated with respect and courtesy. If this does not occur the behaviour may be deemed as unacceptable. If this becomes an issue from either

- A member of Staff who has treated or is treating a visitor unacceptably:

If a visitor believes they have been mistreated during forest school sessions, the Complaints Procedure must be implemented.

Or

- A Visitor who has treated or is treating a member staff, pupil or another visitor in an unacceptable manner;

This should be referred to the manager who will investigate the incident and build a picture of what has occurred. They will determine the appropriate action to take.

Code of Conduct for visitors

- Information for Visitors kept with the Record of Visitors sheet - for all visitors to read (visitor notice board).
- For regular volunteers who help, it is required that they read this handbook.



British values

Policy statement

At Rainbow's End Pre-school we actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding, we also have a public-sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour. EYFS key themes and commitments.

Procedures

British Values The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the Fundamental British Values in the Early Years guidance (Foundation Years 2015): Democracy, or making decisions together (through the prime area of Personal, Social and Emotional Development) - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help. - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued. § Rule of law or understanding that rules matter (through the prime area of Personal, Social and Emotional Development) - Practitioners ensure that children understand their own and others' behaviour and its consequence. - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone. Individual liberty, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World) - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning. -

Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class. Mutual respect and tolerance or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World) - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community. - Children should acquire tolerance, appreciation, and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.

Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions. Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.

At Rainbow's End Pre-school it is not acceptable to: - actively promote intolerance of other faiths, cultures and races - fail to challenge gender stereotypes and routinely segregate girls and boys - isolate children from their wider community - fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Prevent Strategy Under the Counter-Terrorism and Security Act 2015. We also have a duty "to have due regard to the need to prevent people from being drawn into terrorism"

Legal framework

Counter-Terrorism and Security Act 2015

Further guidance

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011) Fundamental British Values in the Early Years (Foundation Years 2015) Prevent Duty Guidance: for England and Wales (HMG 2015) The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

Reviewed September 22

Appendix 15 Health and safety outdoors policy incorporating Forest School

Health and Safety - Outdoor Policy Incorporating Forest Childcare

Policy statement

At Rainbow's End Pre-school we strongly believe that being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development. (EYFS Enabling Environments)

We believe outdoor play is an integral part of a child's learning and development and, as recommended by the EYFS, we operate a free-flow system where children can move freely between our indoor and outdoor spaces. Our aim is to provide children with enriching outdoor play experiences in line with the five principles of Forest Childcare in a safe and secure environment.

Procedures: Health and Safety

Risk assessments of the equipment and environment are undertaken and regularly reviewed. Staff ensure the outdoor play area is safe and secure. A regular health and safety inspection of the area is conducted along with secured gates to prevent children leaving the area and unauthorised persons from entering. All the outside equipment is suitable for the children's ages, needs and abilities. The outside environment is checked every day for litter, faeces and any objects that may be harmful.

Staffing

Children playing outside are always supervised by staff. Our outside adult: child ratios are set according to the individual needs of the children playing outside.

Activities

In our outdoor environment, children have opportunities to explore all areas of learning and development identified by the EYFS through a balance of planned adult-led activities and their own child-initiated play. Children are encouraged and supported by staff to take challenges and to start to assess risks for themselves. The children's interests are followed and supported through our portable continuous provision which enables children to move their play between the indoor and outdoor environments. Staff observe and record children's learning and play interests to inform our planning and ensure that we are meeting their individual needs.

All weathers

As much as we can, we encourage all children to play outside. We therefore request you provide the following named items;

Wellies

Waterproof coat or rain Mac

Sun cream

Sun hats

Spare Clothes

Children should be appropriately dressed for all weather conditions to allow for a more contented outdoor play time.

Sun Safe Award - Reviewed Annually in April

Appropriate shade and cover is provided to allow children refuge from some weather conditions. Outdoor drinks are allowed in the outdoor play area and access is provided to toilets at all times. The need for sun protection is discussed interactively with the children. Parents and carers are informed of the importance of sun protection through newsletters. Shaded areas are made full use of when activities are planned outside. A stock of spare hats is available for children.

As outdoor play is part of our sessional routine it is necessary that:

MORNING SESSION CHILDREN Should have their sun cream applied prior to arrival at Pre-School at the setting for 9.15am.

CHILDREN WHO STAY ALL DAY Should have 8-hour sun cream applied before arrival at Pre-School for 9.15am.

All children should be dressed sensibly in hot weather to cover sensitive areas, shoulders must always be covered.

Legal framework Health and Safety at Work Act (1974) Statutory Framework for the EYFS (2012)

Further guidance: Five steps to Risk Assessment (HSE 2006) Sun Safe Award - www.sunsafenurseries.co.uk. The Five Principles of Forest Childcare <http://www.kidstogo.co.uk/childminders/forestchildcare.html#Principles>

Reviewed September 22