



MICHAELCHURCH PRESCHOOL

REGISTERED CHARITY NO. 1035470

Michaelchurch Forest Pre-School **Policies and Procedures**

Daily Procedure:

Prior to arrival of children:

Check Spinney and prep dry wood for fire

Daily check/ risk assessment

Check storage shed for dry newspaper

Fill Fire Bucket with water from inside tap

Check First Aid kit in small rucksack (see list)

Load trolley:

- Spare clothes bag (including hats, scarves, gloves in winter)
- Plastic bags
- Trowel/shovel
- Potty
- Wipes and toilet roll
- Hand cleanser
- Bow saw (if gathering wood)
- Secateurs
- Water
- Cups
- Picnic blanket
- Thermos
- Bowls
- Snack in tupperware
- Choro flute

After lunch:

- Take basket with porridge saucepan into Spinney
- Fill Thermos
- Take clean cups, bowls, spoons
- Matches in small blue rucksack
- Chimes/bell for story
- Tools and materials needed for any afternoon craft
- Risk Assessment for activities

First Aid and Emergency Bag

First aid kit including plasters, bandages, gauze dressing, micropore tape, butterfly stitches, scissors

Accident/incident forms and pen

List of children's emergency contact details and allergies

Foil blanket
Trowel
Plastic bags
Biodegradable bags and wipes
Toilet roll

Toileting Policy and Procedure

At Michaelchurch Forest pre-School we aim to ensure that no child feels embarrassed or ashamed by normal bodily functions. In order to achieve this we are prepared at all times for the needs of the children to go to the toilet whether we are out on a walk, in the Spinney or inside.

We also endeavour to maintain the highest levels of hygiene possible, therefore, we encourage children to use the inside facilities before and after time outside.

If a child needs to wee they will be shown a suitable spot respecting their own and other children's privacy, a safe distance from waterways and advised to 'water the ground' rather than trees or plants.

If the need arises to use the toilet before we can reach the inside facilities a volunteer (who has been briefed accordingly and/or is familiar with the needs and preferences of the individual concerned) or member of staff will go with the child to a previously designated spot with the outdoor potty, toilet roll, wipes, hand cleanser, biodegradable bags, and plastic bags. They will assist them with clothing, toileting and cleaning up as necessary, deposit any waste in a hole and ensure it is completely covered with at least 10cm of earth. Soiled clothing should be placed in a plastic bag and tied up. Then return to the group and ensure that the child and adult wash and sanitise hands before continuing with further activities.

Food Safety Policy and Procedure

All employed staff at Michaelchurch pre-school have obtained their food hygiene certificate level 2.

The food prepared at the pre school and forest school consists of food of a low risk level such as: fruit (kept in the fridge until an hour before consumed), dried fruit, oats and occasionally marshmallows.

There is a no nut policy in the pre-school due to a nut allergy in the main school.

Staff ensure that children wash their hands or at the very least use the alcoholic hand cleanser before eating.

Parents are encouraged to provide their children's lunches in an insulated lunch bag. These can be kept in the fridge if necessary.

Emergency & Serious Incident Procedure

In the event of a serious incident, which could arise as a result of an injury, illness or a lost child (for lost child incident see separate procedure to be carried out before this one), emergency services should be contacted and the following procedures followed:

1. **Secure safety of whole group** from further danger. Stop all work/activities. Call in and locate group promptly. If possible, remove whole group from any further danger or threat of danger.
2. **First Aider to attend to any casualties** At least one first aider must be on site at all times. A record of changes in casualties' state and anything administered to them to be made.
3. **Emergency services contacted as necessary**, by an adult helper. Charged mobile phones are carried by staff (999 calls available even in areas of limited reception) Location of nearest landline phone noted. (Elke's house, near Ponty Cefn woodland, Michaelchurch Hall payphone and/or school office when in Spinney). A member of staff/volunteer will meet emergency vehicle at the entrance to school where possible/necessary.
4. **Safety of the rest of group** will be maintained by the remaining staff and adults away from the scene of the incident.
5. **Informing next of kin** should be carried out as soon as practicable after the incident
6. **Inform management:** Michaelchurch Escley Primary School must be informed of any major incident as soon as possible. Following this as soon as is possible the landowner of the site should also be informed (if off site).
7. **Accident/Incident form** to be filled in on site if possible (one in first aid bag, one in filing cabinet in pre-school hall cupboard). This should be filled in whenever the emergency plan is used even if no one was harmed and it was just a near miss.

(www.legislation.gov.uk/ukpga/1974/37/section/3 viewed 12 May 2015)

Relevant information from HSE mainly concerning injuries to staff, in the unlikely event of an incident needing to be reported, consulted and copied May 2015

Types of reportable injury

Specified injuries to workers

The list of 'specified injuries' in RIDDOR 2013 replaces the previous list of 'major injuries' in RIDDOR 1995. Specified injuries are (regulation 4):

fractures, other than to fingers, thumbs and toes
serious burns (including scalding) which:
 covers more than 10% of the body
 causes significant damage to the eyes, respiratory system or
other vital organs
any loss of consciousness caused by head injury or asphyxia
For further guidance on specified injuries is available.

Over-seven-day incapacitation of a worker

Accidents must be reported where they result in an employee or self-employed person being away from work, or unable to perform their normal work duties, for more than seven consecutive days as the result of their injury. This seven day period does not include the day of the accident, but does include weekends and rest days. The report must be made within 15 days of the accident.

Over-three-day incapacitation

Accidents must be recorded, but not reported where they result in a worker being incapacitated for more than three consecutive days. If you are an employer, who must keep an accident book under the Social Security (Claims and Payments) Regulations 1979, that record will be enough. **There is no need to report incidents where people are taken to hospital purely as a precaution when no injury is apparent.** (www.hse.gov.uk/riddor/reportable-incidents.htm)

Lost Child Procedure

As the children at Michaelchurch Forest Pre-School are all between 2 and 5 years of age they are always within sight of an adult.

In the unlikely event of a child disappearing from view one adult will remain in one place and call the child's name then call the other children to that place. The other adult will look around the immediate vicinity.

If there is no sign of the child within 15 minutes (10 minutes if the weather is especially cold and/or wet) the above Emergency Procedure must be followed

CHILD PROTECTION POLICY and PROCEDURE

Michaelchurch Forest pre-School fully recognises its responsibilities for child protection. Whilst the main pre-school in which the children are enrolled is the lead organisation for ensuring child safety and security our policy applies to all staff, and

volunteers working in the Forest School. The five main elements to our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues if appropriate and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the school's agreed child protection plan
- establish a safe environment in which children can learn and develop.

We recognise that, because of our regular contact with children, Forest School staff are well placed to observe the outward signs of abuse. The Forest School will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- ensure children know that there are adults in the Forest School and within the school whom they can approach if they are worried

The following procedures apply and take account of guidance issued by the DCSF:

- The Forest Practitioner/Leader will be DBS checked. In the event of a disclosure or concerns he/she will seek advice from the school's designated named person
- ensure every member of staff [including volunteers] knows the name of the designated senior person responsible for child protection and their role
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection in the visiting school
- ensure that parents have an understanding of the responsibility placed on the Forest School and staff for child protection
- make a written record of concerns about children for the designated senior person
- develop and then follow the school's procedures where an allegation is made against a member of staff or volunteer (report to Safeguarding officers: Kirsty Stewart, Louise and Gary Crocker)
- ensure safe recruitment practices are always followed.

Michaelchurch Forest pre-School staff recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The Forest School may play an important role by providing a stable, secure and predictable element in the lives

of children at risk. During a session their behaviour may be challenging and defiant or they may be withdrawn.

Michaelchurch Forest Pre-School will endeavour to support the pupil through:

- the content of the activities: ensuring they are carefully and appropriately chosen for the children in the group
- the Forest School ethos will promote a positive, supportive and secure environment and gives pupils a sense of being valued;
- the Forest School will provide support for vulnerable pupils whilst attending the sessions. We will ensure that the pupil knows that some behaviour is unacceptable but they are valued;
- the Forest School's key principles of empathy, integrity and unconditional positive regard will provide a supportive environment

Confidentiality

- all incidents relating to child protection will be dealt with in the strictest confidence and information will be shared with staff on a need to know basis. Parents will be kept informed unless the sharing of information with them prejudices any further investigation.

Record Keeping and Monitoring

- a monitoring safeguarding book is kept in the pre-school to record any concerns. This is to be used only as a support to recognise any patterns of incidents or conversations that may cause concern. The book is kept separately from the children's records in secure storage.
- All staff are clear about the need to record and report concerns about a child. The pre-school Manager will check this record regularly and escalate any necessary further investigations.

(Last updated: May 2015. Two year review cycle)

(www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga_20040031_en.pdf viewed May 2015)

Safeguarding Children training carried out at Michaelchurch Escley Primary School 6th January 2015, review 4th September 2015

hscb.herefordshire.gov.uk/for-professionals/policies-procedures/#Safeguarding-Procedures-and-the-Levels-of-Need (viewed 2/9/15)

Ratios, Roles and Responsibilities

Michaelchurch Forest pre-school understands the need for an adequate ratio of adults to children in or to maintain safety standards and best practise.

The recommended guidelines say that children between 2 and 3 years old need one adult per four children. From 4 years upwards the ratio is 1:8. At the Forest School we ensure the ratio is at least 1:4.

The Forest School leader is present (replaced by the pre-school Manager and assistant if absent) plus a parent volunteer with DBS check.

In the event of one of the adults needed to leave in an emergency, the pre-school Manager is on site and can step in to maintain adequate ratios

The parent volunteers are given informal training from the Forest School leader. They are made aware of the importance of becoming familiar with the policies and procedures of the setting.

The volunteers' role is to support that of the Forest School leader and ensure the safety of the children at Forest School

www.safenetwork.org.uk/help_and_advice/best_safeguarding_practice/pages/adult_children_ratios.aspx (viewed 2/9/15)

Fire Policy and Procedure

At Michaelchurch Forest pre-School we encourage the safe enjoyment of an outdoor fire to warm us and use for outdoor cooking.

In order to nurture this appreciation we endeavour to instil respect for fire in the young people.

This is done through the use of:

- Story and song
- Games and practise of moving around outside the log circle
- Children are reminded never to stand up and move inside the log circle unless specifically asked to do so by an adult

The fire will be extinguished when the adults are no longer present in the circle

Tool use Policy and Procedure

At Michaelchurch Forest pre-School we encourage respect for the use of tools. Tools are not toys and are to be kept sharp in order for them to be used effectively so they need to be handled carefully and only when the child has developed adequate coordination to do so.

Due to the young age of the children tools are used sparingly and only when one to one attention can be given to the child.

The adult overseeing the use of the tool is responsible for replacing the tool in its sheath or holder and back in the tool box or bag after use. It should then be wiped down with a soft cloth before the end of the day. If possible the children should be involved or witness this so they learn how to care for tools themselves.

The Forest School leader is responsible for the regular checking, sharpening and maintenance of the tools, as well as the choice of appropriate tools for the children to use.

Before any tool use a relevant risk assessment must be carried out and shared with all adults in the vicinity.

Environmental Policy, Impact Assessment and Proposed Simple Management Plan

Carried out by Hattie Duke April 2015, to be completed June 2015
Michaelchurch Escley Pre-School Forest School Site, The Spinney

Policy

We aim for all our participants and staff to engender a high level of respect for the natural world and encourage all staff and students to be involved in age-appropriate decisions about their environment and safety.

We aim to ensure that we purchase products that have been assessed for having a lower impact on the environment.

By operating in a way that minimises waste, optimises recycling and promotes the reuse of materials we hope to demonstrate and encourage a wider respect for the environment, as well as an understanding that all produce and waste is linked to the health of our planet as a whole.

On site activities such as fires will follow practices that minimise impact on wildlife through being mindful of what is burnt and how any residues are disposed of.

Before leaving site we will ensure that litter is collected and disposed of suitably.

Impact assessment and mitigation

Groups walking and compressing ground: Encourage staff and pupils to use pathways where possible and avoid areas that have been left for habitat development

Collecting Wood : Dead wood is important to any woodland ecology as it has a multitude of uses, from homes for mini beasts to beds for fungi, so a lack of it is bad for any woodland habitat.

Limit the frequency of fires and evaluate the amount of dry, dead wood before having a fire. Collect only the minimum amount required for any given fire. Reserve specific areas for dead wood conservation. When possible supplement with some dry wood brought from off site.

Fires: Changes in soil chemistry can lead to increases in PH levels, carbon, phosphorous, etc. which can be harmful to some plants, whilst other essential nutrients may be depleted.

Fire can travel underground to roots even after appearing to be extinguished. Designate fixed location for fire on area of the site that isn't particularly ecologically interesting or unique.

If possible, dispose of ash into patches of nettles.

Ensure that all fires are extinguished fully before leaving a site.

Where needed, use a fire wok to contain fire.

Cooking Food waste may attract animals to the site or increase numbers of certain species, potentially leading to adverse changes in biodiversity.

Inform participants of these impacts and provide a container (to be taken away) or an ecologically sound place for food disposal.

Tree Climbing, Shelter Building: Possible damage to trees. Restrict these activities to suitable trees that will tolerate them. Consult insurance and risk assessments for risk to children.

Collecting Natural Materials: Damage to plants - some plants rare, inform groups about these plants and which types of plants and trees are more sensitive to losing their leaves or small branches than others, this may depend also on the season.