

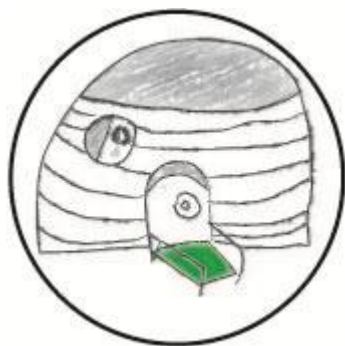
"Chapel Farm" Forest school sessions Policies of Practice

This is a list of the policies on which "Willow Woods Forest School" bases our practice, and also an outline of the curriculum we use to plan the children's education.

When signing your admission form you agree to abide by the policies. The policies are very detailed, if you would like a copy of our policies please ask.

If there are any questions arising from these policies, please do not hesitate to discuss them with a member of staff.

Mandy White
Forest School Owner, Manager.



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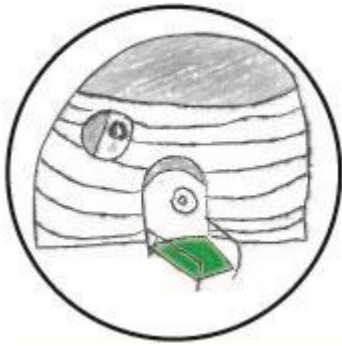
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Learning Environment

Willow Woods Forest School aim is to build self-confidence and self-esteem, promoting independence. Showing respect and care for each other providing positive role-modelling for the children. We encourage 'working together' and will appreciate each other's strengths and areas of improvement (accounting for different learner styles to promote personal potential) There will be a consistency amongst staff to enable children to have predictable and achievable

outcomes.

All adults working within the Forest School will work in unison with learners to promote an environment which fosters respect, encouragement, praise, giving clear instructions and positive support. Our policies ensure we promote respect for the environment, safe use of tools and fire activities. We promote effective relationships in which everybody is treated equally accounting for diverse needs, including Learner styles, Schema, Physical, Intellectual, Emotional, Social, Cultural and Spiritual needs. Ensuring the maintenance of safety at all times through carrying out effective risk assessments and continuous observation of the area. Providing praise, reward and reinforcement for demonstrating pro-social behaviour, a positive work ethic, ingenuity and community. Where unacceptable behaviour is present, it will always be assured that it is the behaviour that is unacceptable and not the learner.

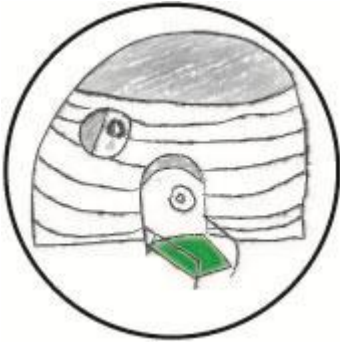
The Role of the Learners

Is to work in unison with leaders in promoting respect for each other. Listen carefully and respond to issues particularly those concerning safety. Develop and maintain respect for learning, the environment and the equipment.

Rewards: Learners will be rewarded through verbal reinforcement and positive praise which ties in with forest school. These will be given for recognition of: promoting community, increase in independence, pro- social behaviour, working with respect for environment, tools and each other.

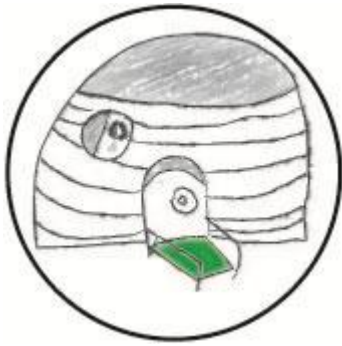
When behaviour is recognised as inappropriate, models of good behaviour will always be shown. Learners will be given time to reflect. Adults will always work with the individual learner to resolve difficulties, if this fails sanction will be given, the Forest School Leader will ensure the following steps are adhered to:

1. Where possible we will work with the learner to resolve and re-engage with the activity.
2. Where possible we will give the learner time to reflect with time out, in an area fit for the purpose.
3. If the behaviour continues to be unacceptable, learners will be taken to the side and reminding them of the importance of acceptable behaviour. Parents/carers will be included in all discussions and actions. Log of discussions will be recorded. Where the behaviour is deemed to have been very unsafe, the learner may be excluded from the next Forest School session



For children under eight, Forest school sessions will follow the curriculum as detailed in the Early Years Foundation stage. Focusing in particular on The Prime Areas and the Characteristics of Effective Learning. Taking into account the document 'working together to safeguard children'.

We will work in partnership with parents to deliver a curriculum that empowers and promotes independent learning for all our children. Parents will be receive termly summaries; these will be devised by gathering a wide range of information from the child, parent and staff member.



Absent Child

At Willow Woods we are committed to ensuring the safety, wellbeing, and consistent development of every child. Regular attendance is vital for children to fully benefit from the experiences we offer. This policy outlines the expectations and procedures surrounding child absence from the setting.

Reporting an Absence If your child is unable to attend nursery on their scheduled day, you must notify us **by 9:30am on the first day of absence** and continue to inform us **daily** for the duration of the absence. You can report absences via:

- Telephone
- Text message
- Email

Unexplained Absences Children's attendance is monitored closely. If we do not receive an explanation for your child's absence by 10:00am, we will attempt to contact you. If we are unable to reach you within **48 hours** and still have no explanation, we may be required to notify **Children's Services**, in accordance with the **Children Act 2004**.

This procedure reflects guidance from the local authority and is in place due to past serious incidents where the absence of a child went unnoticed following a parent's illness or emergency.

The sole purpose of this policy is to protect the safety and welfare of the child and their family.

This policy aligns with the vision and aims of Willow Woods:

Encouraging parents, carers, and staff to prioritise attendance to maximise children's learning and development.

Outlining clear procedures for parental involvement and attendance communication.

Key principles

Regular and punctual attendance is crucial for children's learning and wellbeing.

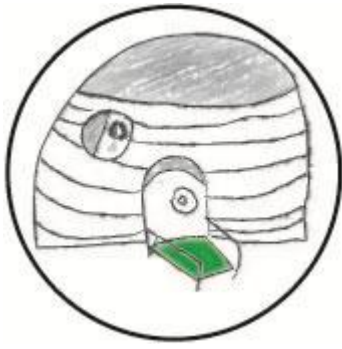
Children should arrive on time every day the setting is open, unless absence is unavoidable.

Unjustified or unexplained absences will be marked as **unauthorised**.

Parents should not conceal absences or make excuses. Open communication is essential.

All absences must be classified by the setting, not the parent/carer.

As an Ofsted-registered early years provider, our attendance records are scrutinised and contribute to our overall setting evaluation. Your support in maintaining strong attendance is vital.



Parent Responsibilities

Notify the nursery of your child's absence by 9:30am on the first day and each day following.

Use telephone, email, text to report absence.

Work in partnership with our setting to address any barriers to regular attendance.

Attend meetings arranged to discuss ongoing or frequent absences.

Staff Responsibilities

Complete registers at the beginning of each morning.

Follow up on unexplained absences by contacting the parent by 10:00am.

Mark absences as **unauthorised** if no explanation is provided.

Report persistent or concerning absences to the Manager.

The Manager will take appropriate action and may contact Children's Services if necessary.

Type of Absences

Authorised Absences may include illness, religious observance, or holidays (agreed in advance).

Unauthorised Absences include no explanation or unjustified reasons.

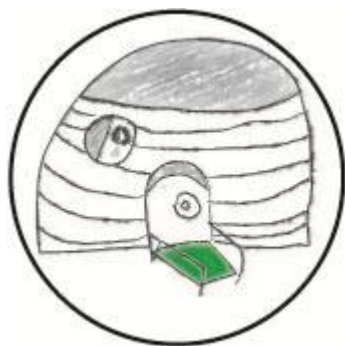
Attendance records are regularly monitored. If your child's absence rate reaches **15% or more**, further discussions with the Nursery Manager will be arranged to discuss the situation.

Arrival Times and Collections:

Morning registration is at **9:00am**

Afternoon registration is at **12.00 Or 1:00pm**

Late arrivals disrupt the learning - please ensure your child arrives promptly for the start of their session. Additionally, late collection is disruptive and causes the children unnecessary stress. A late fee charge of £10 will be applied if lateness is consistent.



Admissions Policy

Our setting has made a pledge to work together with the local authority to make a shared ambition of everyone working to improve the lives of children and young people in Norfolk.

The Admission Policy is issued to all families as part of the registration process. The Admission and Charging Policies are issued to all families as part of the registration process. They are also available on the registration system. As part of the registration process, parents/carers will be required to provide documentation to evidence their child's date of birth. This is to confirm they have reached the eligible age for the funded entitlement. A copy will not be retained but may be requested again later by the Local Authority for audit or fraud investigation purposes.

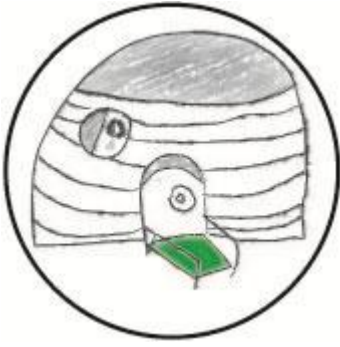
We will work in partnership with parents, carers, childcare providers, the local authority, and other organisations to improve provision and outcomes for children in their setting. Where required we will seek parent / carer consent to collect, share and use your information in accordance with the Data Protection Act and General Data Protection Regulations.

To ensure a smooth transition for the child, we will work closely with families to discuss and agree how a child's overall care will work in practice where an entitlement is split across different providers, and where possible when families transfer their funding claim to a new setting.

As part of our commitment we have arrangements in place to support children with special educational needs and/or disabilities (SEND). These arrangements provide a clear approach to identifying and responding to SEND.

This means we will -

- follow the requirements of the Early Years Foundation Stage Statutory Framework to provide an inclusive environment for all children and their families, together with the requirements to comply with the Equalities Act and the Special Educational Needs and Disability Code of Practice
- monitor and review children's progress and development in partnership with families. Where a child appears to be behind expected levels of development or where a child's progress gives cause for concern a graduated approach will be adopted with 4 stages of action: Assess, Plan, Do & Review



- provide information to families on how their child's development is being supported and in agreement, consent will be sought to apply for additional funding and request support from outside agencies where necessary
- utilise the SEN inclusion fund and Disability Access Fund to deliver effective support
- publish our contribution to the 'SEN Local Offer' in Norfolk. This is available on the Norfolk Community Directory to ensure information is available to parents so they can make choices about the right childcare provision for their child with SEN

We aim to identify all children that may attract any additional funding such as EYPP, DAF, SEND Inclusion Fund and any locally available funding streams with a view to submit a claim/application to support and improve their outcomes. This will be in partnership with families and consent will be sought prior to submitting a claim/application.

We will work with parents to ensure that as far as possible the hours/sessions that can be taken as funded provision are convenient for parents' working hours.

Families accepting a 2-year-old funded place will be able to claim the entitlement until their child(ren) is/are eligible for either the 3- and 4-year-old funding universal entitlement or working parent entitlement.

Early Education is offered within the national parameters -

- no session to be longer than 10 hours
- no minimum session length (subject to the requirements of registration on the Ofsted Early Years Register)
- not before 6.00am or after 8.00pm
- a maximum of two sites in a single day

We offer up to 18 places each session of 6 hours per day, between 9am and 3pm. Early Education is offered to families between 38 - 44 weeks of the year.

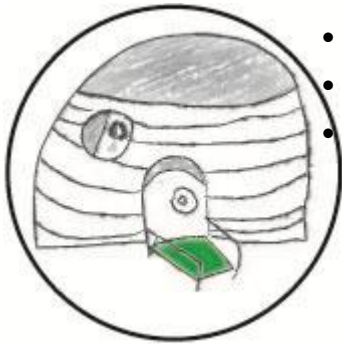
Funded hours can be claimed -

Mon - max hours = x 6 hours

Tues - max hours = x 6 hours

Thur - max hours = x 6 hours

There are 18 fully funded places for families, these sessions are available -



- Mon - max hours = x 6 hours
- Tues - max hours = x 6 hours
- Thur - max hours = x 6 hours

These places are limited and will be offered to families who are unable to pay the consumable charge and are - receiving some form of government help

•

Lunch time forms part of session and is not bookable as a separate session.

When sessions are oversubscribed preference will be given to children who have been on the waiting list the longest, unless where a child's specific requirements supersede this. We will always offer alternatives, if the ideal session is not available.

If you are unable to pay our charges, please speak with Mandy to discuss the alternative options available.

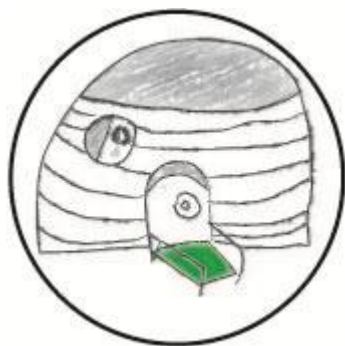
Prior to Starting

Prior to a child's starting date parents will complete an online admission form alongside an information booklet outlining the main nursery policies and procedure. Parents will be sent a copy of the following policies: Absent, Admissions, Charging, Complaints, Safeguarding, GDPR and a copy of a healthy lunch guide. along with a link to complete your child's admission form asking for child's details, and confirmation of the sessions booked for their child.

Parents must complete the online booking form as confirmation; this forms the contract between Forest School and parents; stating that parents have read and agree to our settings policies and agree to pay the first months prior to starting. Two Emergency contact information must be provided, **Parents must ensure they have an alternative provision in place for certain circumstances where childcare cannot be available: such as extreme weather warnings.**

The completed booking form also gives essential contact numbers, health record and family information, it is therefore essential that the details are updated regularly. It is the parents responsibility to ensure that any change of address or telephone number are shared with nursery.

Pre-admission visits will be organised for the child to attend sessions with their parent or carer. During this time your child's keyworker will be introduced and plans made for starting nursery. An all about me form will be completed with the parents to gather information that the parents feel will enable us to take the best care of their child. This could include likes and dislikes and further family information.



Allergies and Dietary Requirements

Information regarding your child's dietary needs should be clearly stated on their admission form and it is the parents or guardians responsibility to inform the nursery of any changes. Please ensure any changes are made in writing.

Children will have access to regular cooking and growing activities.

Ingredients will always be checked before giving food or drink to any child at Forest School. Taking into account the "Allergy & dietary list" which contains information on all attending children's allergies, food preferences, and cultural dietary needs. Any list will be displayed confidentially at Forest School at all times. If we were unsure of your child's dietary needs you would be contacted before food and drink other than water were offered.

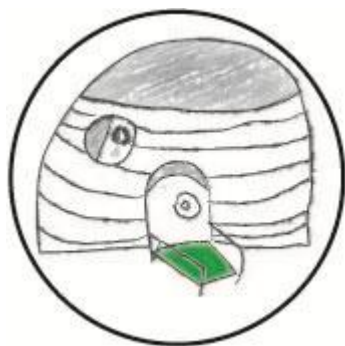
Parents are responsible for providing a healthy packed lunch and to check their child's lunch box to ensure the items do not contain any ingredients that their child cannot have. A healthy lunch box can include a range of fruit and veg, sandwich and drink of water and milk. Sweets are unacceptable; however a small treat may be included. Your child's lunch boxes and drinks flask must be named. Staff will name any unnamed lunch boxes and drinks flasks; this action is taken for the safety of children having allergies.

We provide a nut free policy - no whole nuts, including peanut butter sandwiches in lunch box. Nuts can cause the most severe reactions in children suffering from allergies we would remove any of the above from lunch boxes.

During snack and lunch time staff will ensure that children are supervised and supported to sit whilst eating. Children with known allergies or dietary needs are closely supervised and do not sit near a child having the food or drink which they are not allowed. Staff will actively discourage children from sharing food.

Treats such as Birthday Cake can be brought onto site to share, but only with a full list of ingredients, labelled with purchase packet sealed.

If your child has a severe allergy, their prescribed emergency medicine can be left at Forest School in case it were needed, you would need to arrange this with myself. (See the medicine policy)



Policy for Managing Children's Behaviour

At "Forest School" we believe that both children and adults flourish best in an ordered environment in which everyone knows what is expected of them, 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:

Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the group and explained to new adults, and to new children as is developmentally appropriate. Rules that are applied will be consistently applied, so that children have the security of knowing what to expect and can build up useful habits of behaviour. Adults we provide a positive model for the children with regard to friendliness, care and courtesy.

Staff will praise and endorse desirable behaviour such as kindness and willingness to share.

Staff will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

Bullying behaviour will not be tolerated. Adults will take appropriate steps to change the behaviour whilst supporting and ensuring the well-being of the victim(s).

Positive self esteem will be promoted for children and staff (see self esteem policy)

When children behave in unacceptable ways:

Physical punishment such as smacking or shaking will neither be used nor threatened.

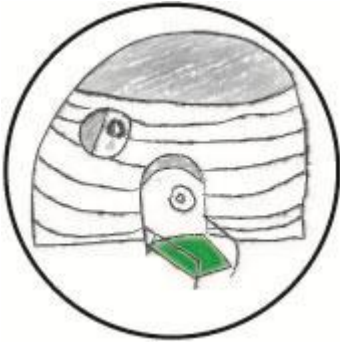
Children will never be sent by themselves. Techniques intended to single out and humiliate individual children such as "a naughty chair" will not be used.

Children whose behaviour is inappropriate will be given one to one adult support dealing with the behaviour and working towards a better pattern.

Where appropriate this might be achieved by a period of "time out" with an adult.

In cases of serious misbehaviour, the unacceptability of the behaviour and the attitudes will be made clear, immediately, but by means of explanation rather than personal blame.

In any case of inappropriate behaviour it will always be made clear that it is the behaviour and not the child that is unwelcome.



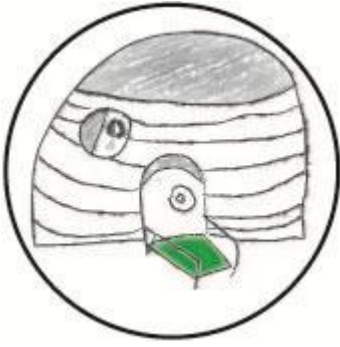
Staff will not shout, or raise their voices in a threatening way.

Staff in the Forest School will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.

Any behaviour problems will be handled in a developmentally appropriate fashion, respecting interactions between people.

Recurring problems will be tackled by the Forest school as a whole, in partnership with the child's parents, to ensure consistency using objective observation records to establish an understanding of the cause. An ICP or an individual behavior plan may then be used to develop acceptable behavior, this would be shared with the child's family.

Staff will be aware that some kinds of behaviour may arise from a child's special needs.



Booking Term Time & Holiday Club Sessions

Sessions booked at "Forest School" are valid until a four-week notice has been given and acknowledged. Notification of any price increase will be given with a term notice.

We do not stipulate a minimum or maximum number of sessions which must be taken up by each child and, within availability, we also allow you to choose where to place the sessions in the week. We advise a minimum of two sessions per week.

Sessions are booked for term time which is 38 weeks per year and each term follows the term arrangements for Norfolk County Council. Additional sessions can be booked through the holidays, where the Forest School is open.

Should you wish to cancel or reduce the number of sessions 4 weeks term time notice in writing is required. Sessions can be increased as soon as they become available and are charged from when they are increased only. Occasional extra sessions can be booked if available and are charged on the following months invoice.

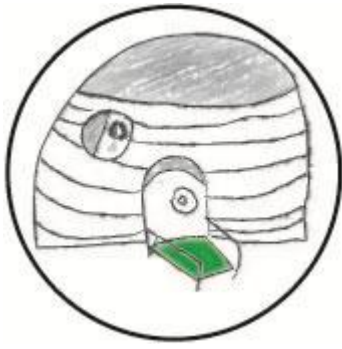
There is no refund for sessions missed e.g.: for holidays or because of sickness, however we do offer a 50% discount if a 4 week notice period is given for one annual holiday.

Holiday Club

"Forest School" is open for a limited times during the school holidays. Holiday Club bookings are independent from term time bookings. Parents can book as many or as few sessions as required with morning, lunch, afternoon and full day sessions available.

Forest School is always staffed using above the legal guidelines, four children above two years and is open to children aged two to (8 years) allowing older brothers and sisters to join us. Booking forms for holiday club go to all families in the half term before, and should be returned to the myself 4 weeks prior to the holiday.

Holiday Club will open with demand; these extra sessions can be booked during holiday club if they are available and are charged on the following next month's invoice. Sessions missed during Holiday Club are not refundable, make-up sessions may be available within the same holiday club at the managers discretion.



Policy and Procedures for Child Protection and Safeguarding

Named staff member: Mandy white

'Willow Woods Forest School' recognises the responsibility to have arrangements in place to safeguard and promote the welfare of all children.

Our policy applies to all staff, paid and unpaid, working in the setting, including volunteers, all of whom have a vital role in safeguarding children. Concerned parents may also contact the setting's Designated Persons for Child Protection.

This policy sets out how the setting complies with statutory responsibilities relating to safeguarding and promoting the welfare of children who attend the setting. The policy will be reviewed regularly, annually as a minimum.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. The setting will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are actively listened to.
- Ensure children know that there are adults in the setting whom they can approach if they feel worried or in difficulty.

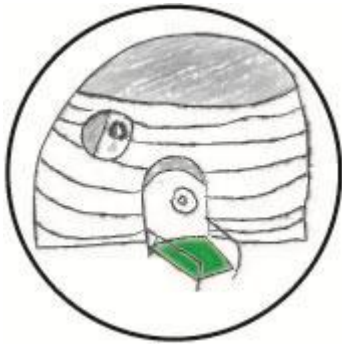
We will follow the Local Authority recommendations and have regard for Working Together to Safeguard Children 2018 and What to Do if You are Worried a Child is Being Abused 2015 (Department for Education). Taking into account the ['Online Safety Guidance for Practitioners'](#) guidance and the ['Prevent duty guidance for England and Wales' updated Sept 2023](#).

- Maintained nursery schools must have regards to ['Keeping Children Safe in Education' \(KCSIE\) 2018 statutory guidance](#); other childcare providers may also find it helpful to refer to this guidance.

In line with EYFS and regulation the following ratios will be maintained at all times.

Our setting will:

- Ensure a DP is available at all times when the setting is open, and where possible on site at all times (to be able to access relevant records and take the necessary action).
- Ensure there are contingency arrangements should the Designated Person not be available (another Designated Person will be on site).
- Ensure that all DPs in the setting refresh their training every two years. In addition to the formal training DPs knowledge and skills will be refreshed regularly and at least annually. This may be via the DP Knowledge Hub, Child Protection Information Networks and the EY Safeguarding Conference.



- Recognise the importance of the role of the Designated Person and ensure they have the time and training to undertake their duties.
- Ensure that the Designated Person what to do if you are worried about the safety or welfare of a child - calling Norfolk Safeguarding team on [0344 800 8020](tel:03448008020). In an emergency, always call the police on [999](tel:999).

The roles of staff and management

The setting will ensure every member of staff knows:

- The names of the Designated Persons and what their role includes.
- How to record and pass on concerns about a child.
- That they have an individual responsibility for referring child protection concerns to relevant agencies and within the timescales set out in CPSCB procedures if there is no DP present and/or they feel the child remains at risk of harm.

All staff and volunteers will receive a safeguarding briefing at induction. All staff and volunteers will receive regular updates on safeguarding (at least annually).

The setting will ensure that all staff attend basic child protection training every three years as a minimum and where possible within 6 weeks of starting work at the setting. Training will contain details of the local safeguarding procedures within Norfolk and enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond to these in a timely and appropriate way.

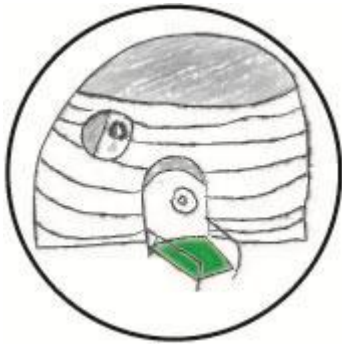
Signs and Indicators may include:

- Significant changes in children's behaviour.
- Deterioration in children's general well-being.
- Unexplained bruising, marks, injuries or other signs of abuse or neglect.
- Children's comments during their play or otherwise which give cause for concern.
- Pattern of absences or frequent absences.
- Any other reasons to suspect neglect or abuse outside the setting for example in the child's home.
- Inappropriate behaviour displayed by other members of staff or any other person working with the children.

Accident / Existing Injuries

Complete detailed logs of accidents which happened in the setting, and share these with parents at the end of each session. Unless the accident is a head injury or a significant injury, these will be shared immediately or as soon as appropriately possible.

Staff will also log all existing injuries; where an injury is notice at Forest School and the injury has not been shared. Parents will be rang as soon as appropriately possible. Parents explanation will always where appropriate be compared with the child's explanation.



Logs will be stored with the child's admission sheet, and monitored to track patterns or concerns. Ofsted would be notified of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification would be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring.

Liaison with other agencies

The setting will:

- Work to develop effective links with relevant services to promote the safety and welfare of all children.
- Co-operate as required, in line with Working Together to Safeguard Children 2018, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- Notify the relevant Social Care Unit immediately if there is an unexplained absence or there is any change in circumstances to a child who is subject to a Child Protection Plan.
- Respond to requests for information about children in the setting's care from the MASH or a Social Worker in an Assessment Team in a timely manner.

Record keeping

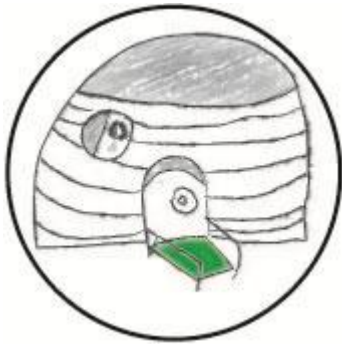
The setting will keep clear, detailed written records of concerns about children's welfare using the Log of Concern Form. Records will be kept in individual child welfare files. Records will be stored securely and confidentially.

Parents do not have an automatic right to access child welfare records and consideration will be given as to what the consequences of information sharing might be (in line with Information Sharing Guidance, 2018). Unless it would place the child at risk of significant harm, parents will be informed that a Log of Concern Form has been completed, where it will be stored and what will happen to it when the child leaves the setting.

When a child leaves or moves to another setting.

Their individual child welfare file will be transferred to the receiving school or setting using the following protocol:

- The file will be marked 'Confidential, Addressee Only' and sent to the Designated Person, if known, of the receiving setting/school. The file will be delivered by hand if possible; otherwise sent by delivery that can be tracked and signed for.
- The setting will contact the receiving setting/school by telephone to make them aware that there is a child welfare file and, once sent, ask them to confirm as soon as possible that they have received the file. The setting will keep a record that the file has been received in order to be able to identify its location.
- Parents will be made aware that child welfare records will be transferred, unless this would place the child at risk of acute harm.



- The setting will not keep a copy of transferred records, unless there are younger siblings for whom there are similar concerns about, but will keep a record of the current file location and date the file was transferred.
- If individual child welfare files cannot be transferred for any reason, the setting will archive them for 25 years from the child's date of birth.
- All actions and decisions will be led by what is considered to be in the best interests of the child.

Confidentiality and information sharing

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. The DP will read and follow the the Department for Education (DfE) Guidance 'Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers' - July 2018

Fears about sharing information will not be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. The General Data Protection Regulation (GDPR) and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe:

'information will be shared legally without consent, if the DP or a member of staff is unable to or cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.'

'relevant personal information will be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental, or emotional well-being.'

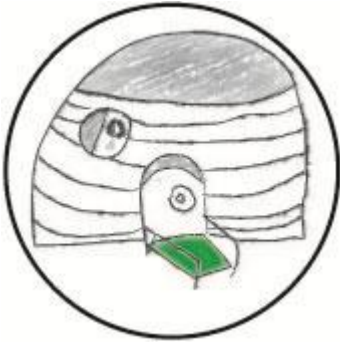
(Information Sharing, July 2018, Page 5)

What information will be shared?

When taking decisions about what information to share, the DP will consider how much information they need to release and the impact of disclosing information on the information subject and any third parties. Information should be proportionate to the need and level of risk.

Only information that is relevant to the purposes will be shared with those who need it. This allows others to do their job effectively and make informed decisions.

Information sharing decisions must be recorded, whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom. If the decision is not to share, the DP will record the reasons for this decision and discuss them with the person requesting the information.



If a child discloses information that may indicate that they are at risk of abuse or neglect, the staff member will be clear that they cannot promise to keep the information a secret. The staff member will be honest to the child and explain that it will be necessary to tell someone else in order to help them and to keep them safe.

Communication with Parents

The setting will:

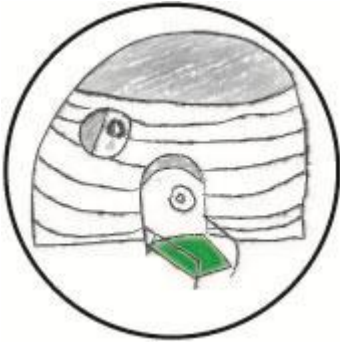
- Undertake appropriate discussion with parents prior to involvement of another agency, unless the circumstances may put the child at further risk of harm.
- Ensure that all parents/carers have an understanding of the responsibility placed on the setting and staff for safeguarding and child protection by ensuring that they receive a copy of this policy when registering their child at the setting.
- Record on the log of concern form what discussions have taken place with parents and if a decision was made not to discuss the matter with parents, the reason why not (circumstances may include if the DP is unable to or cannot be reasonably expected to gain consent from the individual, or if gaining consent could place a child at risk of harm such as potential physical or sexual abuse).

Supporting Children

We recognise that children who are abused or witness abuse may find it difficult to develop a sense of self-worth and trust those around them. Some children may adopt inappropriate or abusive behaviours and that these children may be referred on for appropriate support and intervention.

The setting will support children through:

- Activities to encourage self-esteem, self-motivation and resilience.
- An ethos that actively promotes a positive, supportive and secure environment that values people.
- A behaviour policy aimed at supporting all children. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the child's sense of self-worth. The setting will ensure that the child knows that some behaviour is unacceptable but she/he is valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies which support the child and family such as Children's Social Care and District Teams.
- A commitment to develop partnerships with parents.
- Recognition that children living in a home environment where there is domestic abuse/violence, mental ill-health or substance misuse may be vulnerable and in need of support and protection.
- Monitoring children's welfare, keeping records and seeking advice or making a referral to other agencies, e.g. Children's Social Care, when necessary.



Children of Parents/Carers Misusing Drugs and/or Alcohol

Misuse of drugs and/or alcohol is strongly associated with the risk of significant harm to children, particularly when combined with other features such as domestic violence.

If the setting has concerns about drug and/or alcohol abuse by a child's parents/carers they will follow appropriate procedures. This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of drugs and/or alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and/or alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceeding. The setting will consider such action in the following situations:

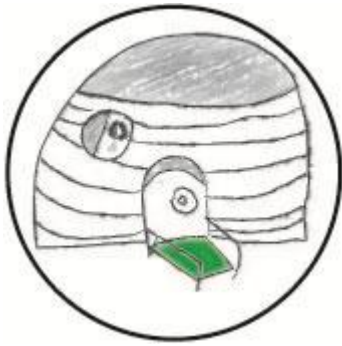
When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- To believe the young person's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- Where the misuse is suspected of being linked to parent/carer substance misuse
- Where the misuse indicates an urgent health or safeguarding concern
- Where the young person is perceived to be at risk of harm through any substance associated criminality

Domestic Abuse

Domestic Abuse is defined as: *"any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: Psychological, physical, sexual, financial and emotional".* (Home Office, 2013)

The setting recognises that where there is Domestic Abuse in a family, the children/young person will always be affected; the longer the violence continues, the greater the risk of



significant and enduring harm, which they may carry with them into their adult life and relationships. We would share police information of all domestic abuse incidents, where one of the children attending our setting was present, with one of our Designated Person's for Child Protection (DP). On receipt of any information, the DP will consider the appropriate support for the child.

Children with Special Educational Needs and/or Disabilities

(SEND)

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. Setting staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

Children with communication difficulties are also vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse. Staff will be trained to recognise these indicators.

Where necessary, the setting will seek advice from other professionals and specialist services and provide additional training to staff in the use of Makaton, PECS or other communication systems.

Peer on Peer Abuse and Sexual Violence/Harassment between Peers

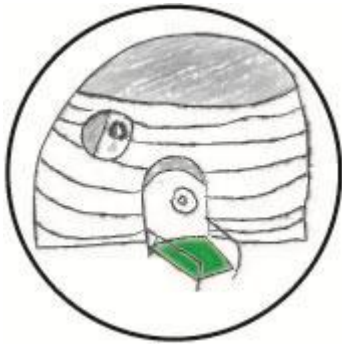
Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. Peer on peer abuse can include:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling
- Sexual bullying
- Being coerced to send sexual images (sexting)
- Sexual assault
- Teenage relationship abuse
- Upskirting

The setting recognise that sexual violence and sexual harassment can occur between two children of any age and sex. Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, sexual exploitation, coercion and threats.

The setting will:

- Be clear that peer on peer abuse, sexual violence and sexual harassment will not be tolerated.



- Provide training for staff on how to manage a report of peer on peer abuse, sexual violence or sexual harassment.
- Make decisions on a case-by-case basis.
- Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe.

Record any risk assessments and keep them under review.

- Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations
- Liaise closely with external agencies, including police and social care, when required.

Prevention of Radicalisation

- In 2010 the Government published the Prevent Strategy. This highlighted the need to safeguard children, young people and families from violent extremism and radicalisation.
- The setting recognises that children and young people are vulnerable to extremist ideology and radicalisation and that protecting children from this risk forms part of the setting's safeguarding procedures.
- Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. All staff have undertaken Prevent online training and ensure that this is refresh every year.

See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015 - Updated Sept 2023)

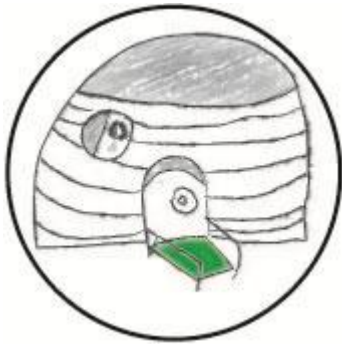
Children at Risk of Child Sexual Exploitation (CSE)

Child sexual exploitation is a major child protection concern for communities across the UK. Hidden from view and going unnoticed, vulnerable young girls and boys are groomed and then abused, leaving them traumatised and scarred for life. Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

(Child Sexual Exploitation, Definition and Guide: DfE, 2017)

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs



of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The sexual exploitation of children and young people (CSE) under the age of 18 is defined as: 'situations, contexts and relationships where young people (or a third person or people) receive 'something' (eg food, accommodation, drugs, alcohol, cigarettes, affection, gifts,

money) as a result of them performing, and/or another or others performing on them, sexual activities.'

Child sexual exploitation can take place through the use of technology without the child or young person realising they have been exploited; for example being persuaded to post sexual images on the internet without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common.

Children at Risk of Criminal Exploitation

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

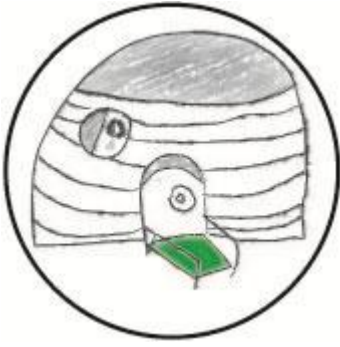
The setting staff will know the warning signs and address indicators of Child Criminal Exploitation through staff through training. Evidence shows that any child displaying several of the signs should be considered to be at high risk of child criminal exploitation. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise and will get in touch with a professional immediately to help determine the risk and provide preventive and protective action as required

Honour-based abuse

Honour-based abuse is defined as a crime or incident which has or may have been committed to protect or defend the honour of the family and or the community. It is a collection of practices used to control behaviour and includes Forced Marriage (FM) and Female Genital Mutilation (FGM).

Honour-based abuse can affect both men and women, and cuts across a number of cultures and communities. It is closely associated with domestic abuse and child protection matters. Issues such as dress, choice of friends, relationships with members of the opposite sex and career choice among others could all impact on a family's honour. Violence and abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code - this is honour-based abuse.

There are many examples of how honour-based abuse can affect someone's life including being isolated from local communities, not being allowed independence, forced into marriage or under duress from their family.



Honour-based abuse can result in the following:

- Common assault
 - Domestic abuse
 - Forced marriage
 - Cruelty to persons under 16 (including neglect and abandonment)
 - Theft (eg passport)
 - Child abduction
- Abduction of an unmarried girl under the age of 16 from parent or guardian
 - Abduction of a woman by force or for the sake of her property
 - Rape
 - Aiding and abetting a criminal offence
 - Kidnapping
 - False imprisonment
 - Female Genital Mutilation (read more below)
 - Murder

For advice and assistance, contact the Norfolk CADS on 0344 800 8020 or phone 999 in emergencies.

Female genital mutilation (FGM)

FGM is any procedure that's designed to alter or injure a girl's (or woman's) genital organs for non-medical reasons. It's sometimes known as 'female circumcision' or 'female genital cutting'. It is mostly carried out on young girls.

FGM procedures can cause:

- Severe bleeding
- Infections
- Problems with giving birth later in life - including the death of the baby

FGM is illegal in the UK - it's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

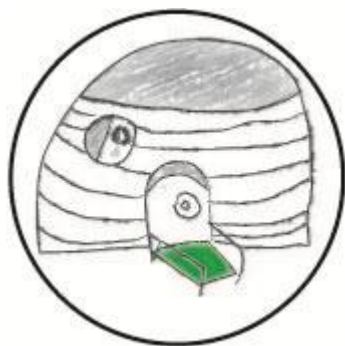
The maximum sentence for carrying out FGM or helping it to take place is 14 years in prison.

If you have concerns that a girl or young woman may be taken overseas for FGM then you should call the Norfolk CADS immediately on 0344 800 8020.

Forced marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is illegal in Great Britain. It is recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. A marriage must be entered into with the free and full consent of both parties; you should feel you have a choice.

An arranged marriage is not the same as a forced marriage. In an arranged marriage, the families take a leading role in choosing the partner, but both parties are free to choose whether to enter into the marriage or not. The pressure put on people to marry against their



will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor. In some cases people may be taken abroad without knowing that they are to be married. When they arrive in that country, their passport(s)/travel documents may be taken to try to stop them from returning to the UK.

If you or someone you know is being forced into a marriage, help and advice is available. Call 999 if it is an emergency.

Organisations that can help

Forced Marriage Unit

You can call:

(+44) (0) 207 008 0151 Monday - Friday 9-5pm

(+44) (0) 207 008 1500 Global Response Centre (out of hours)

You can email: fmfu@fco.gov.uk

www.gov.uk/stop-forced-marriage

With Family Members in Prison

The setting is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The setting recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The setting will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The setting will work with the family and the child to minimise the risk of the child not achieving their full potential.

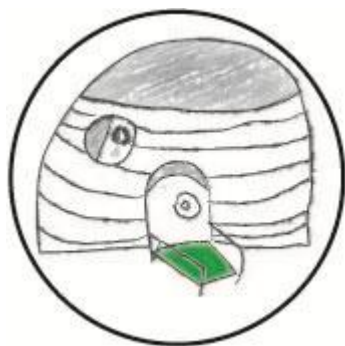
Privately Fostered Children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The setting will follow the mandatory duty to inform the Local Authority of any 'Private Fostering' arrangements and refer to the Specialist Fostering Team.

Young Carers

The setting recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or



alcohol can increase their vulnerability and that they may need additional support and protection.

The setting will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

Online Safety taking into account-the ['Online Safety Guidance for Practitioners'](#) guidance

It is important that children and young people receive consistent messages about the safe use of technology and are able to recognise and manage the risks posed in both the real and the virtual world. Terms such as 'e-safety', 'online', 'communication technologies' and 'digital technologies' refer to all fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks to their well-being.

The issues can be categorised into three areas of risk:

- **Content** - being exposed to illegal, inappropriate or harmful material
- **Contact** - being subjected to harmful online interaction with other users
- **Conduct** - personal online behaviour that increases the likelihood of, or causes, harm

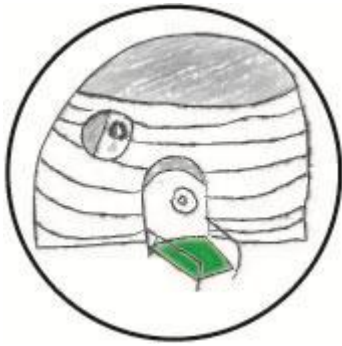
Best practice:

- **Whole setting approach** - staff recognise and are aware of e-safety issues and the management team make online safety a priority.
- **Policies** - online safety policies and procedures are in place and implemented.
- **Monitoring and evaluation** - risk assessment is taken seriously and used to promote online safety. There are appropriate filters and monitoring systems in place to protect children from harmful online material.
- **Management of Personal Data** - data is managed securely and in accordance with the requirements of the Data Protection Act.

Promoting a protective ethos

The setting will create an ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to. This will be achieved in the following ways:

- All staff, including the Designated Persons, are trained regularly to ensure skills and knowledge are up-to-date.
- Staff know how to respond to child protection concerns.
- Contribution to an inter-agency approach to child protection by working effectively and supportively with other agencies.
- Raising children's awareness and actively promoting self-esteem building, so that children have a range of strategies and contacts to ensure their safety.
- Using personal safety programmes, such as Protective Behaviours and the NSPCC PANTS campaign.



- Working with parents to build an understanding of the setting's responsibility to the welfare of the children.
- Ensuring the relevant policies are in place, i.e. the use of mobile phones and cameras, behaviour management, intimate care, whistle-blowing, social networking.
- Being vigilant to the inappropriate behaviour of staff or adults working with children and ensuring that all staff and volunteers know the allegations procedure.
- Staff acting as positive role models to children and young people.
- Ensuring staff are aware of the need to maintain appropriate and professional boundaries in their relationships with children and parents/carers in line with our setting's staff code of conduct/behaviour policy.

Preventing unsuitable people from working with children and young people

The setting has a duty to ensure that people looking after children are suitable to fulfil the requirements for their role. The setting will follow safer recruitment practices including verifying qualifications and ensuring appropriate DBS and reference checks are undertaken. The setting will not allow people, whose suitability has not been checked, to have unsupervised contact with children.

Whistleblowing

The setting has a separate whistle-blowing policy which aims to help and protect both staff and children by:

- Preventing a problem getting worse;
- Safeguarding children and young people;
- Reducing the potential risks to others.

The earlier a concern is raised, the easier and sooner the setting can take action.

The responsibility for expressing concerns about unacceptable practice or behaviour rests with all staff, students and volunteers.

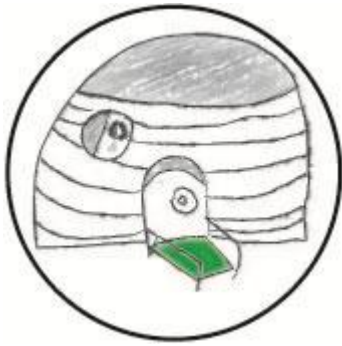
Allegation against a person who works or volunteers with children:

An allegation may relate to a person who works or volunteers with children who has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

If an allegation is made against a person who works or volunteers with children, action will be taken following the Norfolk Safeguarding children partnership website - How to raise a concern. Staff will follow the Managing allegations and concerns about adults who work with children in an early years or childcare group setting' flowchart and guidance:

The setting will ensure the immediate safety of the children.



- The setting will **not** start to investigate but will immediately refer to Children's Services Children's Advice and Duty Service (CADS) (0344 800 8020) or the police (999) if immediate action is needed.
- If the LADO decides the matter is a child protection case, external/internal agencies (e.g. police) will be informed by the LADO and the setting will act upon the advice given to ensure that any investigation is not jeopardised.
- The setting will notify Ofsted of a significant event
- It may be necessary for the employer to suspend the alleged perpetrator. Suspension is a neutral act to allow a thorough and fair investigation.

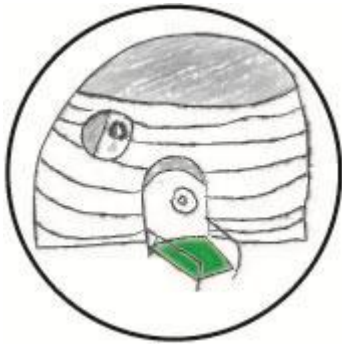
If it is agreed that the matter is not a child protection case, the setting will investigate the matter themselves. The setting will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the setting and that notification of any concerns is made to the relevant agencies, the Disclosure and Barring Service (DBS) and included in references where applicable. For further information, refer to the setting's safer recruitment policy.

Management safeguarding responsibilities

The Management Team fully recognises their responsibilities with regard to safeguarding and promoting the welfare of children. They will:

- Designate a member of staff (where applicable) for safeguarding (a 'Safeguarding Officer') who will monitor the setting's child protection policy and practice and champion good practice in relation to child protection and safeguarding.
- Ensure that this policy is annually reviewed in conjunction with the setting's Designated Person/s.

Useful Numbers: If you are worried about the safety or welfare of a child please call us on [0344 800 8020](tel:03448008020). In an emergency, always call the police on [999](tel:999).



Children who are Unwell

It is very difficult for a young child to attend a session when they are feeling unwell. Children can become poorly quickly and may leave home feeling fine only for us to contact you an hour later to ask you to collect. Children cannot always express in words that they are not feeling well, or may appear fine at home after being poorly for a few days but not be well enough yet to cope with nursery.

Parents are advised not to send their child to nursery if they are unwell or could be infectious. If your child becomes unwell at Forest School we would contact you immediately to collect them. It is therefore very important that your contact numbers are kept up to date.

If a member of staff suspects your child has an infectious disease (including head lice or thread worm) on arriving at nursery you would be advised on what action to take next.

If your child has sickness and/or diarrhoea they should not return to nursery for 48 hours following the last symptoms, but also you should ensure they are eating and drinking normally for 24 hours before they return. For further information regarding infectious diseases, and their incubation and exclusion periods at Forest School please seek advice. If adults have any doubts we will contact local health centre and give general advice. Notifiable diseases and clusters of food poisoning are reported to Ofsted.

Covid 19

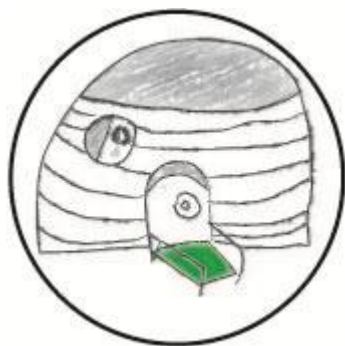
If a child is suspected of having any symptoms such as a high temperature, Continuous cough, or loss of smell and taste; parents will be contacted and we will request that the child remain at home until the temperature subsides and the child feels well enough to join nursery.

Cold & Flu

If your child has a cold or flu and is feeling unwell, it is our advice that they remain at home until they are feeling better or until the symptoms subside and your child is feeling better.

On returning to Forest School following an illness please discuss your child's current health with a member of staff.

Any **non prescribed medicines** including those for reducing temperature or alleviating "cold virus" symptoms will not be given at Forest School, if your child still requires this medication they are not yet fit enough to return to Forest School.



Child Collection

In normal circumstances children will leave the setting only with a parent or adult authorised on the child's admission form, who is known to the staff. **The key to safe and happy collection is to have as few "authorised collectors" as possible; a password system is in place on the case of an emergency. The password will not be share with anyone apart from the parents; parents will be called prior to releasing a child.** All staff are aware of the system in

operation for children's arrival and departures. A member of staff will be at the door during departures. If the collecting adult is not already known to the staff they must bring a form of photo identification with them when collecting the child.

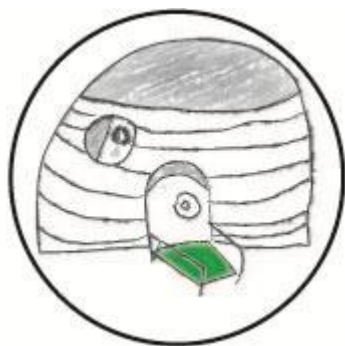
Responsibility for collection of each child lies with the parents who should authorise the setting of any changes of collection or contact numbers, to the setting in writing as soon as possible. At least two alternative contact numbers should be given on each child's admission form and all "authorised collectors" must be ideally over 18 years. The alternative contact person should visit setting with the parents and be introduced to the staff on or around the child's start day.

For families where the child's parents are separated, we cannot refuse collection to the parent who is not living with the child without either a court order or proof that the parent does not have parental responsibility. In all cases proof of relevant documentation would be required.

Once a parent or carer takes a child off the site they are the sole responsibility of that adult and the setting can accept no responsibility for incidents occurring in the car park or beyond.

Should a child not be collected they will remain at Forest School site whilst staff attempt to contact all authorised collectors named on the child's admission form starting with the parents. Should we be unable to contact any of the people named one hour after the close of session then it would be assumed that a major problem had arisen and the police would be contacted to find the whereabouts of the main authorised collectors.

Repeated late collection of children can be distressing for the child and make organisation of staffing difficult. If a child is repeatedly collected late a fee of £10 per 15 minutes will be charged. Parents would be advised in advance if this penalty was to be introduced.



Complaints Procedure

"Willow Woods, Forest School" aims to provide quality care and education for all our children, and a welcoming and informative environment for their families. We believe that children thrive in an environment where children and adults are respected equally and that they feel comfortable in approaching us to discuss any concerns, where we will always endeavor to do our best to reach an amicable outcome. We welcome regular feedback and support a collaborative

working relationship with our parents to ensure we achieve the best possible learning opportunities for all our families.

Our open-door policy allows concerns to be dealt with easily, however should you ever have any concerns about the setting that you find difficult to address the following procedure is in place to help guide you to a successful outcome. Our Complaints Policy is issued to all families as part of the registration process. It is also available upon request.

If parents/carers have a concern about what they have heard or seen in our setting, then this should be raised with our setting in the first instance. If you cannot resolve the matter in this way, or there are **safeguarding concerns**, then **Ofsted must be contacted on 0300 123 4666**

The Local Authority **will** intervene where the complaint refers to Early Education and the funding entitlement offer is not compliant with legislation, other published statutory guidance and government advice.

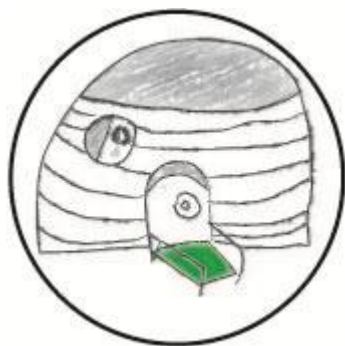
Where parents/carers are not satisfied that their child is receiving the free entitlement in the correct way (as set out in this funding agreement and in Early Education and Childcare Statutory guidance for local authorities), a complaint can be submitted directly to Mandy.

The Local Authority will **not** intervene where parents choose to purchase additional hours of provision or additional services providing that this does not affect the parent's ability to take up their child's free place.

Should you have any concerns:

Informal : Firstly, talk through your concerns with your child's key worker or with Mandy either at setting or by telephone.

It would be very unusual for the setting staff to be unable to resolve your concerns at this initial stage, however if there is not a satisfactory outcome within two weeks, or the problem recurs, you should put your concerns in writing and request a meeting with Mandy for further discussion. At this point you may wish to have another adult with you and the setting will make a written copy of the meeting. Mandy will investigate all written complaints and will report back to you within 20 days, giving the results of the investigation and the action to be taken.



Formal: If you still feel your concern is unresolved and that a satisfactory agreement cannot be reached between yourselves and the setting, an external mediator such as the Norfolk Early Years Team will be used. The mediator will help define the problem, review the action so far, and suggest further ways it might be resolved. The mediator would keep all discussions confidential, meet with both parties either at the Forest School or a neutral venue, and would keep a written record of any meetings held.

For a serious complaint you may also involve OFSTED, the nursery's registering body, at the address below and they would also investigate the complaint.

Applications, Regulatory and Contact (ARC) Team

Ofsted

Piccadilly Gate

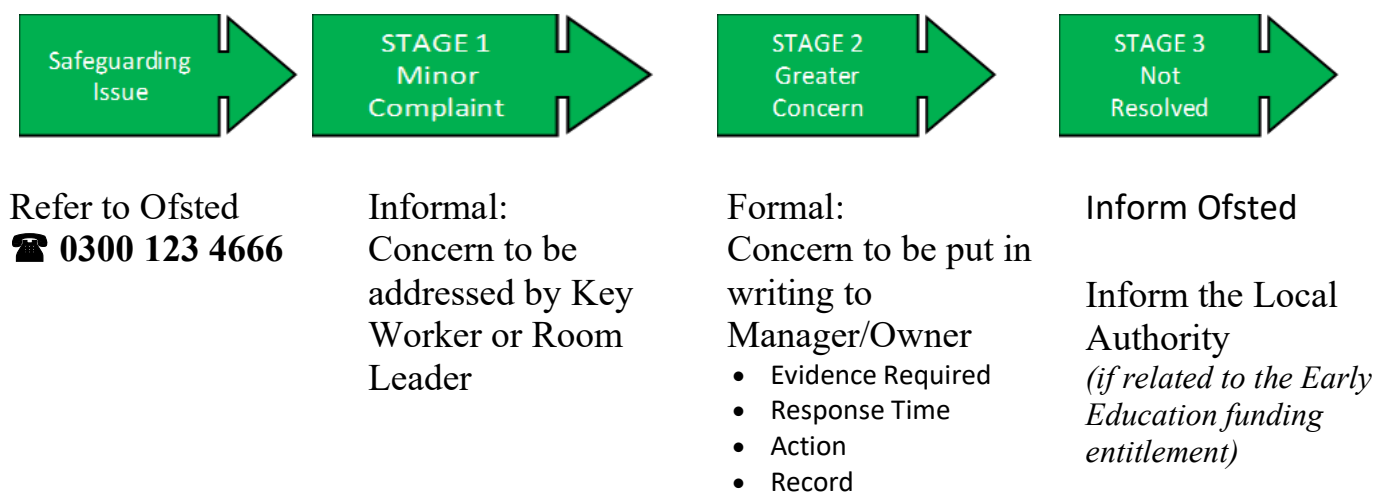
Store Street

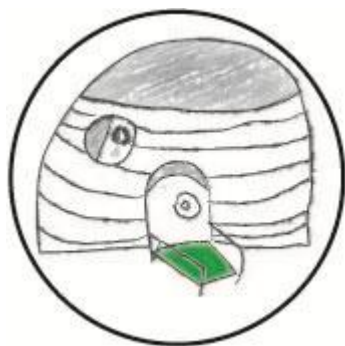
Manchester

M1 2WD

Telephone: 0300 123 1231 / 0300 123 4666 (is this the childminder number)??

Email: enquires@ofsted.gov.uk





Policy on Confidentiality

'Willow Woods Forest School' holds information about all children and families that currently attend nursery and where necessary information about those who have previously attended nursery. The information we store fully complies with the General Data Protection regulations (GDPR). We do not share information about children and families with any third party without consent unless the law and our policies allow us to do so. Where it is legally required, or necessary

complying with GDPR legislation.

What information the nursery holds:

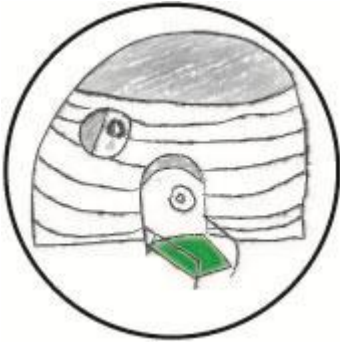
Personal data that we usually collect, use, store and share (when appropriate) about parents/carers and children includes, but is not restricted to: Children and Guardians' contact details, date of birth, identification documents: Children's admission packs which include:

- Personal details
- Emergency contacts
- Medical details
- Dietary and medical details and other special needs or requirements
- 'All about me forms', including likes/dislikes and feeding and sleeping patterns.
- Permission forms such as, permission to administer medicine, photographs.

Data retention information is given at time of registration and when a child's leaves our setting.

Children's curricular records (learning & development records and assessments that assist with tracking progress and which are shared with people who are involved in a child's education)

- Characteristics, eligibility for free school meals, or special educational needs
- Behaviour plans which record triggers and details surrounding unwanted behaviour
- Accident/injury reports: A written account of accidents or injuries and first aid treatment, will be provided to inform parents and/or carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.
- Existing injuries will also be logged as part of our safeguarding procedures.
- Financial history of each individual family, including funding eligibility
- Special needs documentation including EHC and ICP's.
- Key worker folders which include, photographs and observations of each individual child's development with regard to the five "Every Child Matters" outcomes and Early Years and Foundation Stage framework.
- Details of Dietary and medical conditions, including physical and mental health.
- Attendance information
- Safeguarding information
- Details of any support received, including care packages, support plans and support providers



- Photographs

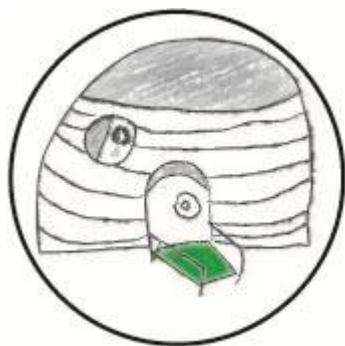
We may also hold data about children that we have received from other organisations, including other settings or schools, local authorities and the Department for Education.

It may also be necessary in some circumstances for the nursery to seek the help and advice from outside professionals. In safeguarding all the children who attend the nursery we have a statutory duty care

and legal requirement to implement a safeguarding policy. This means that we may share information, with outside professional such as Social Care/Mash Team or the Police. This will always be with prior consent unless a child is at risk of harm or to prevent the detection of a crime.

In most cases if this action is taken the parent's permission will first be sought. In cases of grave concern for the child's safety social services would be consulted without parents consent. (see also Child Protection and General Data Protection Regulation (GDPR) Policy & Information Security policies)

Staff will not give address and phone information regarding your child to other parents.



General Data Protection Regulation (GDPR) policy

GDPR is aim is to protect people's privacy by controlling the use of personal information held about people. Personal data is classed as any data which can be linked to a single person and can identify them.

This policy explains how we aim to keep information secure, the sharing of data and what happens in the event of a data breach.

Following all aspects of this policy will protect the Chapel Farm

Forest School and its employees from any liabilities.

The Setting will only process data if certain conditions are met.

- the data must have been obtained lawfully, fairly, and in a transparent manner
- the data is collected only for specified purposes
- the data must be adequate, relevant and limited to what is necessary for the purposes of the processing
- the data must be accurate and, where necessary, kept up to date
- the data must not be kept for longer than is necessary for the processing
- the data must be protected (by appropriate measures) against unauthorised or unlawful processing, disclosure, accidental loss, damage or destruction and must be treated as confidential

It is an expectation that all employees comply with the GDPR policy when collecting, processing and storing any data relating to Setting. New staff members will be given appropriate training on GDPR, and be required to read relevant policies and procedures.

The data is obtained lawfully, fairly, and in a transparent manner, is adequate, relevant and limited to what is necessary.

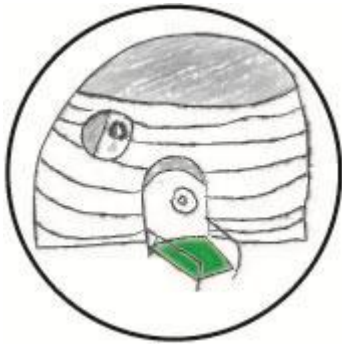
- Families and staff member will receive notice detailing what will happen to their information that is collected, the legal basis for collecting it, how long we intend keeping it for and their right to complain to the ICO if they think there is a problem with the way we are handling their data. (See **Appendix B: Record Retention Periods**)
- This information is provided in clear, concise and easy to understand language
- A child application pack where all parents will be required to provide the same basic personal details and information necessary to provide children with care and education.
- The admission form will be reviewed on completion by the setting manager, and shared with your child's key person.

The data is collected only for specified purposes

- Information requested will be used to provide care and education for the children.
- Information is used within safeguarding to record concern, monitor incidents or share reports with relevant personnel/ agencies.
- Information is used to monitor, evaluate and transition educational progress to relevant personnel.

The data must be accurate and, where necessary, kept up to date

- The setting manager will ensure that child detail records are up to date and accurate.



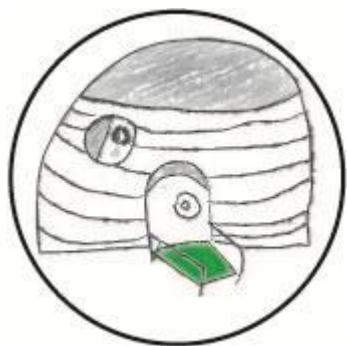
- Parents will be responsible for ensuring that information pertinent to their child's details are provided in a timely manner and that all the information is kept up to at all times.
- Key workers will be responsible for keeping children's logs up to date with accurate information.

The data must not be kept for longer than is necessary for the processing

The setting will not hold any file longer than necessary. The 'Right to be Forgotten' applies to all data held. Any archived paperwork is kept locked in a filing cabinet in the main Farm House. (See Record Retention Policy) (Appendix B)

The data must be protected (by appropriate measures) against unauthorised or unlawful processing, disclosure, accidental loss, damage or destruction and must be treated as confidential

- Sensitive Personal Data is kept securely on secure system, password protected. .
- All computers have anti-virus programs installed and is updated accordingly, No personal data and photos are stored/shared in an iCloud storage.
- Where possible all children data will be kept An Encryption software is used to protect all portable devices and removable media, such as iPads. Where child records are taken off site, for example to transfer details to a transitioning setting. These will be hand delivered by a named person. All documents will remain with the person at all times and transported securely in an unmarked folder. Personal details will not be left in cars or in public places.
- Access to the sensitive data is protected and is limited to 2 staff members. If is necessary to extract any such data for use by another staff member, the person overseeing Data Protection will ensure that the data has been deleted after use.
- Paper-based records and portable electronic devices, such as laptops and hard drives that contain personal data are kept secure in locked cabinets when not in use
- Papers containing confidential personal data will not be left on office or in the main site. Sensitive information will not be pinned to notice/display boards, or left anywhere else where there is general access.
- Personal information will be reviewed by the manager and key worker. Where it is deemed to be in the child's best interest (ie related to a specific need or a child protection issue), wider room staff will be informed.
- Staff will be aware of and use the confidentiality policy
- When sharing personal data with a third party, we carry out due diligence and take reasonable steps to ensure that the information is passed over securely and that is adequately protected.
- Where possible the sharing and transporting of confidential data, will be hand delivered, email using a secure email or recorded delivery using a signed for process.
- If Staff are transporting data, outside of the setting, it will remain with the person at all times and transported securely in an unmarked folder. Personal details will not be left in cars or in public places.



- Personal data that is no longer needed will be disposed of securely. Personal data that has become inaccurate or out of date will also be disposed of securely, where we cannot or do not need to rectify or update it. For example, we will file all such details in our confidential waste, and overwrite or delete electronic files.

When necessary the setting may if relevant share personal data with law enforcement and government bodies where we are legally required to do so, including for:

- Where there is duty of care to share relevant information, such as CP, CIN or TAF details etc.....
- emergency services and local authorities to help them to respond to an emergency situation that affects any of our children or staff.
- The prevention or detection of crime and/or fraud
- The apprehension or prosecution of offenders
- The assessment or collection of tax owed to HMRC
- In connection with legal proceedings
- Research and statistical purposes, as long as personal data is sufficiently anonymised or consent has been provided

Notification of a breach

Data controllers are under an obligation to maintain a breach register where all breaches, no matter how trivial, are recorded and monitored. Our setting will make all reasonable endeavours to ensure that there are no personal data breaches. In the unlikely event of a suspected data breach, we will follow the procedure set out in Appendix C

For serious data breaches, where the breach is likely to result in a 'risk to the rights and freedoms of individuals', the breach must be reported to the ICO within 72 hours of becoming aware of the breach.

Such breaches in a setting context may include, but are not limited to:

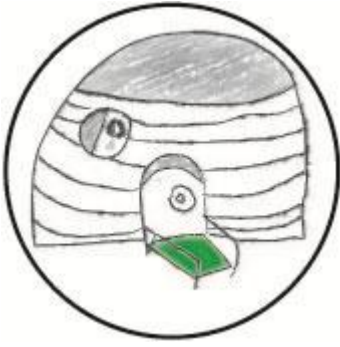
- Safeguarding information being made available to an unauthorised person
- The theft or loss of the setting laptop/ipads containing non-encrypted personal data about children.

Any unauthorised disclosure of Personal Data to a third party by an employee may result in

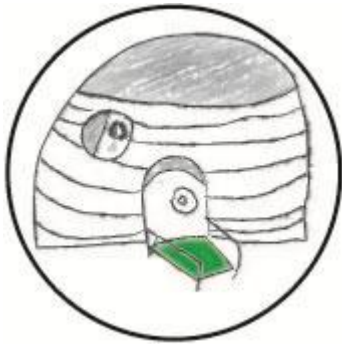
- disciplinary action (See Disciplinary policy)
- dismissal

Information Security

This policy details how Chapel Farm Forest School protects information on its attendees from misuse whether internal or external, deliberate or accidental. It is the responsibility of the setting Manager to compile, record and store the necessary information on pupils as detailed in the Policy for Data Protection. It is the responsibility of Mandy White, to ensure this data



is kept safe. Archives are kept following Legal guidelines. It is the responsibility of Mandy White to dispose of confidential information when children leave the setting following the data retention guidelines.



Policy for Equalities and Inclusion

Named staff member Mandy White

"Willow Woods' Forest School" is committed to providing equality of opportunities for all children and families and we therefore work in accordance with all the relevant children's legislation including:

Statutory references

- The Equality Act 2010
- The Early Year's Foundation Stage, April 2017
- Children Act 1989
- Disability Discrimination Act 2002
- Human Rights Act 1998
- Race Relations Act 2000
- Race Equality 2000
- Sex Discrimination Act 1976
- Special Educational Needs and Disability Act 2001
- The UN Convention on the Rights of the Child 1989
- Employment Equality Regulations (Age) 2006

Equal opportunities practices within the nursery will be reviewed at staff meetings and changes made within the operational plan as necessary **Discriminatory behaviour**

The setting is opposed to all forms of prejudice and will take action against discriminatory behaviour (including that of staff, parents/carers, children and any visitors to our setting).

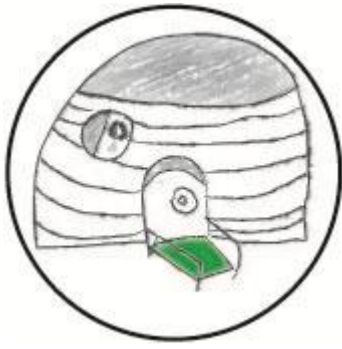
Our setting aims to foster a culture where prejudice related incidents are proactively dealt with and reported. We will follow the guidance in the ENCo handbook regarding prejudice-related incidents. We keep a record of prejudice-related incidents and feedback anonymous data to the local authority.

We believe that the Forest School activities should be open to all children and families, and to all children committed to their welfare. We aim to ensure that all those who wish to work at "Chapel Farm Forest school " have an equal chance to do so.

Children and their families

We aim to ensure that our sessions are open to any family who express a desire for their child to join. Special arrangements can be made for families who wish their child to join, but who find the fees prohibitive: we can offer a flexible payment system for families with differing means.

The waiting list is not always operated on a "first come, first served basis" instead consideration is given to any special factors, at the managers discretion.



Our aim is to show respectful awareness of all the major events in the lives of children and families in the nursery, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

Without indoctrination in any specific faith, our setting will celebrate festivals specific to families attending. If a festival known to a family is not known to us, the family will be consulted, and will be invited to share their festival with the rest of the group, if they themselves wish to do so. Our setting will include in its curriculum a range of different festivals, together with the stories, celebrations, special food and clothing they involve as part of the diversity of life, and staff will seek advice on their detail from appropriate agencies when necessary.

The Curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination, following the EYFS. Appropriate opportunities will be given for children to explore, acknowledge and value similarities and differences between themselves and others.

Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multiracial society. Materials will be selected to help children develop their self respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Special Needs

We recognise the wide range of special needs of children and families in the community, and will consider what part it can play in meeting these needs, (for further detail see SEN policy) Planning for any meetings involving staff or parents will take into account the needs of people with disabilities.

Discriminatory behaviour and remarks

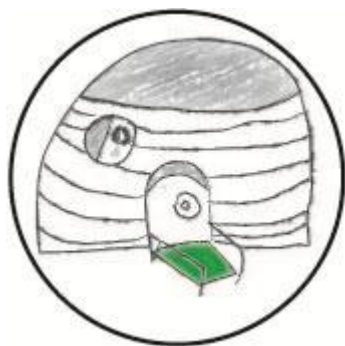
These are unacceptable at our setting. The response will aim to be sensitive to the feelings of the victim and to help those responsible to understand and overcome their prejudices.

Language

Information, written and spoken, will be clearly communicated in as many languages as necessary. Multilingual children are an asset, and will be valued with their languages recognised and respected in the nursery.

Food

Medical, cultural and dietary needs will be met.



Staff Employment

Willow Woods Forest School will appoint the best person for each job and will treat fairly all applicants for jobs, and all those appointed. Commitment to implementing the settings Equal Opportunities policy will form part of the job description for all workers. No applicant will be rejected on the grounds of age gender, sexuality, class, means, family status, disability, colour, ethnic origin, culture religion or

belief.

Training in all areas of the EYFS and safeguarding alongside equal opportunities will be given for all staff and an introduction will be given during the induction phase.

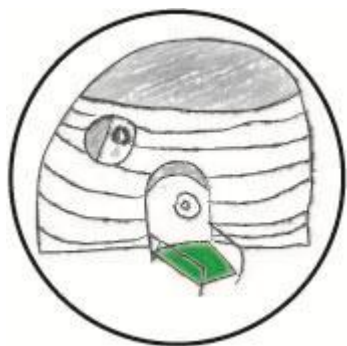
Vulnerable and underachieving groups

We aim to identify the vulnerable and underachieving groups within our setting and include strategies to close the gap in achievement between underachieving groups of children and others.

- SEND is a recognised vulnerable group - in our setting we understand the need for early identification and assessment, we work closely with parents, and offer a differentiated curriculum, targeted learning and development to improve outcomes for children with SEND.
- We adhere to the Code of Practice for SEN 2001 (graduated Response to SEN-Early Years Action, Action Plus or Statement of Special Educational Needs); we seek further support via an EHA for Early Support Services and/or Special Educational Needs and Inclusion Funding.

Maintaining high quality practice

- We acknowledge our commitment to the specific duties under the Equality Act 2010. We publish equalities information about our setting on our website and in our welcome pack for parents/carers. We set 3 equalities objectives every year.
- We continually review our practices to ensure that we are fully implementing our policy.
- We review our equalities policy regularly, at least on an annual basis, in consultation with staff and parents/carers.
- We monitor and ensure our provision is inclusive:
 - at regular staff meetings
 - at the recruitment and selection stage of employment of staff and volunteers
 - through 1:1 staff supervision and appraisals
 - through staff training and professional development
 - Using Cambridgeshire County Council's Quality Framework Monitoring Tool



Policy for Payment of Fees Sept 2025

Willow Woods Forest School operates with a high staffing ratio, we rely on fees being paid on time. This high level of staff works well and is to the benefit of the children attending but is reliant on fees being paid according to the policy below.

Fees must be paid prior to each month commencing, invoices will be sent two weeks in advance and must be paid within one working week. Should any problem arise with payment of the fees parents please discuss this with Mandy who in most instances can help as a setting we always try to be flexible to family's needs. When fees are reviewed, Parents will be given one month's notice period prior to an increase.

If sessions are to be reduced or cancelled four weeks' term time notice must be given or the following month sessions will be charged.

Any extra sessions taken in the month will be charged on the following months invoice.

Persistent late collection is stressful for children and causes staffing difficulties. Persistent late collection will be charge at £10 per 15 minutes, parents would be advised by the manager before this penalty begins.

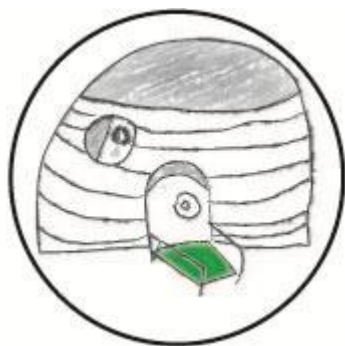
Government Funding - Early Years Universal Funding (EYF) 570 hours.

Government funding is available for all children the term after their third birthday. Please note that for the purpose of eligibility, the Education Department state that terms are from 1st January, 1st April and 1st September irrespective of the actual date the term starts. (This age criteria also applies to booking sessions). Parents are expected to complete the LA agreement to receive funding. The funding is intended to cover the cost to deliver 15 or 30 hours a week of free, high quality, flexible childcare only. It is not intended to cover the cost of meals, consumables, additional hours, or additional services.

Each child is allocated 570 hours of funding, 15 hours per week for 38 term weeks per year or extended to include holidays, for example 13 hours over 44 weeks.

The funding can form part of half of a full day session. Funding can be split proportionally between more than one setting adding up to 570 hours. E.g.: 5 hours at "Forest School" (10 hours with an additional provider). Additional session over the 15/30 hours of funding can be booked, these will be charged at standard rate £6.75 per hour.

Additional funding can also be used, such as 2 year funding, to check eligibility go to Childcare Choices Website.



Parents will receive the necessary form to complete the term before your child is eligible for EYF and processes the application for you. Should you require further details of EYF there are leaflets available from Norfolk County Council or please contact Mandy.

Please follow link below for further information:

[Early years funding - Schools \(norfolk.gov.uk\)](http://norfolk.gov.uk)

Additional charge will be applied if additional hours are used beyond the 15/30h hours funded by the local authority, or when the child/family is not entitled to use the funding.

The current hourly rate is £6.75 Per hour

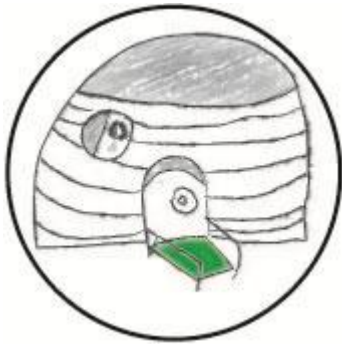
There are no separate charges for meals or snacks. Families must provide a packed snack/lunch for their child attending during lunch period.

Charges for additional services such as trips will be agreed in advance with families.

Other charges -

- A deposit will not be charged.
- Retainer Fee - a fee of £6.75 per hour will be applied to secure your child's place where an extended absence is and where the funding does not cover.
- Registration is voluntary for all families.
- Late Payments - a fee of £10.00 will be charged when invoices are not paid within the payment terms and an outstanding balance remains on the account. Add amount and details when fee will apply
- Late Collection - a fee of £10.00 per 15 minutes will be charged when children are not collected on time at the end of their session. Persistently collecting a child late is distressing for the child and involves extra staffing costs.

All fees will be charged unless specific arrangements have been agreed and whilst a childcare contract remains in place. Families wishing to terminate their childcare contract must provide 4 weeks' notice in writing to Mandy. Any funding entitlement claimed beyond the notice period is transferrable to your new childcare provider via the local authority where the funding criteria is met. Where a child leaves the setting before the end of the agreed notice period, we will seek authorisation from the local authority to claim any funding applicable to your entitlement up to the end of the notice period, together with any additional fees which formed part of your childcare arrangement (contract).



Our fees are reviewed annually in September. If Amendments are made additional to annual changes, families will be given at least 6 weeks' notice in writing to inform them of any change and given the opportunity to discuss their options with Mandy.

Where a time lapse has occurred between the point of enquiry and their child's start date, families should check that the information shared about funding and fees remains current so that any applicable charges can be checked / finalised before the childcare arrangement (contract) is formalised. There are no additional charges applied when taking a free entitlement place -

Parents paying by "Childcare Vouchers" must ensure all payments reach the setting bank within two weeks of the date of invoice. The voucher company should be instructed to notify the setting by e-mail when the payment is due so that individual payments can be correctly tracked. All payments must have the child's name as a reference number.

Extended Funding - Holiday Club

Holiday club sessions can be booked separately, an additional charges will occur if term time funding has been used. Holiday Club fees must be paid before the holiday club begins.

Extended hours can be used when using the holiday club sessions.

13 hours each week over 44 weeks.

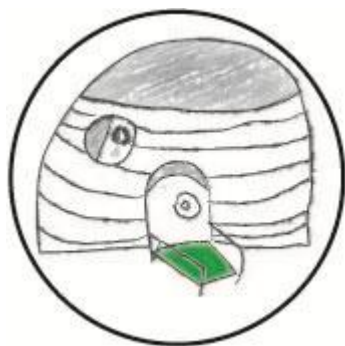
All payments must be made in advance.

Invoices

The invoice will be itemised to provide clear and transparent information regarding the charges as agreed in the childcare contract. It will allow parents/carers to see that the entitlement is received completely free of charge and understand additional fees that have been applied.

Unpaid Fees

If fees remain unpaid after a child has left nursery, then we would write to the parents to try to resolve the issue and make arrangements for the outstanding fees to be paid. If the fees remain unpaid after two letters, further action would be taken to reclaim outstanding fees.



Healthy Eating, food and drinks

We regard snack and meal times as an important part of the day both socially and educationally. Research shows that eating habits are developed during childhood and that if children are encouraged to enjoy healthier food and drink early on in life, it is more likely that these habits will remain throughout life.

We aim to provide all the children with a varied diet of nutritious and well balanced food to develop their health, growth and well-being, taking into account any dietary needs and requirements, including allergies and cultural preferences. **Fresh drinking water is always available.**

Parents and Carers as Partners

At the time of admission parents and carers are requested to provide details of any special dietary requirements, preferences, food allergies and medical conditions relating to their child's diet. Parents and carers must inform the setting in writing immediately of any change to the child's dietary requirements. Current information about individual children's dietary needs and known allergies are displayed confidentially in the setting to ensure staff are fully informed.

Packed Lunch

The setting recognises that the opportunities in providing a packed lunch, including dietary requirements, an intolerance and religious observance. We will ensure, food is not swapped or shared from packed lunches. Food swapped or shared may be confiscated. Food not eaten in a packed lunch will be taken home by the child to ensure that parents know what their child has or has not eaten.

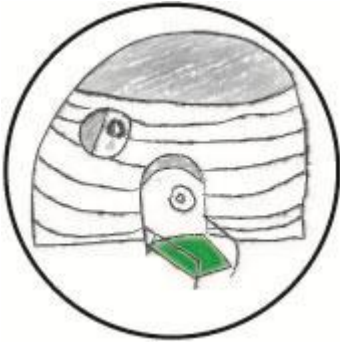
During snack and lunch time staff will ensure that children are supervised and supported to sit whilst eating. We aim to provide a family style eating environment; children are encouraged to talk to each other. We learn about each other's day, talk about different foods and develop healthy eating practices.

Within the setting children also learn to:

- Develop pouring and cutting skills
- Serve food
- Develop the confidence to explore new tastes
- Develop their social skills
- Increase their knowledge of healthy eating through taste, exploration, conversation and cooking

Guidelines for drinks

Fresh drinking water is freely available throughout the day and all children are supported to drink more when appropriate such as when the weather is warm. The intake of water by children will be monitored for abnormally high or low intake.

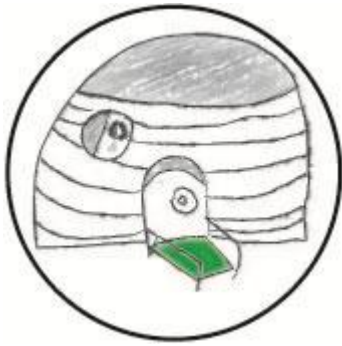


Water and milk are the only drinks that the setting provides; research has shown that drinking sugary drinks between meals damages teeth and increases the risk of dental decay. Research also shows that some children behave in an increasingly hyperactive manner after drinking small amount of orange juice, squash, fizzy drinks and flavoured water, which contain artificial additives designated by E-numbers. Even drinks labelled sugar-free, no-added-sugar or reduced sugar, contribute to tooth decay and provide little nutritional value. Energy drinks should not be given to children under sixteen, these are harmful and can be extremely dangerous.

Staff eat and drink with or alongside the children

When staff eat with the children this will also reflect healthy choices, as children learn by watching what adults do. Adults will promote drinking of water to keep hydrated.

The intake of water by children will be monitored for abnormally high or low intake.



Health and Safety Policy

The forest school health and safety policy for the forest school sessions to be run safely, the forest school leader/manager will establish and maintain a safe and healthy environment by:

- Establishing, maintaining and evaluating appropriate procedures, policies and risk benefit assessments.
- Ensure the provision of sufficient information and instruction for all adults so they can contribute to their own health and safety and that of the children they are working with.
- Establish and be familiar with, all emergency procedures including the reporting and recording of incidents.
- Ensure the leader and all other staff attending forest school sessions are first aid trained.
- Ensure Fire Drills are regularly completed.
- Ensure the Site remains a no-smoking zone.

Accidents should only be dealt with by the leader or a qualified first aider and recorded appropriately in line with Forest School procedures.

Accident / Existing Injuries

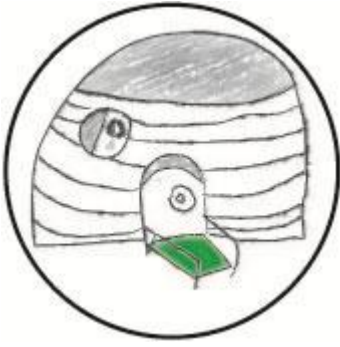
Complete detailed logs of accidents which happened in the setting, and share these with parents at the end of each session. Unless the accident is a head injury or a significant injury, these will be shared immediately or as soon as appropriately possible.

Staff will also log all existing injuries; where an injury is noticed at Forest School and the injury has not been shared. Parents will be rang as soon as appropriately possible. Parents explanation will always where appropriate be compared with the child's explanation.

- Investigate any accidents and use information gathered to inform future risk assessments and policy reviews.
- The forest school leader is to take control of any emergencies and all staff will follow the emergency procedure action plan, a laminated copy will always be kept in the forest safety bag.
- The mobile phone each, will always be accessible, with emergency contact numbers.
- Ensure that we are within suitable child to adult ratios, considering individual children's needs.
- Ensure that all equipment is in good working order and is used appropriately.

Role and responsibilities of the forest school leader/ manager

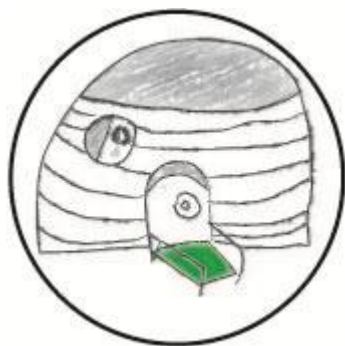
- To plan and lead forest school sessions.
- Ensure the outing form clearly shows which children and adults are attending with the location and timing of the forest school session.



- To ensure the children's safety is paramount throughout the whole forest school session.
 - The forest school leader is responsible for the maintenance of the first aid kit, forest school bags and any tools brought into the forest school session.
 - To ensure forest school learning opportunities are within the children's capabilities, to adapt them to suit individual needs and interests.
- To take responsibility for behaviour management during forest school sessions by supporting staff and volunteers.
 - To have an up to date first aid qualification.
 - To ensure all participants have appropriate clothing, including high visibility jackets where necessary.
 - To carry out risk assessments and benefits of the forest school location, sharing all information with the other adults.
 - To assist with the toileting of children if they request help or support staff to do so.
 - To ensure all forest school policies are regularly reviewed and that reviews are informed by observations and developing knowledge of the forest school setting.
 - To follow the forest school principles and criteria for good practice set out by www.forestschoollassociation.org.

Responsibilities of accompanying staff and forest school volunteers

- To take an active role in forest school activities and assist with any behavioural issues within the group.
- Be vigilant to ensure the health and safety requirements are met.
- Maintain and Respect Risk Assessment.
- Inform the forest school leader of any problems that occur as soon as possible.



Lost Children

Supervision of children at Forest School is paramount, and we want to limit the number of situations where a child could be lost and these are:

Where a child wanders off on a site

Where a child escapes from the Forest School Area

Where a child is taken from the Setting by an un-approved adult (see ***Policy for the Collection of Children***)

Children will be restricted to the boundary area of the woods.

Children will be reminded regular of the boundaries within the Forest School. Staff are responsible for doing regular head counts during the session.

Should a child become lost the following action should be taken:

Alert the member of staff in charge or manager who will make enquiries of relevant members of staff as to when the child was last seen and where. All staff and children will make their way to the parachute, complete headcount and remain calm.

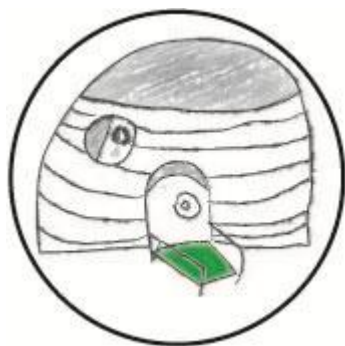
Remember the safety of the other children, with regard to supervision and security.

Ensuring that the remaining children are sufficiently supervised and secure, one or preferably two members of staff should search the immediate vicinity. Checking in every few minutes.

If the child cannot be found within fifteen minutes then the Police and parents must be informed.

Staff will continue to search, opening up the area, keeping in touch with mobile phone if available.

When the situation has been resolved members of staff should review the reasons for it happening and ensure measures are taken to ensure that it does not happen again.



Mobile phones and technological devices

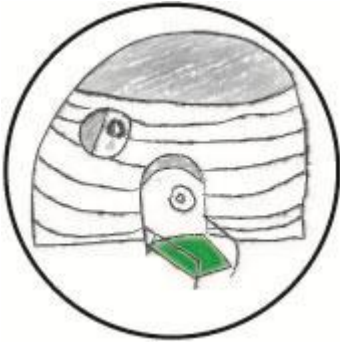
Mandy White - phone will be used as the main contact phone. Both the nursery manager and deputy manager will have access to a phone to contact parents, Photo's of the children will be taken on MW and XS phone to share with parent via whatsapp app and to be used as part of the children profiles. (non-face pictures may be used on the facebook pg). These will deleted after use.

Use of personal technological devices by staff and volunteers

- Personal mobile phones and technological devices should only be used outside of working hours and never whilst children are present.
- Personal mobile phones and technological devices should be stored in a safe place away from children during working hours.
- In very unusual circumstances, such as a family emergency, staff and volunteers should seek permission from the manager or employer to use their mobile phone or a technological device.
- If a staff member, student or volunteer must use their mobile phone or technological device (see above) this should be away from the children and ensuring that staff supervision levels are not compromised.
- Staff, students or volunteers who ignore this policy and use a mobile phone or other technological device on the setting premises without permission may face disciplinary action.
- The setting's main monbile telephone number can be used for emergencies by staff or volunteers or by people who need to contact them.
- In circumstances such as outings and off site visits, staff will agree with their manager the appropriate use of personal mobile phones in the event of an emergency.
- Where there is a suspicion that the material on a mobile phone or technological device may be unsuitable and may constitute evidence relating to a criminal offence,
- The 'Allegations of Abuse' process will be followed (please refer to the setting's 'Child Protection Policy').
- Staff, students or volunteers remain responsible for their own property and will bear the responsibility of any losses.

Use of personal mobile phones, cameras and technological devices by non-staff

- Mobile phones and technological devices must only be used away from the children and where possible, off site.
- In exceptional circumstances, such as a family emergency, visitors should seek permission from the setting manager to use their mobile phone off the site.
- The setting's main telephone number can be used for emergencies.
- Photos of children must not be taken without prior discussion with the setting manager and in accordance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018 and using the 'Use of images consent form' (please refer to the setting's document 'Guidance for settings on the use of images').

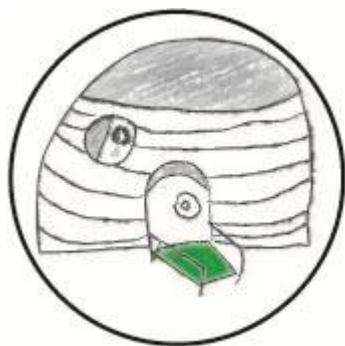


- In circumstances where there is a suspicion that the material on a mobile phone or technological device may be unsuitable and provide evidence relating to a criminal offence, the 'Allegations of Abuse' process will be followed (please refer to the setting's 'Child Protection and Safeguarding Policy').
- Visitors remain responsible for their own property and will bear the responsibility of any losses.

Use of the setting's mobile phone, camera and technological devices

- Only the camera and technological devices belonging to the setting may be used to take appropriate and relevant images of children, i.e. observations, photographs of setting events. MW and XS have the right to check each others phones at any given time.
- Images must be used in accordance with the GDPR and Data Protection Act 2018.
- Cameras and technological devices should only be used where two or more staff members are present.
- It is not appropriate to take photographs of bruising or injuries on a child for child protection concerns. The 'Logging Concern Form and Body Map' must be used to record factual observations.
- The setting's mobile phone must only be used for work related matters.
- In circumstances where there is a suspicion that the material on the setting's mobile phone or technological devices may be unsuitable and provide evidence relating to a criminal offence, the allegation process will be followed (please refer to the setting's 'Child Protection and Safeguarding Policy').

See: Policy on Photography and Videos



Medical Needs Policy

"Willow Woods Forest School" is committed to the inclusion of children with long term medical needs. All children have short periods of illness and medical intervention however this policy refers to children who have an illness that requires medical intervention on a long term basis to keep them healthy.

Admission

Children with medical needs are admitted to "Forest School" using our standard admission policies. If your child has medical needs, or may need treatment or therapy at Forest School this must be discussed with the manager before your child starts. You may be asked to write about your child's needs and how you would like us to deal with them. For complex medical needs the manager may organise an individual health care plan to guide nursery in dealing with these needs. The only barrier to an immediate start at Forest School for your child would be if the treatment or therapies needed at nursery require staff training to be delivered.

Medication

Medicines can be given regularly and long term at Forest school should this be required, however regular medicines should be prescribed out of nursery hours if at all possible. (please see the medicine policy) Medication will be clearly marked and have a picture of your child.

Individual Health Care plan

An individual medical plan is a plan written between parents and the manager to outline the best way to provide for any medical needs at Forest School. Most long term medical needs will not require a full plan but parents are asked for a written statement of their child's needs and how they would like us to deal with them.

Complex medical needs will require a health plan which will be completed by the manager with the parents and involving the medical staff caring for the child. The plan will:

- Identify medical need.

- State the care required (both at home and at Forest School) to manage the condition.

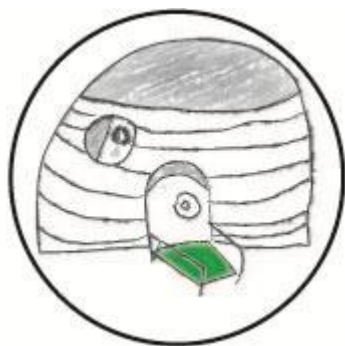
- State a protocol for emergency situations which may arise from the condition.

- State staff training required.

- Give a review date appropriate to the condition.

Emergency Protocol

An individual emergency protocol helps staff deal most effectively with a medical emergency. If your child has a known medical condition which could result in an emergency situation e.g.: severe allergy or epilepsy the manager will ask the medical team involved with your child to write an emergency protocol. The protocol will include actions to be taken and adults to be contacted, it should be clear and concise. The manager will show you where the protocol will be kept on the site so that it is very easily accessed if required, but not be on general view.



Policy for Giving Medicines

Willow Woods Forest School will undertake the giving of medicines to children at our setting under the following conditions and providing the child is healthy enough to be attending Fores School. Medicines are given by the session leader.

Any medicine to be given at Forest School must be in it's original container with an unaltered prescription as written by the doctor or dispensing pharmacist, stating your child's name, medicine name, prescribed dose, method of giving the medicine, and timings the medicine should be given during the day.

All medicines will be stored securely and appropriately at nursery and cannot be left on the children's peg.

Long-term Prescribed Medicine - Must have a picture of the child

example: long-term antibiotics, emergency allergy treatment, asthma inhalers, eczema creams and epilepsy treatments

A letter of consent is required from the child's GP and the parents detailing the medicine or treatment to be given and the conditions under which it should be used. If at all possible the medicine should be prescribed to be given out of Forest School hours.

If staff have need to give the medicine the parents will be informed by telephone and asked to sign a medicine form when collecting their child. *Please also see: Medical Needs Policy*

Short-term Prescribed Medicine

example: antibiotics

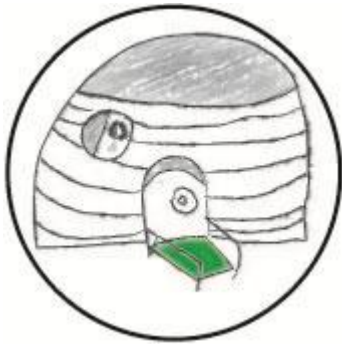
The PARENT must give permission to the session leader who will check that there are clear prescription details on the container, and cannot agree to give the medicine without them. The session leader will ask the parent to complete a medicine form. If the child is to be brought to nursery by another adult, the parent must send their written consent to give the medicine. Part of the medicine form will be returned to the parent at the end of the session to state exactly when the medicine was given.

Non prescribed Medicine

example: Calpol, paracetamol, cold and cough remedies and medicine for reducing temperature.

Non prescribed medicines cannot be given at Forest School unless they are regularly prescribed for long term medical needs. If a child is still requiring this type of medication to help them over a short term illness then setting will presume the child is not yet well enough to return to Forest School.

The session leader will follow a detailed policy when giving a child any medicine and this is available for parents if required.



Policy on Outings and Walks

Inline with EYFS children are sometimes taken on short walks beyond the Forest School Area, These walks following procedures are followed:

Staffing ratios are maintained at the same level as in force in the Forest School Site.

The children will be counted before setting off and at regular intervals throughout the outing. If the group is broken up into subgroups a designated person in charge will be assigned and that person will be responsible for counting the children at regular intervals.

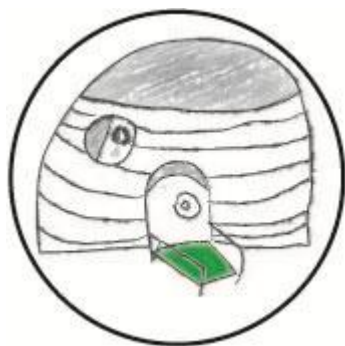
Return times to Forest School will be arranged with a member of staff.

A first aider is present and a suitable first aid box take, additional fluids and a mobile phone.

Copies of contact lists containing information regarding allergies and the child's GP will also be taken on longer walks.

All children should take spare clothing.

At the conclusion of each visit the member of staff who is co-ordinating the trip will complete an evaluation of the Longer outing.



Policy for Parental Involvement.

"Willow Woods Forest School" firmly believes in the involvement of parents in the education of their child and involves parents in their child's preschool education in the following ways:

During the initial and pre admission visits parents will be fully informed regarding the Forest School structure, routine and policies.

This is supplemented with written details in the information booklet which each family receives before their child starts at nursery. Full copies of the Forest School policies are available in the information folder.

"Willow Woods, Forest School" has no requirement for parents to help at nursery on a "rota system basis" however we welcome parents and family members at any time to visit, help, offer their own skills, and be involved in the sessions if they wish to do so.

Parents are kept informed of our activities with a half termly newsletter, which details the themes/topics, term dates, special activities etc. Ideas and activity sheets are linked to current themes/topics are also available. This enables parents to carry through activities at home if desired.

General nursery information is displayed inside the Hobbit House.

Information for registering queries, complaints or suggestions, is included in this policy folder and a "thoughts & reflections" box is available in the entrance hall.

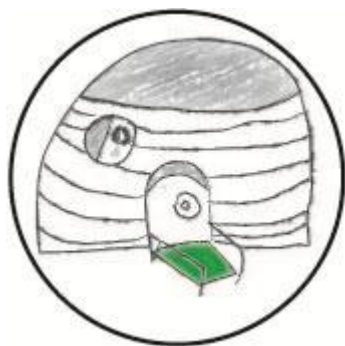
Parents are kept informed of their child's progress in a number of ways:

Our open door policy allows where possibly daily opportunities to discuss your child at the beginnings and ends of sessions, or by telephone if preferred. Appointments can be made for parents to see a member of staff without their child present at a mutually convenient time.

Parents are invited in twice a year giving parents and other family members the opportunity to view the Forest School and talk to the staff without the children present.

The staff conduct frequent observational assessments on each child to monitor progress. These can be viewed by parents with a member of staff at any time, and can be photocopied to be taken away if desired. The main copy is kept at Forest School until the child leaves when they are given to the parents to be shared with the child's new nursery or primary school

To ensure the best outcomes for each child, we always work in partnership with our parents, and parent are involved in sharing their child's achievements and next steps with the child's other carers and settings using the summary sheet from their child's records.



Policy on Photography and Videos

We regularly takes photos of the children at play, for records and to support the curriculum development. These photos are often shared with parents via whatsapp app. Full face pictures will not be displayed on Facebook or any other form of social media. The setting will occasionally videos the group to show for professional development at parents evenings. When signing the parent/setting contract parents agree to the policies on photos and videos. Parents have the option to

opt out of video used for parent evening. Photos of children are deleted or given to parents when children leave the setting, unless they been used as part of a publicity document with separate permission.

While pictures of children may be used as part of the publicity of the Forest School, no pictures of children will be displayed on the Forest School website, without parents full consent nor will they be made available to anyone in a digital form. Individual consent will always be sought.

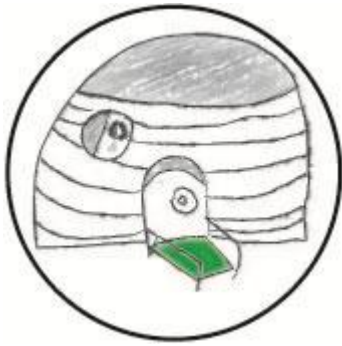
Where pictures are made available to the press or television, they will not be released with the names of the child unless the parent gives express permission for this to be done.

Where pictures are taken of the whole setting (for example on the day of the visit of Father Christmas) the parents of children who have opted out of having the child photographed will be contacted to allow them to rescind their decision.

When using photos of children in the prospectus, information book we will seek individual permission directly with the child's parents. Images must be used in accordance with the GDPR and Data Protection Act 2018.

Cameras and technological devices should only be used where two or more staff members, where two staff member are present.

We will not take photographs of bruising or injuries on a child for child protection concerns. The 'Logging Concern Form and Body Map' must be used to record factual observations.



Recruitment and selection

Recruiting for staff isn't simply to cover ratios, as we are always seeking the next inspiring, experienced, well-educated practitioners that are suitable to work with young children. We recognise the need for a diverse range of high-quality practitioners to motivate, challenge and inspire each other. Everyone can bring something to the table within this staff team and we're always excited to welcome new additions to the team.

To ensure safeguarding of all the children and staff, our recruitment will be robust to protect everyone at the setting. Safeguarding and child protection is at the heart of our recruitment processes to ensure that above all else, the individuals we consider and then appoint to Willow Woods; will be aware of their responsibility to keep the children in our care safe.

We will ensure staff supply two references in a timely manner, for them upon request, confirming the applicant's suitability to work with children. Norfolk County Council Template will be used to request references. References will be factual rather than giving personal opinions. They must include any substantiated safeguarding concerns meeting the threshold of harm, but exclude any unsubstantiated, false or malicious allegations.

Advertising using reputable sources, local options.

Interviewing will include value based experienced, qualifications and feedback.

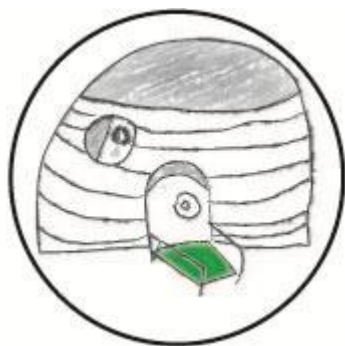
Appointment will only be given with: 2 references, relevant qualifications and suitable training, an enhanced Dbs checks and gaps in employment checked.

Additional criminal record checks (or checks if more than one country) will also be made for anyone who has lived or worked abroad.

Details of all checks and qualifications will be recorded, including date of check obtained, and person responsible for the check.

Induction: Staff suitability, Policies, Mentor approach training, Probation.

Supervision: Ongoing training, Review meetings, observations, Continued Professional development, feedback.



Policy for Safety

Named Staff member Mandy White

In order to ensure safety of both children and adults "Forest School" we will ensure that: We work in collaboration with children and parents. Set agreed goals that are achievable and consistent so that children become independent learners of their own safety.

All children are supervised by adults at all times and always within or sight or sound of an adult.

Staff will record accidents or incidents which occur during Forest School sessions. Additionally, staff will record injuries noted on a child when they arrive at Forest school, these records form part of our safeguarding policy and will be kept secure in a lock filing cabinet - parents or carer delivering the child will be asked to counter-sign the recording. Accidents and incidents will be monitored to look for patterns.

The Forest School Site is checked with safety in mind before every session. All equipment is risk assessed for suitability of purpose; dangerous area are repaired or closed.

Should the children leave the premises for a walk beyond the immediate site for a local outing they will be supervised with a high level of staff who will take with them first aid equipment; longer walks will require a copy of the children's admission information.

The layout and space ratios allow children and adults to move freely through the site.

Fire Drills will always be practiced regularly.

Electrical points, wires and leads are adequately guarded.

All dangerous materials, including medicines and cleaning materials are stored out of reach of the children.

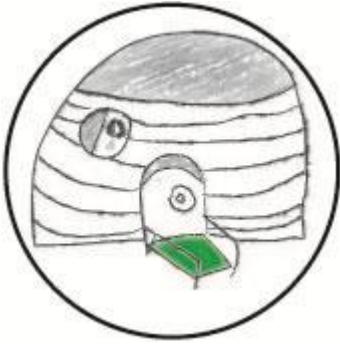
Children do not have unsupervised access to the kitchen area.

Adults hot drink must be kept in sealed flasks/cup and kept away from children.

An attendance register of both adults and children is completed as people arrive so that a complete record of all those present is available in any emergency.

There is no smoking or vaping anywhere on "Willow Woods Forest School Site"

A correctly stocked first aid box is available at all times.



Fire extinguishers are checked regularly

Whenever children are on the premises Mandy White/ or an appropriate adult will always be present.

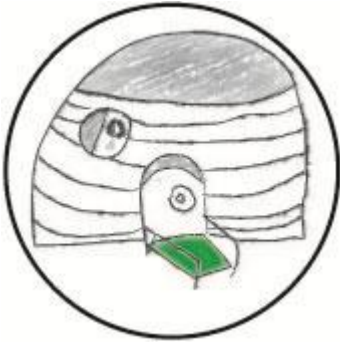
All Activities are risk assessed and fit for purpose, with adult supervision for fire and tool use (see specific risk assessments).

The site gate is closed/locked when children are on the premises. Staff must check visitor identity before allowing them entry into site. All visitors will be sign in and out in the visitors' book.

Sleeping children will be regularly checked, every 10 - 15 minutes.

Activities offered to children will be developmentally appropriate and often challenging, recognising that some tools and equipment will be suitable for an older child may pose a risk to younger or less mature children. Close supervision is given when appropriately necessary. Tools and equipment will be securely locked away when not being used.

The premises will be checked before locking up at the end of the day.



Policy on Self Esteem

The Forest School recognises that staff in the setting have a major part to play in the raising of self-esteem in the children that we see.

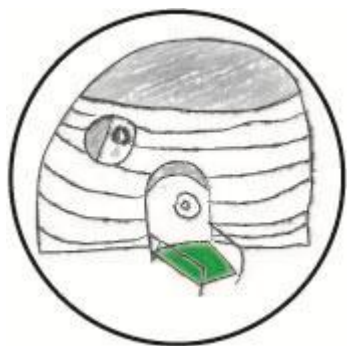
It is our continuing aim to:

- Make all the children feel valued.
- Ensure that all the children feel included all the time.
- Enable the children to share their experiences with each other and with staff.
- Display a range of positive images and objects which reveal people in non-stereotypical roles
- Celebrate diversity within the school and use language and resources that reflect diversity
- Help children to appreciate and value each other.
- Support children to make developmental challenging decisions, creating an opportunity for personal growth and reflection.

In order to implement this policy it is important that our staff themselves have a high self-esteem and also believe completely in what the Forest School is doing, in the way that it is providing inclusive education for children accessing our site.

If any member of staff reveals through actions or attitude a lack of positive feeling for herself or for our work then the manager will invite the member of staff to discuss the situation, and seek to resolve this issue through discussion.

While the setting is very aware that its members of staff will themselves be encountering issues in daily life which may cause problems and discomfort, the setting must insist that the undertaking of the role of working in Forest School requires a positive attitude and approach on all occasions.



Settling New Children

Our initial aim for children at "Forest School" is that in the absence of their parents and carers, they become happy and confident learners, as quickly as possible. Because at "Forest School" we believe that whilst children are unhappy or anxious, they will not benefit from the rich learning opportunities on offer on site.

To achieve this aim we recommend the following:

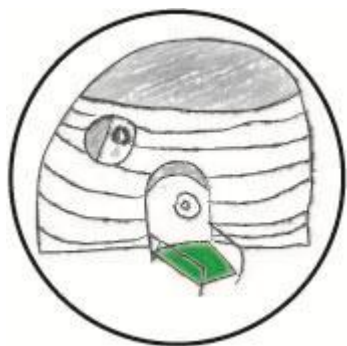
You will receive information about our setting approximately two weeks before your child is due to start nursery, the full list of nursery policy, an admission form and confirmation of booking form. Please read the information contained carefully as there are lots of useful pointers ready for starting Forest School and short summaries of the main nursery policies. Once you have read the information please sign and return the confirmation and admission forms. These form the contract between Forest School and yourselves, and give the nursery staff important information about your child.

An all about me form, will give us up to date and important information about your child. Their likes and dislike, this will help secure good relationships at Forest School.

Under normal circumstance we would recommend that you make at least two "**Pre admission**" **visits** to nursery with your child. These should be made in the weeks close to your child starting, you will be expected to stay with your child during the visits. These visits allow your child to become familiar with the nursery environment and routine whilst you are with them. It also allows time for you to ask questions and explore the nursery with your child, so that you can talk to your child about their time at nursery before and after they start.

On your last visit you will be introduced to your **child's keyworker**, this is a member of staff who will be your child's special friend whilst they settle in. This gives opportunity to discuss all about me details about your child, giving staff a background of their daily life for example: brothers, sisters, pets, favourite toy and outing. Also on your last pre-admission visit staff will discuss with you an individual plan for your child's first day. We do not have a set policy as all children are different.

During such events such as Covid, pre settling sessions may be cancelled. Alternative arrangements such as parents visiting when sessions are closed. You are more than welcome to take photo of the area and to discuss with your child. On your child's first day, we recommend that you drop off and say goodbye and not try to slip away un-noticed. This may cause your child to cry initially but is much kinder than your child suddenly realising you have gone and feeling abandoned. If your child were to cry and could not be distracted we would contact you to come back to nursery. Remember that you are welcome to telephone nursery as often as you wish during the session to check your child's progress. In our experience children settle more quickly when parent feel less anxious.



Once your child is settled at nursery they will rely less on their keyworker and move around all the staff finding their own "favourite". Some children may have an unsettled spell at Forest School a few weeks after starting and this is not unusual. If this happens we start the settling process all over again until your child feels confident with us once more.

If you feel your child is not settling at Forest School.

This is not unusual or any reflection on your child, some children just take longer to settle than others but it can be distressing so here are some points which may help.

Remember that your child will have the "one to one" attention of a staff member whilst they are settling and this person will update you at the end of each session.

The staff, who have many years experience, have numerous different methods to draw upon to help a shy or sad child to settle. There are special photo albums we can give your child to take home to help bridge the gap, we may suggest you arrive slightly late to avoid busy time or one of many other ideas to help your child feel more confident with us.

We may advise a different plan for leaving your child at Forest School, we would develop this with you and review it weekly.

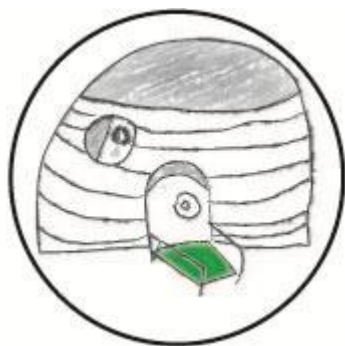
We may advise more shorter sessions in the week, maybe 2 hours a day every morning, just until your child settles as the sooner they gain confidence at Forest School the quicker they settle the sooner they will feel happy. These extra settling sessions are free of charge and we return to your booked pattern of sessions as soon as your child is settled.

Also remember that for your child's sake you too will need to be strong! as if a child feels that a parent is sad or anxious they may think they have something real to fear.

It is not unusual for a child to feel anxious about coming to Forest School, everything is new, they may even cry at home before leaving the house, but once at Forest School, with support, they will be enjoying the activities, we would contact you if they were not.

If you wish to discuss your child's unsettled start or make a new leaving plan with the staff it is better to do this on the telephone, rather than with your child listening, as they may feel that their sadness is a real problem.

If you have any worries please telephone the nursery..... we are here to help



Policy on Special Educational Needs

Named Staff member Mandy White

Willow Woods, Forest School aims to provide all children with a broad and balanced learning environment that is committed to the inclusion of children with Special Educational Needs and Disabilities (SEND). Our philosophy is that of inclusion, allowing all children the opportunity to develop to their full potential together. This policy is designed to be used alongside the Special

Educational Needs and Disability Code of Practice 2015.

The Role of the SENCo

The SENCo role is derived from the SEND Code of Practice 2015 and includes:

- Liaise in a two-way partnership with parents and other professionals
- Assess children regularly to identify when support is needed
- Ensure SEND intervention and support, is put in place, where it is decided, in consultation with parents
- Advise and support a child's key person and other practitioners in the setting to oversee and implement interventions as agreed as part of the SEND support
- Monitor the effectiveness of support and its impact on a child's progress; reviewing regularly by the key person, SENCo and parents, taking into account the child's view.
- Plan and prepare forthcoming transitions, before a child moves into another setting or school.
- Seek specialist support, where a child continues to make less than expected progress, despite evidence-based support and interventions matched to the child's area of need.
- Request an Education, Health and Care needs assessment (EHC). Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child does not make expected progress.
- Maintain records of children under the setting's care as required under the Early Years Foundation Stage Framework, 2017.
- Review provision to evaluate how well the environment is equipped to ensure support is provided across four broad areas of SEND.

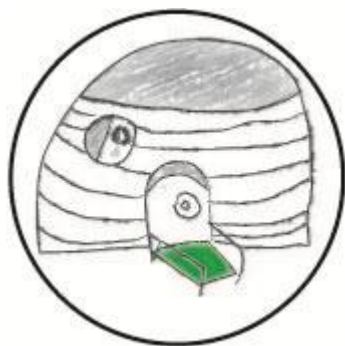
We will follow the requirements of the Early Years Foundation Stage Statutory Framework to provide an inclusive environment for all children and their families, together with the requirements to comply with the Equalities Act and the Special Educational Needs and Disability Code of Practice

We will monitor and review children's progress and development in partnership with families. Where a child appears to be behind expected levels of development or where a child's progress gives cause for concern a graduated approach will be adopted with 4 stages of action: Assess, Plan, Do & Review

Identification of SEND in existing children

Any staff member with concerns regarding a child's development would be discussed with the SENCo and recorded with the child's assessments. A short period of close monitoring would then be carried out to review children's progress and development in partnership with families. Where a child appears to be behind expected levels of development or where a child's progress gives cause for concern a graduated approach will be adopted the following 4 stages of action: Assess, Plan, Do & Review.

Assess



In identifying a child as needing SEND support, the key person, working with the setting SENCo and the child's parents, will have carried out an analysis of the child's needs. The initial assessment should be reviewed regularly to ensure that the support is matched to the need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or health, Social Care or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

Plan

Where it is decided to provide SEND support, and having formally notified the parents, the key person and the SENCO should agree, in consultation with the parents, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by the practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Parents should be involved in the planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

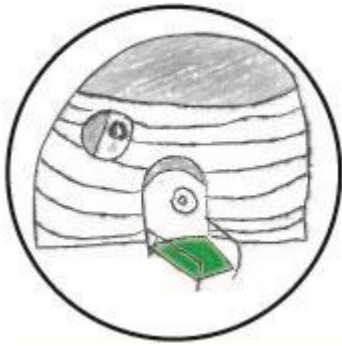
The child's key person, usually remains responsible for working with the child on a daily basis. With support from the SENCo, they should oversee the implementation of the interventions or programmes agreed as part of the SEND support. The SENCo should support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the key person and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

The above cycle of action will be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

Where a child has an EHC plan, the Local Authority (LA) must review that plan as a minimum every twelve months. As part of the review, the LA can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf. Further information about EHC plan reviews and the role of early years setting, Education, Health and Care needs assessments and plans can be accessed in the SEN Code of Practice 2015 (chapter 9)



The SENCo will liaise with any therapists involved prior to admission and provide information to families on how their child's development is being supported and in agreement, consent will be sought to apply for additional funding and request support from outside agencies where necessary and utilise the SEN inclusion fund and Disability Access Fund to deliver effective support. To ensure appropriate advice, training and support is sought to meet a child's individual needs and to access specialist resources when required.

Flexibility in the settling-in procedures is always considered. Disagreements or complaints will be resolved appropriately (see Complaints Policy).

Facilities

- The setting is fully accessible with free flow facilitates. Children have access to various areas of play, allowing a full range of physical development and quiet areas.
- Consideration is always given to ensure that all children have full access to the Early Years Curriculum. Activities are modified to reflect differentiation and individual needs, outcomes are presented in a variety of ways to support a child's age and stage of development. Specialist resources and equipment will be sought when needed.
- The review of this policy will be ongoing and will represent the view of the SENCo, manager, parents.

This policy is designed to be used alongside the SEN Code of Practice on identification and assessment of special needs (November 2001).

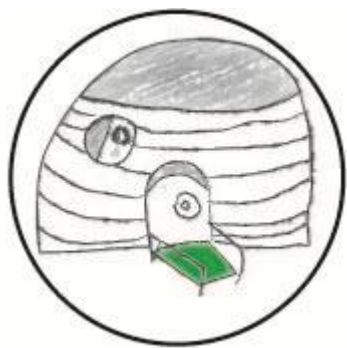
We will publish our contribution to the 'SEN Local Offer' in Norfolk. This is available on the Norfolk Community Directory and x to ensure information is available to parents so they can make choices about the right childcare provision for their child with SEN

Help for parents

Information for various support groups and services is available at the site. Please ask for details.

Confidentiality

Information regarding the child and family will only be shared on a need-to-know basis and with the parent's permission.



Sustainability and Climate Change Policy

Sustainability is an essential and integral part of our daily routines at Willow Woods Forest School. We wish to instil an understanding and awareness of the importance of sustainable practices, reducing our carbon footprint and impact on the planet. Our commitment to sustainability aligns with the government's goals to become a net zero nation. By using this resource, we are not only teaching children about the importance of sustainable living but also contributing to a larger movement towards a sustainable future.

"Through their learned and lived experiences from early years to further and higher education; we will provide opportunities to develop a broad knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change and to translate this knowledge into positive action and solutions." -DfE Sustainability and climate change: a strategy for the education and children's services systems, 2023

Our goal is to ensure that our setting and its practices, both inside and out, support sustainability, in line with government expectations regarding sustainability and climate change. We do our best to reflect these values and our ethos regarding sustainability in everything we do. This includes our consumption of food, energy, and water, as well as how we travel and waste reduction/disposal.

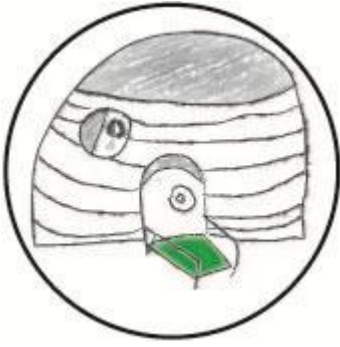
Our setting will be used to promote the benefits of living sustainably. Instilling such procedures into our daily routines will enable our values and ethos to be put into practice and help us meet our goals, ensuring that our consumption is reduced for the benefit of all. We hope that staff, learners, and their families will also join us in our commitment to protecting our planet.

We will provide our learners with a curriculum that teaches them the importance of sustainability and how to live a more sustainable lifestyle is integral to the ethos and values of our setting. Within our curriculum, we will give our learners the opportunity to extend their understanding and appreciation of sustainability.

To ensure that we meet sustainability expectations relating to the management of food within activities and mealtimes, instilling sustainable habits in our children has never been more crucial. One simple yet **powerful way to teach responsibility, stewardship, and respect for nature is through composting at home**. By turning food scraps and yard waste into nutrient-rich soil, we not only reduce waste but also **help foster a deep connection between younger generations and the environment**.

Building a Sustainable Mindset

Children learn best through **hands-on experiences**. Composting teaches them that **waste isn't just something to be thrown away—it can be transformed into something valuable**. This



simple act demonstrates the principles of sustainability, helping kids understand the impact of their daily choices on the planet.

Encouraging Responsibility and Patience

Composting is a process that requires regular attention and care. By involving children in this activity, they learn responsibility through tasks such as collecting kitchen scraps, adding waste to the compost pile, and **observing how materials break down over time**. It also

teaches **patience**, as the transformation doesn't happen overnight—it's a gradual process that rewards dedication and effort.

Reducing Household Waste

According to the EPA, food waste makes up a significant portion of household garbage, much of which ends up in landfills, producing methane gas and contributing to climate change.

Teaching kids to compost helps them see firsthand **how much waste can be diverted from the trash and repurposed** into something beneficial.

Connecting with Nature

Kids today often spend more time indoors than previous generations. Composting **encourages them to engage with nature**, get their hands in the soil, and observe life cycles up close. This connection fosters a sense of appreciation for the environment and an understanding of how natural processes work.

Teaching Science in a Fun Way

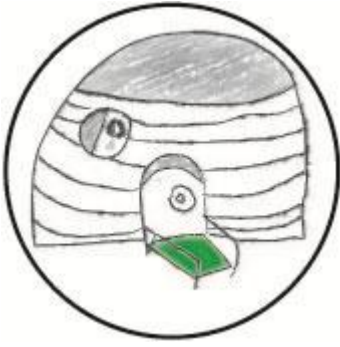
Composting is a fantastic way to introduce children to basic science concepts. They can learn about **decomposition, microorganisms, carbon and nitrogen cycles, and the importance of biodiversity**. Watching food scraps break down and turn into soil provides a tangible lesson on biology and chemistry in a way that is engaging and memorable.

Growing Healthier Plants and Food

Compost-enriched soil leads to healthier gardens, and involving children in both composting and gardening creates a full-circle experience. They see how food waste turns into soil, which then nourishes plants that produce more food. This reinforces the importance of healthy eating and sustainable food systems.

As an outdoor setting we reduce our environmental impact, limiting our energy consumption of electricity.

We ensure that all learners and staff are informed of the importance of adopting sustainable practices regarding energy consumption. For example, keeping windows closed in colder temperatures and turning off electrical equipment when it is not in use.



We understand that water is a valuable natural resource and that using it wisely and sparingly is essential. To reduce our water consumption within the setting and in our outdoor provision, the following actions have been implemented to demonstrate our commitment to this goal: guttering has been added to the covered area to reuse rain water - reusing water to feed plants in growing areas - purchased a water pump play table to limit waste whilst ensuring young children can be independent in washing their hands.

We are committed to reducing the amount of waste we produce as a setting and to disposing of it as much as possible in an eco-friendly way to avoid unnecessarily sending waste to landfills. To ensure that we can limit the amount of waste generated in our setting, we aim to instil proactive sustainability practices in our learners and staff to ensure that, wherever possible, materials are recycled and repurposed. We also purchase local ethical suppliers to provide hand soap and cleaning products.

