



Culford

Culford Nursery
Polices

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Culford Nursery forms part of Culford School. Whole school policies can be found on the Culford School Website or are available upon request.

Arrangements for the supervision of EYFS pupils throughout the school day

This policy covers children in EYFS and Key Stage 1.

This policy details supervision arrangements for the children in our setting. Children are supervised at all times. The safety of children is recognised as being of paramount importance. It is the responsibility of all staff to supervise children at all times and to ensure their safety. We adhere to early years ratios in Nursery: Children aged 1-2 will be on a 1:3 ratio, children aged 2-3 will be on a 1:5 ratio and children aged 3+ will be on a 1:8 ratio.

Breakfast club is available if pre-booked from 7:30 am – 2 members of staff are on duty every morning for this.

The building door is opened at 8:00 am. The Nursery staff will greet the children at the door and once inside the child's room they will be handed over by their parent/carer to one of the team members.

This is a plan of the Nursery day:

8:00am	Nursery opens
8:00am – 9:00am	Free play/ planned activities
9:00am	Snack time
9:30am -11:55am	Free play/ planned activities
11:55am - 12:30pm	Lunch time
12:30pm	Quiet/ sleep time
12:30pm – 2:30pm	Free play/ planned activities
2:30 pm	Snack time
2:30 pm – 4:00pm	Free play/ planned activities
4:00pm	Tea time
4:30 – 6:00pm	Free play/ planned activities

The children are released directly to their parent/carer from the room by the Nursery practitioners. Key pads or a video entry system are used on the main door at all times and doors are kept closed and locked to ensure children are kept safe.

When children leave a building they are supervised at all times by Nursery team.

Where a person other than a parent or nominated person on the pupil information form is collecting a child a password and I.D must be shown along with notification from the child's parent that they are being collected by the named person.

There are at least two members of the team in the building (which includes the adjacent fenced and covered outside area) at all times when children are present, and pupil-staffing ratios are strictly adhered to.

Assessment

At Culford Nursery we have 4 different assessment formats that we complete on all individual children during their time with us. These consist of the following:

Two year check – The progress check at age two has three main purposes

1. **Partnerships with parents.** While practitioners and other professionals can support children's development and wellbeing individually, they can achieve so much more working together.
2. **Actions for every child.** Writing down observations and sharing reports do not help children. Practitioners need to listen to the child, talk with each other and then plan together. Working together can make a difference.
3. **Early identification.** Some children need extra help for a while as they grow and develop – for example, with their communication. Other children may have long-term developmental needs. Some families may struggle and need support. Whatever the circumstances, sensitive early intervention can make a big difference. Children develop rapidly between the ages of two and three – practitioners need to be quick to support and identify help where it is needed.

The statutory requirements of the progress check at age two are:

- Practitioners must provide parents with a short written summary of their child's development in the prime areas of learning: communication and language, physical development and personal, social and emotional development.
- Practitioners must discuss with parents how the summary can be used to support learning and development at home and describe the activities and strategies they intend to adopt in their setting to address any issues or concerns.

The following letter will be sent out with their child's two year report on Tapestry. The letter is as follows:

Dear.....

Progress check at age two [insert child's name]

We are writing to inform you about your child's progress check between the ages of two and three which is a requirement of the Early Years Foundation Stage. Every child we look after will have a check completed by their key person.

We would like to work with you to support your child's development at every age and this progress check is just another part of this process.

The progress check at age two is different from the NHS health check (sometimes called a development review) and both checks are important. Please make sure that you take your child to their health check, if you are invited to one.

The aims of the progress check at age two are to:

- review your child’s development, identify their strengths and see if they need extra support in any areas;
- make sure that you understand your child’s development and that we know about their interests and needs so we can support them;
- help you to support your child’s development at home;
- agree how we can work together to support your child’s development including how we work with other health professionals if necessary.

Upon receiving your child’s progress check, we will arrange a meeting with your child’s Key Person and the Nursery Manager to discuss the check further.

As mentioned, the progress check at age two is different from the NHS health check that is done at the same age. The best way to make sure your child gets the most from these two checks is by taking their progress check summary to their health check. If your child’s health check has already taken place, we can still share the progress check summary with your health visitor.

Please do not hesitate to ask if you have any question or concerns.

Yours sincerely

Tapestry – This is used to complete observations, wow moments and upload photographic evidence of children’s learning whilst also linking their learning to the EYFS and Characteristics of Effective Learning. Each child’s Key Person is responsible for ensuring that observations are completed and linked appropriately on a weekly basis. Once checked they are sent to parents to enable them to monitor their children’s learning and development and also use the online learning tool to upload photographic evidence and learning that their child has done at home. Each child’s learning journey is downloaded every term and shared with their parents so they can download it.

Tracking – This is completed on all children at Culford Nursery every November, February and May. Each Key Person is responsible for highlighting areas of learning that the child has met. This is then translated by the Nursery Manager into a code and points system used within the Nursery and Pre-Prep. This enables all staff involved in the child’s learning and development to track where they are within the EYFS.

Wellcomm – All children have a Wellcomm assessment completed on them by their Key Person and the Nursery Manager every September, January and May. This allows all practitioners to be aware of where the child is with regards to their speech and language, including listening and understanding. Any concerns from this assessment would then be highlighted and appropriate action for the individual child would be suggested and actioned as needed.

Behaviour Management – Policy and Practice

We believe that children flourish best in an ordered environment in which everyone knows what is expected of him/her and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:-

- All adults will provide a positive role model for the children with regard to friendliness, care and courtesy and offer strategies for handling any conflict.
- Rules governing the conduct of the Nursery and the behaviour of the children will be discussed and agreed within the Nursery and explained to all newcomers.
- All practitioners in Nursery will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- Practitioners in the Nursery will praise and endorse desirable behaviour, such as kindness and willingness to share.
- Positive steps will be taken to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

When children behave in an unacceptable way:

- They will be given one-to-one adult support in seeing what was wrong and how to cope more appropriately. Where appropriate, this might be accomplished by a period of 'time away' with an adult, or any other appropriate behaviour modification.
- Physical punishment, such as smacking or shaking, will neither be used nor threatened.
- Techniques intended to single out and humiliate individual children such as the 'naughty chair' will not be used.
- Physical restraint, such as holding, will be used only to prevent physical injury to children or adults and / or serious damage to property. Any significant event of this sort will be recorded, and the parent informed the same day.
- In the case of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, by means of explanation rather than personal blame.
- In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
- Adults will not shout or raise their voices.
- Adults in the Nursery will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Any behavioural problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs and / or emotional upset at home.
- Recurring problems will be dealt with by the Nursery, using objective observation records to establish an understanding of the cause.

Code of Behaviour

To be read to the Early Years children:

1. Be kind and helpful to everyone.

2. Look after other people's belongings.
3. Be polite and listen to other children and adults.
4. Look after the toys and always help to tidy up.
5. Remember to share the toys.
6. Always tell the truth.
7. Do as you are asked.
 - a) Remember not to run.
 - b) Sit properly on your chair.
 - c) Do not fight, kick or hurt people.

With the provision that the care and safety of the child is paramount, we do all in our power to support and work with the child's family.

The Complaints Policy can be found on the school website

Bottle Making Policy

When bringing children's bottles and milk into nursery parents/carers are asked to bring a bottle with their child's name on it along with a tin of formula, stating the required amount of ounces per bottle feed to the practitioner in the morning on drop off. A note of this should be made on the child's Tapestry Care Diary also by the practitioner.

When making children's bottles practitioners must follow the following procedure:

- Wash hands
- Mix the powder into the child's water.
- Ensure bottle is mixed thoroughly.
- Cartons of ready mixed formula milk are to be poured into bottles, no milk is to be stored.
- If the child requires bottle to be heated then bottle to be placed in a jug of boiled water.
- Prior to serving to the child you must:
 - Shake the bottle well to ensure it is heated evenly.
 - Check the temperature on adults wrist to ensure it is not too hot or too cold.
 - Feed baby in child's comfortable position.
- If for any reason bottle needs to be cooled, use a jug of cold water.
- Any unfinished bottles must be discarded after 1 hour of making.

Confidentiality Policy

The Nursery works with children and families and will often deal with confidential information. To ensure all those attending and working in the setting can do so with confidence, confidentiality will be respected in the following ways:

- Parents will have ready access to the files and records of their own children, but will not have access to information about any other child.

- All records will be kept on the Culford School database.
- Issues relating to the employment of staff, whether paid or unpaid, will remain confidential to the people directly involved in making decisions on personnel (HR, Finance Department and Head of Early Years).
- Practitioners will not discuss individual children with people, other than the parents of that child, other than for the purpose of educational and emotional needs, curriculum planning and management of the Nursery/Pre-Prep.
- Any concerns/evidence relating to a child's personal safety will be kept in a confidential file held by the Nursery Manager Zoe Wilding.
- Information given by parents/carers to the Nursery will not be passed on to other adults without permission. Information will be shared within the Nursery team.
- Any student/parent helpers working/attending the Nursery will be advised of the confidentiality policy and required to respect it.

Diet Policy and Practice

The sharing of refreshments and meal times can play an important part in the social life of a Nursery, as well as reinforcing children's understanding of the importance of healthy eating.

At the Nursery we ensure that:

1. All meals and snacks provided are nutritious, avoiding large quantities of fat, sugar, salt, additives, preservatives and colourings. The Nursery does allow other foods to be brought into the Nursery such as birthday cakes. However, when there is a child with a specific allergy, parents are made aware and the ingredients of food are checked so the Nursery staff are still in control of the food provided.
2. Menus are planned in advance and the food offered is fresh, wholesome and balanced.
3. Children are offered snack in the morning, lunch at noon, a snack in the afternoon and a light tea in the evening.
4. Water is constantly available in all rooms.
5. Milk (semi-skimmed and pasteurised) will be offered at snack times unless parents request their child to have an alternative, or if their child has an allergy to milk. Water will always be offered as an alternative.
6. No child will be left alone whilst eating.
7. Parents must complete a Health Questionnaire before a child starts Nursery. The Nursery Manager or Deputy Manager will then discuss with parents the child's dietary needs, including any allergies and make appropriate arrangements to meet them. If special foods have to be brought in by the parent for their child, this will be agreed in consultation with Nursery Manager.

8. A diet encompassing food from a range of cultures ensures that children from all backgrounds encounter familiar tastes and that all children have the opportunity to try unfamiliar foods.
9. The dietary rules of religious groups and also vegetarians/vegans, are known and met in appropriate ways.

Early Years EAL Policy

Some children with EAL join Culford every year whether into the Nursery or the Pre-Prep.

The principles of good practice for children learning English is encouraged. Home languages are vital as a foundation for knowledge about language and will support the development of English. It is important that parents are reassured that maintaining the child's home language will benefit the child in developing their skills in English.

In the Nursery the curriculum is inclusive for all. We acknowledge:

- English should not replace the home language, it will be learned in addition to language skills already learned
- Children learning EAL are as able as any other children and the learning is adjusted appropriately
- Visual resources are a huge support to EAL children
- Some children will pass through a 'silent phase' when learning a new language- this may last a few months but is not a cause for concern. Children may understand more than they can say
- Understanding is always in advance of spoken language, children should not feel under pressure to speak until they feel confident, however, it is vital that practitioners continue to talk to children.

The Key Worker is vital to a child's development and plays an important role in ensuring the child's parents or carers feel included and are able to participate in their child's care and learning experiences in the setting

- We need to ensure that names are correctly pronounced
- Need to give children 'down time' from English to think their own thoughts
- Understand and be patient that children may go through a 'silent period' at some stage.

Understand and respond to culturally diverse child –rearing practices. We will try to learn a few phrases of a child's home language to show respect and interest

- We will try to find ways to listen to children's voices when we cannot understand what they are saying to us
- We need to be aware of what our setting feels like and sounds like when a child cannot understand much of what is being said.
- We will appreciate how tiring it is to listen to a language when we cannot understand it for long periods of time
- We will actively make families feel welcome
- The physical environment should give all children the opportunity to make independent choices; this will enable us to observe what interests a child has and begin to develop language to support those activities

- Opportunities for outdoor play are beneficial as children tend to be less inhibited in their language using the outdoor environment
- We ensure that all EAL children understand routines and know what they can access independently
- We create an environment where linguistic and cultural diversity are visibly celebrated
- The EYFS setting is an ideal environment for children to learn English as an additional language
- Modelling is important for introducing children to new language structures and vocabulary, children need to hear language used in a meaningful context
- We will encourage children by using open ended questions to help encourage their use of language
- Re-modelling language provides a positive way of dealing with errors
- We will carefully pronounce words and phrases with appropriate gestures and expression
- Repetition is important in songs, stories and poems
- We will narrate through activities, giving children a commentary on their actions.
- Children need time to think and reflect and quietly absorb language around them
- Children learn language from their peers and will be more ready to practise their language in play away from the gaze of adults
- First hand activities provide the most effective context for learning language.
- A visual timetable is used which helps to support language development alongside concept development

EAL children require space and time, patience and support, thoughtful provision and acknowledgement of their skills in their home language and this will give them confidence to achieve in English.

Health and Hygiene Policy

Our Nursery promotes a healthy lifestyle and a high standard of hygiene in its day to day work with children and adults.

This is achieved in the following ways:-

Food

- All meals and snacks provided will be nutritious and will pay due attention to children's particular dietary requirements.
- When cooking with children as an activity, the adults will provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet.

Outdoor Play

Children will have the opportunity to take part in supervised outdoor play throughout the year, both in the Nursery garden and grounds. Walks and activities in the extensive facilities and grounds of Culford School Nursery will also take place.

Illness

V1.6
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- Parents are asked to keep their children at home if they have any infection and to inform the Nursery as to the nature of the infection. This will allow the Nursery & Pre-Prep to alert other parents, as necessary, and to make careful observations of any child who seems unwell.
- Parents are asked not to bring their child into Nursery if they have been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.
- If the children of Nursery staff are unwell, the children will not accompany their parent to work in the Nursery or Pre-Prep.
- Cuts or open sores, whether on adults or children, will be covered with a plaster or dressing.
- The children are helped to apply their sun cream so they are properly protected. Sun cream is named and kept in the sun cream basket.
- All emergency medications will be kept in a high cupboard in the kitchen.
- If a child is on a prescribed medication, the following will be followed:-
 - A Medication Book will log details of any medicine given to a child.
 - With regard to the administration of life-saving injections, or the use of nebulisers, the position will be clarified by reference to the Whole School Insurance Company.
 - If specialist knowledge is required, staff involved in administering life-saving medication will receive training from a qualified health professional.
- The Nursery will ensure that the first aid equipment is kept clean, replenished and replaced, as necessary. Sterile items will be kept sealed in their packages until needed.
- The whole Nursery team will be Paediatric First Aid trained.
- It is the right of the Nursery Manager, in consultation with the Head of Early Years, to refuse any child admission to the Nursery on health/medical grounds.
- Each child's individual special medical needs will be dealt with on an individual basis, in discussion with the Nursery Manager and Head of Early Years.

To prevent the spread of all infection, adults in the group will ensure that the following good practices are observed.

Personal Hygiene

- Hands should be washed after using the toilet and before handling food.
- Children are encouraged to blow and wipe their noses when necessary and to dispose of soiled tissues hygienically (staff assistance will be given).
- Children are encouraged to shield their mouths when coughing or sneezing.
- Blue paper roll is used and disposed of appropriately.
- Hygiene rules related to bodily fluids are followed with particular care and all staff and volunteers are aware of how infections, including HIV infection, can be transmitted.

Cleaning and Clearing

- Any spills of blood, vomit or excrement will be wiped up and flushed away down the toilet or disposed of in yellow hazardous waste bags as appropriate. Rubber gloves must always be used when cleaning up spills of body fluids. Floors and other affected surfaces will be disinfected using cleaning fluids according to the manufacturer's instructions. Fabrics contaminated with bodily fluids will be thoroughly washed in hot water.

- Spare laundered pants and other clothing are available in case of accidents, and polythene bags are available in which to wrap soiled garments.
- All surfaces are cleaned daily with an appropriate cleaner, including activity tables, especially before and after snack-time.
- There will be a regular spring-clean and washing/sterilising of equipment and resources on a termly basis.

Food

The Nursery will observe current legislation regarding food hygiene, registration and training.

In particular each adult will:-

- Always wash hands before handling food and after using the toilet.
- Not be involved with food preparation if suffering from any infections/contagious illness or skin trouble.
- Never smoke anywhere in the Nursery or on site.
- Never cough or sneeze over food.
- Use colour-coded chopping boards when preparing foods.
- Serve food using appropriate tools (not hands).
- All staff will have completed Level 2 Food Hygiene training.

Health, Safety and Welfare Policy

The safety of young children is of paramount importance. In order to ensure the safety of both children and adults, the Nursery will ensure safety in the following areas:-

Environment

- Safety checks on premises, both outdoors and indoors, will be made every day.
- The main entrance door remains locked and shut at all times and is opened by a video entry system; at drop off and pick up times there is a member of the team on the door. There is a door bell that parents can use to alert the team to open the door.
- Outdoor space will be secure and gates locked at all times.
- Space used for outdoor play will be checked regularly.
- The layout and space ratios will allow children and adults to move safely and freely.
- There will be adequate systems and equipment for the detection and control of fire.
- Fire doors will never be obstructed and fire exits will be easily identifiable.
- Fires/heaters/electric points/wires and leads will be adequately guarded.
- A record will be kept by the Fire Safety Officer of fire drills and servicing of fire safety equipment. Any recommendations made by the Fire Safety Officer will be carried out.
- All dangerous materials, including medicines and cleaning materials, will be stored out of reach of children in a locked cupboard.
- Large equipment will be erected with care and checked regularly.
- Equipment offered to children will be developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger/less mature children.
- All equipment will be regularly cleaned in line with our infection control measures.

Supervision

- All children will be supervised by practitioners at all times.
- Children will only leave Nursery with authorised adults.
- Children are not allowed in the kitchen area of the Nursery unless supervised by an adult for a purposeful activity or under supervision during meal times.
- When walking around the School grounds or from one part of the School's facilities to another, the adult child ratio will be at least 1:3/1:5/1:8 depending on age.
- If a small group goes out, there will be sufficient adults to maintain appropriate ratios of staff and children remaining on the premises.
- Whenever children are on the premises, at least two adults will be present.
- Children who are sleeping will be checked regularly.

Adult Safety

- All adults in Nursery, both the Nursery team and visitors, will be aware of and respect the Nursery's Safety Policies.
- Adults will have advice on safe lifting and complete Manual Handling training.
- Heavy materials will not be stored above head height.

Management

- An Accident Reporting System (Smartlog) will be available to the whole Nursery team for the reporting of any accidents/incidents.
- All adults, including parents and other carers, will be aware of the system(s) in operation for children's arrivals and departures. Children will not be allowed to leave with anyone other than their parent unless the parent has informed the Nursery staff of alternative arrangements.
- Adults will not walk about with hot drinks or place hot drinks within reach of children.
- Fire drills will be held at least once a term.
- A register of both adults and children will be completed as people arrive and leave, so that a complete record of all those present is available in any emergency.
- A correctly stocked first aid box will be available at all times.
- Fire extinguishers will be checked annually and the Nursery team will know how to use them.

Special Considerations

Some areas and activities pose particular hazards. The whole Nursery team will be aware of these.

- Children will be continuously supervised when playing with water.
- There will be safe surfaces beneath and around all climbing equipment and such activities will be appropriately supervised.
- All cooking activities involving the use of heat will be continuously supervised.
- Systems are in place to ensure that children are not at risk from swinging doors.
- Systems are in place to ensure that no child can leave the premises unattended.

Inclusion and Equal Opportunities Policy

This policy represents the agreed principles for Inclusion and Equal Opportunities throughout the Nursery.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that the nursery promotes individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.
Not to treat a child or an adult with a disability "less favourably"

- To make "reasonable adjustments" for children and adults with a disability

Aims and objectives

We aim to be an inclusive nursery. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our nursery:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an Additional Language;
- children with Special Educational Needs;
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers and asylum seekers.
- Children looked after (LAC)
- Vulnerable children

The Early Years Foundation Stage is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of children;
- providing other curricular opportunities outside the Early Years Foundation Stage to meet the needs of individuals or groups of children.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?

- are our actions effective?
- are we successful in promoting racial harmony and preparing children to live in a diverse society?

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of children to ensure that all children are achieving as much as they can. We also make ongoing assessments of each child's progress and act on data inputted termly into a progress tracker. Staff use this information when planning. It enables staff to take into account the abilities of all the children in the setting and support individuals through tailored teaching and learning.

When the attainment of a child falls significantly below the expected level, staff enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, staff use appropriate resources and learning styles, and extend the breadth of work within the area or areas for which the child shows particular aptitude.

The whole Nursery team are familiar with the relevant equal opportunities legislation covering race, gender and disability.

The Nursery team ensure children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely, in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

Children with disabilities

Some children in our nursery may have disabilities and consequently may need additional resources. Our Nursery is committed to providing an environment that allows these children full access to all areas of learning. All our entrances are wide enough for wheelchair access, and the designated points of entry for our nursery also allow wheelchair access.

The whole Nursery team modify learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning, the Nursery team will ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

The whole Nursery team ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, visual aids;
- is adapted or offers alternative activities in those areas of learning where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their learning
- includes approaches that allow hearing-impaired children to learn about sound and music, and visually-impaired children to learn about light using visual resources and images.
- uses assessment techniques that reflect their individual needs and abilities.

Racism and inclusion

At our Nursery we are aware and follow the guidance in the Race Relations Amendment Act. The nursery actively discourages bullying and name calling, the parents of both children would be informed immediately and we would discuss appropriate action. The action needed if there is inappropriate practice or discrimination. A member of the team would talk to the child and explain that the behaviour was unkind, we would take into the account the maturity of the child the parent of the child would be told of his/her inappropriate behaviour and we would work together to redeem the situation.

Key Person and their Role

The Key Persons working in the Early Years Department are:-

The Deputy Manager, Early Years Lead Practitioner and all Early Years Practitioners in the setting.

Parents will be informed of whom their child's key person will be. The key worker supports the child in a holistic way, supporting the child's individual requirements and next steps. The key worker is the main link between the parent and child and is there in a supportive fashion for the family as well.

Missing Children Policy

Culford employees are reminded to read the following school policies and practice guidelines in conjunction with this policy:

- Health and Safety Policy
- School Security

This guidance is based on the assumption that a child is either missing on the premises or is missing outside the school.

On School Premises

- All absences and sicknesses are notified to relevant staff.
- Staff at Nursery take a register of the children both in the morning and afternoon. Although the register will be amended as each child arrives/ leaves.

- In the event of a child or children discovered to be missing an immediate search of usually frequented areas will be started by the staff responsible for the child/children.
- If, after a thorough search of the premises, the child is not found, the Head of Early Years will be notified. They will notify the police, the child's parents and if appropriate social services. In the meantime all available staff members will initiate a further search of the premises and the school locale.
- Photos will be given to the police in order to help their efforts.
- Further action will be taken in liaison with the police and social service authorities.

Nappy Changing and Toilet Training Policy

At Culford Nursery we do not exclude children who may, for any reason, not yet be toilet trained and who may still be wearing nappies. We will:

- Ensure all Nursery practitioners hold an enhanced DBS clearance so they can be involved in changing nappies or assisting in the toilet area.
- Work with parents with toilet training, unless there are medical or developmental reasons why this may not be appropriate at the time.
- Ensure all children are treated with dignity, care and compassion during nappy changing/toileting.
- Aim to provide the opportunity for all children to use the toilet independently and to provide assistance for children that require it. A team member will be present at all times in the toilet areas when children are in there. The team member will be the last person to leave the toilet area, ensuring that all children have returned to their room before leaving.
- Ensure that any child in nappies is changed regularly and as necessary on the mat provided in the toilet area. This will be cleaned with antibacterial spray after each use.
- Nappies will be disposed of in the nappy disposal container.
- All children and Nursery team will be encouraged to adopt good personal hygiene by washing their hands with soap after visiting the toilet area.
- Ask parents to ensure that sufficient nappies and wipes are available for their child as well as a change of clothes in case of accidents.

Collection of Children Policy

Statement of intent

In the event that a child is not collected by an authorised adult at the end of a Nursery day, the Nursery puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

Aim

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In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

1. Parents of children starting at the Nursery are asked to provide specific information which is recorded on our Registration Form, including:
 - a. Home address and telephone number – if the parents do not have telephone, an alternative number must be given, perhaps a neighbour's;
 - b. Place of work, address and telephone number (if applicable);
 - c. Mobile telephone number and email address (if applicable);
 - d. Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from Nursery, for example, a childminder or grandparent;
 - e. Information about any person who does not have legal access to the child.
 - f. A third person as an emergency contact who is able to collect the child in the case of an emergency.
2. On occasions when parents are aware that they will not be at home or in their usual place of work, they should inform the Nursery team of this either via email to the Nursery Manager, verbally at drop off in the morning at Nursery or making a note of it on their child's Tapestry account so the Nursery team are aware.
3. On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child on the Child Collection Consent Form. We agree with parents how the identification of the person to collect their child will be verified.
4. Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that – in the event that their children are not collected from Nursery by an authorised adult and the Nursery team can no longer supervise the child in our premises – we apply our child protection procedures set out in our child protection policy.
5. If a child is not collected at the end of the day, we follow the following procedures:
 - a. The child's Tapestry is checked for any information about changes to the normal collection routines;
 - b. If no information is available, parents/carers are contacted at home or at work;
 - c. If this is unsuccessful, the child's third contact for emergency use is used;
 - d. All reasonable attempts are made to contact the parents/carers and emergency contact;
 - e. If a child has not been collected at the end of a morning session, the child stays at Nursery in the care of two members of staff until the child is safely collected;
 - f. If a child has not been collected by 3.50pm, they join extended day care which is open until 6pm;
 - g. The child does not leave the premises with anyone other than those named on iSAMS;
 - h. If no-one collects the child and the premises are closing, or the Nursery team are no longer available to care for the child, we apply the procedures set out in our Child Protection Policy. We would notify Mr Gavin Reynolds (DSL). The local authority social services department may be informed. A full written report of the incident is recorded;
 - i. Depending on circumstances, we reserve the right to charge parents for the additional hours worked by the Nursery team. There will be a charge for extended day care which will increase after 6pm with an additional charge levied every five minutes thereafter.

Nursery Walks

As part of our curriculum the children are taken out of the Nursery building to explore Culford's grounds and activities.

A full risk assessment is in place for walks on site.

The ratio for staff to children depends on the age of the children.

Ratio: 1:3 ages 1-2 years old, 1:5 ages 2-3 years old and 1:8 ages 3+.

There will be a designated person in charge and a designated First Aider.

Should a minor accident occur whilst on an outing staff will record this on the Accident Reporting system.

At the very minimum, 50% of the adults must be qualified at Level 3 or above.

The staff members will:

- Take a first aid kit.
- Take a walkie talkie.
- Take anything else that is deemed necessary for the comfort of the outing.
- Any relevant medication needed will be taken i.e. inhalers.

Parental Involvement Policy

Parents are the first educators of their young children. The aim of Culford Nursery is to support their essential role. We will:

- Involve parents in shared record keeping about their own child, both formally and informally, ensuring that parents have access to all written records on their own children.
- Ensure that parents are given information on a regular basis about their child's progress and have an opportunity to discuss this with the staff.
- Ensure that all new parents are aware of and can contribute to the Nursery & Pre-Prep systems and policies.
- Ensure that all parents are fully informed about meetings, conferences, workshops, training and social events at Culford Nursery.
- Consult with families about the times of meetings to avoid excluding anyone.
- Welcome the contributions of parents, whatever form these may take.
- Make known to all parents the systems for registering queries, complaints or suggestions.
- Provide opportunities for parents to learn about the Early Years Curriculum.

Risk Assessments

Risk assessments are in place at Culford Nursery to safeguard all children and staff in our care. The following risk assessments are in place to ensure that a safe environment is provided to all at all times.

- Fire risk assessment
- Nursery Rooms risk assessment
- Nursery Garden risk assessment
- Outside/Grounds risk assessment
- Kitchen risk assessment
- Building risk assessment
- Forest School risk assessment

The Nursery team are also responsible for ensuring the Nursery is safe on a daily basis. The team ensure that the whole building and the resources within the nursery are safe for the children for the day ahead.

Special Educational Needs (SEN)

The Nursery is committed to working alongside parent/carer(s) in the provision for their child's individual needs to enable us to help the child to develop to their full potential.

We feel it is paramount to find out as much as possible about a particular child's condition and the way that may affect his/her early learning or care needs by:

- Liaising with the child's parent/carer(s)
- Liaising with any professional agencies
- Attending any review meetings with the local authority/professionals
- Regularly monitoring observations carried out on the child's development.

Our Nursery Special Education Needs Co-ordinator (SENCO) is Zoe Wilding.

The whole Nursery team work closely to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs policy of the Nursery, always making sure plans and records are shared with parent/carer(s).

Special educational needs code of practice

It is the duty of the Nursery to carry out our statutory duties to identify, assess and make provision for children's special educational needs. The Code of Practice recommends that our nursery should adopt a graduated approach to assessment through Early Years Action and Early Years Action Plus. Good practice of working together with parent/carer(s), and the observation and monitoring of children's individual progress, will help identify any child with special educational needs. Our Nursery has a designated SENCO who will work alongside parent/carer(s) to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

Early Years Action

The child is identified with special educational needs. The SENCO, working alongside colleagues and parent/carer(s), will assess and record the child's needs and provide an Individual Education Plan (IEP) providing future support. This plan will be continually under review in consultation with the child and his/her parent(s).

Early Years Action Plus

Is characterised by the involvement of external support services, usually requested by the SENCO and colleagues in consultation with the child's parent/carer(s).

Selecting Play Equipment and Toys Policy

The toys and equipment in the Nursery provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration.

The equipment we provide:-

- Is appropriate for the ages and stages of the children.
- Offers challenges to developing physical, social, personal and intellectual skills.
- Features positive images of people, both male and female, from a range of ethnic and cultural groups, with and without disabilities.
- Includes a range of raw materials which can be used in a variety of ways and encourages an open-ended approach to creativity and problem solving.
- Will enable children, with adult support, to develop individual potential and move towards required learning goals.
- Conforms to all relevant Safety Regulations and is sound and well made.

Settling-in Policy

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards, the new learning experiences enjoyed in the Nursery. We also want parents to feel welcome and involved from the beginning.

In order to accomplish this we aim to create a partnership with parents by:

- Creating opportunities for the exchange of information using, among other resources, a copy of the Nursery Prospectus and a shared approach to the registration form.
- Ensuring many opportunities for parents to inform the Nursery about their children's current achievements and interests.

- Making it clear to families from the outset that they will be welcome and supported in the Nursery for as long as it takes to settle their child there encouraging the parent/carer to leave the child after a short period of time, reassuring them that it is the separation that is upsetting the child rather than being in the Nursery. Parents are encouraged to phone later for an update on how their child has settled.
- Re-assuring parents whose children seem to be taking a long time to settle into the Nursery.
- Introducing new families into the Nursery with an induction session before the child is due to start.
- Encouraging parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.
- Hosting regular parent events so that parents can come into the Nursery on a regular basis.

Children cannot play or learn successfully if they are anxious or unhappy. Our settling-in procedures aim to help parents and children to feel comfortable in the Nursery and to ensure that children can benefit from what the Nursery has to offer and feel confident that their parents will return at the end of the session/day.

Parents are welcome to telephone the Nursery after an initial settling-in time. Parents will be contacted if children cannot settle and remain distressed.

Sleep Policy

At Culford Nursery we aim to ensure that all children have enough sleep to support their development. The safety of babies sleeping is paramount.

- Babies are placed in their cots. When babies can easily turn over from the back to the stomach, they can be allowed to adopt whatever position they prefer to sleep
- Babies/toddlers will never be put down to sleep with a bottle to self-feed
- Babies/toddlers will always have their bib removed and dummy clips (if used)
- Babies/toddlers will be monitored visually when sleeping, checks will take place regularly. When children are sleeping on sleep mats then a member of staff will stay in the room with the child/children for the duration of their sleep time.
- When monitoring, the staff member will look for the rise and fall of the chest, and the child is in a safe sleeping position
- Parents/carers will provide dummies and comforters and information on how they like their child to sleep and for how long, bearing in mind routines may change when a child starts Nursery.

We provide a safe sleeping environment by:

- Using clean light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating

- Not cluttering cots with soft toys, although comforters will be given where required
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags
- Transferring children who fall asleep to a cot or sleep mat to complete their rest
- Having a no smoking policy

Student Placements

We recognise that the quality and variety of work which goes on in a Nursery makes it an ideal placement for students as part of their Early Years Training or those seeking qualifications.

In co-operation with educational providers, we welcome students into the Nursery on the following conditions:

- The needs of the children are paramount. Students will not be admitted in numbers which hinder the essential work of the Nursery.
- Students must be engaged in a recognised and relevant early years training qualification with the placement providing the necessary background understanding of children's development and activities.
- Any information gained by the students about the children, families, or other adults in the Nursery must remain confidential.
- Unless registered as fit persons, students will not have unrestricted access to the children.
- Students who are 18 years or under will have a young persons risk assessment in place before commencing work.

Sun Protection Policy

Too much exposure to ultraviolet light (UV) radiation from the sun causes sunburn, skin damage and increases the risk of skin cancer. Sun exposure in the first 15 years of life contributes significantly to the lifetime risk of skin cancer. Schools are central to protecting children's skin, this is because:

- Children can attend Nursery up to five out of seven days a week, at times when UV rays are high.
- Most damage due to sun exposure occurs during a child's school years.
- Nurseries can play a significant role in changing behaviours through role modelling and teaching.
- Children and the Nursery team are at risk of sunburn within 10-15 minutes of being exposed to strong sunlight.
- Children can spend a long period of the day outdoors between the hours of 08.00-18.00
- Skin cancer is largely preventable through behaviour modification and sun protection during early years.

Sun Protection Strategies

We want all children and Nursery practitioners to enjoy spending time outside safely without the risk of harmful effects of the sun. We work with employees, children and parents to achieve this through a variety of ways:

SunSmart campaign is the national skin cancer prevention campaign run by cancer research UK;

- **Stay** in the shade between 11am and 3pm;
- **Make** sure you never burn;
- **Always** cover up – shirt, hat and sunglasses;
- **Remember** children burn more easily;
- **Then** use factor 15+ sunscreen;

Hats – children are required to wear wide brimmed hats (6-10cm) that protect their face, neck and ears when they are outside.

Sunscreen – is the last line of defence, covering up and seeking shade are the most important sun protection measures. Sunscreen should be applied that is factor 15+ before school starts. Children can be encouraged to bring in clearly labelled factor 15+ sun cream for appropriate application which will be applied by Nursery team when needed.

Shade – activities set up outdoors should be kept in the shade where possible. Children are encouraged to make use of available shaded areas when outside. Provide permanent or temporary shady structures within school grounds.

Role modelling – encourage staff to act as role models by wearing hats, sunglasses and sunscreen, and to seek shade whenever possible. Children should be taught appropriately about the need for sun protection and its importance through discussion and topics.

Reviewing and evaluating the policy – review current guidelines annually, conduct small surveys in school, e.g. attitudes and behaviour towards sunshine, level of knowledge of sun protection strategies, and incorporate into curriculum.

Parental consent form for sunscreen should be completed by parents and signed. This will be kept in individual children's files on Google Drive.

Staffing in the Setting

Head of Early Years Miss Victoria Steers – BA Hons in Primary Education

Nursery Manager: Ms Zoe Wilding – Level 5 Foundation Degree

Deputy Manager: Miss Freya Foulger – Level 5 Leadership

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Early Years Lead Practitioner: Miss Natasha Durrant – Level 3 Diploma (Studying EYPL5)

Early Years Practitioners: Miss Stephanie Greening, Miss Shian Smallbone, Miss Elsa Rees, Mrs Jessica McLaughlin, Miss Georgia Debenham, Miss Megan Foreman, Miss Imogen Boreham and Miss Megan Mozol.

At least half of all Nursery team hold a relevant Level 3 qualification or above, in accordance with the requirements stated in the Early Years Inspection HandBook.

Tapestry

All children will have their own online Journal. This can be accessed by the Nursery team and the child's parents. This is where all children's photos and observations are recorded supported by the Early Years Foundation Stage curriculum.

Online Learning Journey – Parents' Guide

Introduction

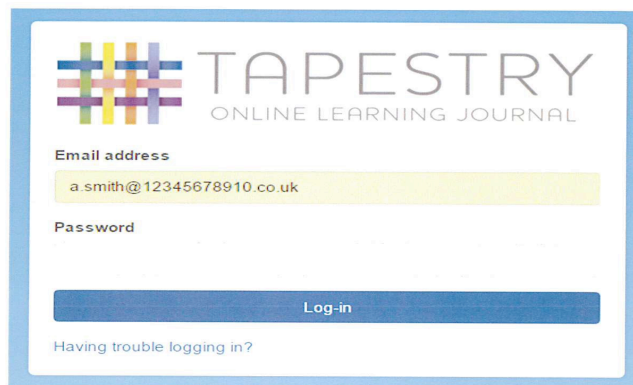
All children in Nursery and Reception will have a personal on-line Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of your child's experiences during their time with us.

We use Tapestry, a system, which is hosted in the UK on secure servers. You will have secure access (via email address and password) to your child's Learning Journey and, in addition to viewing our contributions, we encourage you to add to it by uploading photos and comments, or commenting on observations made by us.

Where do I start?

When you have given us an email address, we will set up an account for you. Once you have been sent an email activation by us you can use that link to log in for the first time. However, for future times, you will need to go to this URL to log in: <https://tapestryjournal.com/>. Alternatively you can search for Tapestry through Google. We strongly recommend that you change your password on your first visit.

This is what the log in page will look like:



The image shows a screenshot of the Tapestry Online Learning Journal login page. The page has a light blue border. At the top left is the Tapestry logo, which consists of a grid of colored squares (yellow, green, blue, purple) next to the word 'TAPESTRY' in a large, grey, sans-serif font. Below 'TAPESTRY' is the text 'ONLINE LEARNING JOURNAL' in a smaller, grey, sans-serif font. Below the logo is a form with two input fields. The first field is labeled 'Email address' and contains the text 'a.smith@12345678910.co.uk'. The second field is labeled 'Password' and is empty. Below the input fields is a blue button with the text 'Log-in' in white. At the bottom of the form is a link that says 'Having trouble logging in?'.

Once you have successfully logged on you will be taken to the home page. Here you will be able to see your child's observations in chronological order. It is likely that the first time you log in there won't be very many, but this list will grow throughout your child's time at school.

At the top of the screen, next to your name, you will find your notification bell. If any observations/comments have been added since the last time you logged into Tapestry, they will show up there. You can see past notifications by clicking on 'View All Notifications'

There will be times when you want to add observations to Tapestry. These can then be seen by your child's key person and used to make assessments, or just as a contribution to the journal. In order to add an observation, you first need to click on the blue 'Add Observation' button. This can be found on the home 'Observations' tab.

Once you have clicked on it, you will be taken to the appropriate page. Here you will need to pick your child/children from the drop down list, add a title, and then you can add some notes and media. Don't forget to press 'Save' when you have finished.

We hope you enjoy using Tapestry. Should you have any problems, please do not hesitate to contact your child's class teacher.

Agreed guidelines for accessing and using Tapestry

- I will not publish any of my child's photographs or videos on any social media sites.
- I accept that my child's image may be included in group photographs.
- I agree to keep the login details within my trusted family.

Print name: _____

Name of child: _____

Signature: _____ Date:_____

Email: _____

Forest School Policy

Through utilising the vast parkland where Culford Pre-Preparatory is situated, Culford Pre-Prep and Nursery provides opportunities for the children to gain an insight into the Forest school ethos. The Forest Schools approach, which takes place throughout the year encourages children to take ownership of their own unique learning and develop skills of independence using their imagination and taking manageable risks within clear boundaries. Forest Schools is a holistic approach to learning where you look at the unique child and develop skills for lifelong learning. Forest Schools builds self-esteem and confidence as the children develop emotionally and spiritually. Forest Schools encourages children to participate in small manageable tasks where they can succeed. Forest School links to different areas of learning within the Early Years Foundation Stage Curriculum and National Curriculum. The establishment of positive relationships with peers and adults are also important to this development. Children will learn from their peers and share ideas to develop their own learning. The child's interest is the key focus to all activities. At Culford Pre-Prep and Nursery Forest School sessions, we aim to provide the children with the time and space to explore and experience the natural environment through first hand practical activities. Forest School takes place all year round and will only be cancelled in the event of extreme adverse weather conditions. Culford Pre-Prep and Nursery has many additional policies which will be adhered to alongside the Forest School policies within our woodland. Forest School sessions will only be led by one of the qualified Forest school leaders and be assisted by at least one additional member of staff. No sessions will take place within the Forest School area without a qualified Forest School leader present.

The Forest School leader will have the overall responsibility for:

- Risk assessments for each session, pre-visit site checks and continuous safety monitoring.
- Planning sessions with differentiation to meet the unique child's needs.
- Ensuring all the required equipment is taken to the forest.
- Administration of First aid and carrying the first aid kit.
- Supervising the use, cleaning and storing of tools.
- Other staff will model good practice throughout the session. They will carry out delegated roles and responsibilities, extend the children's learning where appropriate by asking open-ended questions, support the children in managing their own risks, remind the children of rules and boundaries and support the Forest School leader to run the sessions.

Forest School Codes of Practice

Boundaries

At the start of every session the children are made aware of how far they can explore. Should a child wish to explore a hidden area adults should be aware and supervise from a short distance. If a child should become lost they should shout '1, 2, 3 where are you?' and the group will stop what they are doing and shout '1, 2, 3 I'm over here'. This has been introduced to them through a game and practised many times.

Picking up and playing with stones

Children are allowed to play with the stones; they will be discouraged from throwing them gently or with force.

Playing with sticks

Children can carry sticks shorter than their arm's length but they will be encouraged to consider others when doing so. Longer sticks can be dragged or carried with a child at both ends. Sticks must not be thrown or pulled off living trees.

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Tree climbing

Adult: child ratio must be 1:1. Before this activity can take place the forest ground should be checked for sharp objects and the 'climbing trees' for loose and rotten branches. Children are allowed to explore to their own limits but adults should be near enough to catch if one should fall but far enough away to not be invasive.

Rope and string use

Children are encouraged to use ropes and string to connect and transport objects. The children are not permitted to tie others up. The adult should model appropriate knots for the purpose they are being used for.

Carrying & transporting materials

The children should be encouraged to roll, lift, drag and pull materials, either by hand or using ropes. The safe way to lift, by bending your knees and keeping a straight back should be modelled by all adults. Heavier objects can be rolled, dragged or carried by more people.

Digging

Children will be allowed to dig in designated areas and discouraged from digging on the main pathways.

Behaviour policy

Respect for others

At Culford Nursery we look for fulfilment and enjoyment. We respect and encourage each other as individuals and as members of teams. We also encourage inquiry, hard work, high standards and competition. We take pleasure in each other's achievements and we never mock each other's effort or failure. Every child and adult has the responsibility to contribute to this ethos.

At Forest School we aim to:

- Build self-esteem, independence and the motivation to learn whilst ensuring it takes place in a safe environment.
- Raise awareness of the need to respect and care for each other and the natural environment.
- Highlight the importance of collaborative behaviour.
- Continue the expectations of acceptable behaviour inside into the outdoor environment.
- Encourage children and adults to take pride in their achievements.

For these aims to be achieved, certain standards of behaviour must be continuous and reinforced with clear expectations of what are acceptable actions and the consequences of unacceptable behaviours. All staff will model good practise throughout the Forest School sessions. The sanctions and rewards will link into the schools rewards and sanctions. Forest School merits may be given for good work, behaviour, cooperation, working as a group to name just a few.

Where sanctions need to be given the Forest School leader will follow the following steps:

1. They will attempt to try and re-engage the child in the first instance.
2. A verbal warning will be given by the Forest School leader or other adult by reminding them of the importance of acceptable behaviour.
3. A time out activity will be given. They will be removed to a different activity.

If the actions of the child are placing others or themselves at risk they will be dealt with in the following way:

- If enough adults are present the child will be taken back to Nursery. If there are not enough adults the school will be called and additional assistance requested.

Child Protection

The DSL of Culford Pre-Prep is responsible for child protection and safeguarding issues. Under the Children Act the Headmaster of a school has the right “to do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child’s welfare”.

In the event of Forest School staff becoming aware of a child protection and/or safeguarding issue, it must be referred immediately to the Forest School leader who will inform the DSL who will decide what action to take. It is important to keep detailed records of any information which becomes available in connection with a child protection and safeguarding issue.

There may be a clash between the wishes of a pupil to keep matters confidential and the legal responsibilities of the school:

- Do not make promises: be honest and set clear limits to your discussion of a situation.
- Do not keep anything illegal, damaging or threatening covered up.
- Make it clear that others may need to be consulted and try to enlist the pupil’s agreement.

All Forest School staff are subject to formal checks through the Disclosure and Barring Service (DBS). Their appointment is subject to receipt of a satisfactory check. To safeguard children and staff no adult is left alone with children. Child protection training is attended by all staff every three years and the DSL attends regular training and meetings on a termly basis.

Procedure in the Case of Suspected Child Abuse

All employees must be aware that any child within the school may suffer physical, sexual or emotional abuse, or neglect; at home, in school or away from both settings. Abuse may be perpetrated by parents, or those having parental responsibility, siblings, staff, other adults or other children. Sadly, abused children are found in families from all social groups and in all settings. Colleagues should, therefore, be sensitive to behavioural and physical indicators which may draw attention to the possibility of abuse. When members of Common Room see any signs which cause them concern they may have the opportunity to seek information, with tact and sympathy, from the child. If not, they should report their concern to the DSL.

If abuse is suspected, it will be essential to have a record of all information available. Colleagues should note carefully in writing what they have observed and when they observed it. Signs of physical injury should be described in detail or sketched. Any comment by the child concerned, or by an adult who may be an abuser, about how an injury occurred should be recorded, preferably quoting words actually used, as soon as possible after the comment has been made.

If a pupil discloses that any form of abuse has taken place, colleagues should be aware that it is often all too easy to discount allegations made by children. A sensitive and caring response is, therefore, essential. No attempt should be made to challenge or undermine a child's story.

Great care must be taken to ensure that actions taken by any person to whom disclosure is made do not contaminate future evidence or impede investigation. This means that once the disclosure has been made, any questioning must be limited to the minimum necessary to seek clarification and should avoid leading the child by making suggestions or asking questions that introduce the adult's own idea of what may have happened.

Employees will not give absolute guarantees of confidentiality to children or adults as they are bound by professional ethics to ensure that all allegations of abuse are reported. They can reassure the child or adult that such information will be restricted to those persons who need to know, in order to ensure that such matters are appropriately dealt with. Sources of such information will be regarded as confidential, where this does not conflict with the safety of the child. The child will be told what is likely to happen next but, although it is appropriate to agree to support the child throughout the investigation process, it is not helpful to make promises that it is not possible to keep. The matter should be referred immediately to the DSL or a Senior teacher in her absence.

A more in-depth child protection (safeguarding) policy can be found in the schools handbook.

Equality and Diversity

All children will be included with all activities and no form of discrimination will take place. Reasonable adjustment will be made to make Forest Schools inclusive for all. Inclusion is evident in Forest School activities regardless of a child's ability, gender, race or culture.

- At Forest School every child will feel valued and achievements celebrated.
- Activities will be inclusive.
- Children and adults will feel secure and accepted allowing them opportunities to flourish.
- Any signs of discrimination or exclusion will be addressed immediately. Culford Pre-Prep has an inclusion policy, Special educational needs policy and Equality policy which will be adhered to during Forest School sessions.

Health and Safety

Forest School ethos encourages the children to develop their own risk management skills. This enables them to gain responsibility for themselves and others. Rules and boundaries will be established with the children and refreshed at the start of each session. No child is allowed to go onto the grass area to the side of the forest near the road without an adult. Adult to child ratios will be at least 1:8 as Forest School takes place on the school site.

- The site being used for Forest School will be assessed on a seasonal basis to monitor the impact the sessions have on the environment. Each term a 5 step risk assessment will be carried out on the site. These steps are:
 1. Identify the hazards.
 2. Decide who might be a risk and how.
 3. Evaluate the risk and decide on precautions.

4. Record the findings and implement the measures required.
5. Review the risk assessment and update on a termly basis.

A sessional risk assessment will be completed prior to every visit to the forest. Tool and equipment risk assessments will also be completed on a sessional basis.

Forest School will not take place in the Forest if there are high winds or adverse weather conditions. The Forest School leader will assess the weather conditions regularly and evacuation of the site will take place if diverse weather emerges during any session.

All adults and children will be appropriately dressed to go into the forest. This includes sturdy closed toed footwear, long sleeve tops and long trousers all year round. Extra layers will be encouraged and a water proof coat and waterproof trousers will also be worn. Children will be asked to provide hats, scarves and gloves too. A sun hat should be worn in the summer. The school has a limited stock of these items to enable all children to enjoy the Forest School session. If the fire pit is developed a risk assessment will be carried out and children and adults made fully aware of the safety rules linked to having a fire.

The Forest School leader will always be present at Forest Schools sessions. This policy is in addition to the schools Health and Safety policy and Safeguarding policy to enhance all aspects of health and safety.

- **Risk assessments will include:**
- A site risk assessment of the Forest School area.
- Individual risk assessments for tool use.
- Rope and string
- Shelter building
- Collecting natural materials

First Aid

The teams at Culford Pre-Prep and Nursery hold a valid general and paediatric first aid certificate and will administer first aid if needed. The Forest School leader has an enhanced First aid certificate specifically covering First aid in the outdoor environment.

There will be a First aid kit taken into the woodland area and additional first aid equipment is available from the schools health centre or Culford Pre- Prep school building.

All employees and volunteers will be made fully aware of individual medical needs and will ensure inhalers, epi pens and other medications are taken into the woods and stored in a safe designated area, where all staff know there locality should they need them.

<i>The Health centre</i>	<i>Culford Pre-Prep</i>	<i>Culford Nursery</i>
(01284) 385501/ 07902 236897	(01284) 385412	(01284) 385355

The first aid kit will be regularly checked and replenished. It is the responsibility of the Forest School leader to ensure that the First aid kit is fully replenished before each session. A bottle of water will also be kept solely for first aid purposes.

Emergency procedures

In the event of a medical incident occurring the following emergency procedure will be put into practise by Kirsty Trow/ Melanie Anderson/ Natasha Cooke/ Zoe Wilding (Forest School Leaders).

- Anyone who witnesses or is involved in an emergency must alert KT/ MA/ NC/ ZW or another member of staff immediately who will then inform KT/ MA/ NC/ ZW.
- The designated adult will gather and seat the remainder of children away from the emergency but still nearby whilst KT/ MA/ NC/ ZW administer first aid. The adult will remain calm and reassure the children to remain seated and will offer support to KT/ MA/ NC/ ZW if required.
- Helper two will summon emergency help using the mobile in rucksack. They will ring the school and notify them of the incident and ask for additional assistance
- The school will call the parents. Any other adults will remain with the children.
- The Forest school leader will decide on appropriate action and instigate this. If a fire is lit this will be extinguished by an adult. Tools will be collected and stored safely. Any other equipment will be left out.
- When extra help arrives the group will be safely walked back to school. The Forest school leader and another adult will remain with the casualty and await emergency services if necessary.

In the event of a fire:

- If the fire has spread out of control and attempts to extinguish the fire have failed, the Forest School leader or assistant will blow a whistle and shout FIRE. On hearing this all adults and children will stop what they are doing and follow instructions immediately. (e.g. walk to Mrs xx)
- All children will be accounted for and everyone will evacuate immediately.
- Evacuation will be swift to a safe place via the safest route.
- Forest School leader to call the fire brigade and school to notify them of the incident.
- Children will be walked back to school.
- Forest School leader will wait for the Fire Brigade to arrive.

In the event of a missing child:

- If you suspect a child is missing please alert Forest Leader immediately or another adult who will inform KT/ MA/ NC/ ZW.
- A whistle will be blown and the children will be asked to meet at the log circle. A role call will be conducted and all the children accounted for.
- If a fire is lit, extinguish immediately.
- Tools to be collected by adult and stored in the designated area.
- A sweep of the site will be conducted by KT/ MA/ NC/ ZW and other adults.
- If the person is found the Forest School session will continue.
- If the person is not found within five minutes, the school will be notified and a search party organised. The other children will be walked back to school safely.
- The police will be called by the Forest School Leader.
- The search will continue until the child is found. The parents will be notified by the school.

Hygiene policy

- All children will go to the toilet prior to going to the Forest School session.
- There will be a designated area towards the rear of the woodlands for emergency toilet use. This will include a bucket and bin liner. This will be removed from the site at the end of the session and disposed of in an appropriate way.
- Water, soap and hand sanitizer will be used. A trowel will be available in the shed.
- Before having snack all the children will wash their hands using water and soap.
- Baby wipes are also available in the rucksack.









Photography policy

As you would expect, Culford Pre-Prep and Nursery like to share our pupils' achievements with the Culford community and beyond through newsletters, press releases, prospectuses and on our website. One of the most enjoyable and effective ways of doing this is by the use of photographs. However, we take very seriously the issue of child safety in connection with the use of images of children in the public domain. Whilst their involvement may be motivating for pupils, and good for the School, we naturally have a duty of care to our pupils and are concerned that we should only use photographs with parents' consent. When enrolling at the school parents/ guardians are asked to complete a form stating if their child can or cannot be photographed and these pictures be used in the public domain. This will be reviewed regularly and staff will be notified of any changes. There are currently children in Pre-Prep and Nursery who cannot be photographed.

Supervision

A minimum ratio of 1:3 will always be adhered to. The children and adults will agree boundaries. These boundaries will be discussed at the beginning of every Forest School session. An adult will always supervise tool use on a 1:1 basis. The adults will be situated in various positions around the Forest as designated by the Forest School leader. Staff will be responsible for the supervision primarily in these areas but also throughout the woodland.

Tool Use policy

-  Children and adults will be trained to use the different tools by the Forest School leader.
-  Other adults may supervise the children if they feel they are confident to do so. They will follow the guidelines as demonstrated by the Forest School leader.
-  The children will be encouraged to sit/ stand in a safe manner dependent on which tool they are using.
-  Adults and children will ask permission from the Forest School leader to use any of the tools.
-  Tools are not permitted to be walked around with.
-  Any safety covers will be put on after each use.
-  Knives will be kept in a lockable container.
-  All tools will be cleaned and returned to the designated area after use to prolong their life. Any broken/ faulty tools will not be used.

Use of Fires Policy

Camp fires and the use of kelly kettles/fire strikers are an important part of Forest School Training and are used during the practical sessions. By adhering to this policy, all Forest School leaders working with fires and/or kelly kettles will do so safely and with as little risk as possible, following all risk assessments and this policy in place for Forest School sessions in Culford Pre-Prep and Nursery.

Safety and Responsibility

- The Forest School leaders will ensure the appropriate PPE is in place before fires are lit. PPE includes: fire blanket, 2 red watering cans of water, burns kit, fire gloves.
- Forest School leaders will ensure all members of the team in the forest area are made aware of the PPE needed and its location.
- The Forest School leaders will ensure they have prepared the fire area adequately: seating at least 2m from fire area, fire area denoted with logs/stumps, fire circle area clear of flammable debris and obstacles.
- Fires are lit using a fire steel.
- Once fires are lit, a Forest School leader should stay near the fire at all times and never leave it unsupervised.
- No flammable liquids are to be used to light or accelerate fires. Vaseline may be used to aid the lighting of the fire.
- No plastics are to be burnt on the fire.
- Sticks/wood must be placed, not thrown, onto the fire.
- A fire glove should be used at all times once the fire is lit.
- Appropriate equipment must be used when cooking on the fire.
- Hair and loose clothing will be secured back before using the fire.
- All fires must be fully extinguished at the end of a session using water and stirring (foot patting once water is on fire).
- The Forest School leaders should ensure that any large remains of wood, especially when using a long log fire, are separated from one another.
- Cooking on the fire will be supervised by a Forest School leader at all times. Safety advice and intervention will be given as needed.
- Tripods and trivets must be stable before use.
- Food will be prepared in a hygienic manner and Forest School leaders will hold an up to date Food Hygiene Level 2 qualification.
- All cooking equipment will be cleaned using hot, soapy water, taken from the site to be washed.
- Water with hand soap or anti bac gel will be available at all times.
- When removing any hot food items from the fire, The Forest School leader will always wear a fire glove and be the only person to do this.
- When food is cooked, it will be cooled appropriately for the ages of the children before they eat it.

Travelling to the site policy

The Forest we are using is on site. The children will be walked to the area by the Forest School leader and other adults. The route they will take will be across the playing field and enter the woodland through the gap in the wall. Access will not be gained from the road side unless in an emergency.

Weather

V1.6
Reviewed August 2024

Forest school takes place throughout the year. Dependent on the climate children are encouraged to dress accordingly, being reminded that it can often feel cooler in the Forest area. Sessions may be shorter or happen in a different area should the Forest School leader decide this is for the benefit of the individual children.

Forest School will not take place in high winds or extreme weather conditions. The Forest School leader holds the right to cancel any session if she deems it dangerous to the children and adults involved. The safety of the children and adults is paramount.

Important Policies

The following whole school policies can be found on the school website.

- Child Protection (Safeguarding) Policy
- Trips Policy
- ICT – Acceptable Use Policy
- Footpaths
- Complaints

Staff Consent

I confirm that I have received a copy of all the current policies and procedures for Culford School Nursery.

I confirm that I have read and understand them.

Name

Signed.....

Position / Job Title.....

Date.....