

# Forest School Handbook



*Together we are happy, respectful, able to flourish and grow.*

## Contents:

What is forest school?  
Our forest school ethos  
Forest School code of conduct  
Forest school routines  
Forest school clothing list  
Toileting arrangements  
Off-site travel arrangements  
Environmental impact  
Site management plan  
Emergency procedures - Medical Emergency  
Emergency procedures - fire  
Emergency procedures - missing child  
Emergency procedures - lone working  
Emergency procedures - health and safety including PPE  
Emergency procedures - equality and inclusion  
Behaviour policy  
Child protection and safeguarding policy  
Whistleblowing Policy  
Data protection and confidentiality policy  
First Aid policy  
Food Safety policy  
Weather policy  
Intimate care policy  
Useful information, risk management and forms:  
Forest School First Aid  
Forest School essential Equipment list  
Forest school forms  
Risk assessment and safety sweep  
Tool risk management  
Notes regarding updates

*Together we are happy, respectful, able to flourish and grow.*

## What is Forest School?

Forest School is a long-term holistic learning process. The six core principles of forest school are:



- 🌳 Long-term - Forest school is not just a one-off session, but it is an investment, and children will visit the woods every half term.
- 🌳 In nature - Forest school takes place in the outdoors, in a Natural Environment.
- 🌳 Holistic - Forest School focuses on the whole child including social and emotional development.
- 🌳 Risk taking - Forest school supports learners to take supported and safe risks in the Natural Environment.
- 🌳 Qualified practitioners - forest School is run by qualified practitioners that maintain and develop their practice.
- 🌳 Learner- led - Forest School is reflective and makes the most of relationships. It places importance on free play and follows the learners' interests.

Forest school is an inclusive practice available to all children and gives all the opportunity to succeed.

Through learner-led sessions children develop their communication and language skills, problem-solving skills, confidence, fine and gross motor skills, deepen their understanding of the world and increases their motivation and concentration.

Children at forest school are very active so they develop greater stamina, self-esteem and confidence which has a positive impact on their social and emotional well-being.

*Together we are happy, respectful, able to flourish and grow.*

## Our forest school vision:

Our forest school ethos provides all learners with equal opportunities to explore and develop a relationship with the woodland/natural environment.

In Forest School we take a child-centred approach to all our sessions through learner- led play. We encourage growth of our learners social and emotional literacy and develop resilience, confidence, independence, community, creativity in our learners through appropriate challenge, risk (Suitable to the environment and the children) and gentle facilitation and interaction with practitioners.

All forest school sessions are led by a qualified practitioner who maintains and develops their own professional development. the practitioner's facilitate development through child -initiated and child- led play. Our Forest School site has been fully risk assessed and our qualified practitioner is constantly conducting dynamic risk assessments to keep children safe in our woodland environment.

We are hands on learners at forest school and ensure that all children find a sense of success and achievement in every session.

*Together we are happy, respectful, able to flourish and grow.*



## Our code of conduct:

All children participating are encouraged to be involved in the decision-making processes regarding their environment and safety; however, there are some agreements we all make at the start of every session.

**At the fire circle:** A fire will be lit within the fire square. A fire circle using stools and benches will be established around the perimeter 1.5 meters away from the fire square. To be in the fire circle children must walk and sit down at the benches by coming from outside the circle unless invited into the fire square. - see fire risk assessment.

**Shelter:** A waterproof shelter will be constructed where possible if required. This will be sturdy and checked regularly for suitability and safety.

**Vegetation:** Site is checked for toxic plants. Children are told not to pick or eat any plants. Areas of brambles and nettles will be cut back regularly. Potentially harmful plants will also be cut back. Areas will be left uncut to support the wildlife.

**Forest school leader's personal safety:** When working alone (doing site check before the session), the Forest School leader will let another member of staff based at school know of their whereabouts and their expected time of arrival back to school. They will carry a phone when working alone. During sessions the group will always be in site of each other with another adult present.

**First aid:** At least 1 member of staff will hold a valid paediatric first aid qualification. A first aid kit will always be available that is fully stocked. 2 mobile phones will also be carried. In the event of a serious accident, emergency procedures will be followed.

*Together we are happy, respectful, able to flourish and grow.*

**Boundaries:** we have blue ribbon placed at the boundaries of where children are allowed to be. If we hear the call 1, 2, 3 where are you? We will respond 1, 2, 3 I'm here. Also, if children hear an owl call, they know it is time to come back to 'basecamp'.

**Tool use:** When we use tools they will be introduced by and fully supervised by a Forest School Leader. All tools have their own clear code of conduct for correct use which will include consideration for specific personal protective equipment - supplied if needed. When not in use all tools will be kept in a locked toolbox and counted back in by the Forest School leader. - see use of tools risk assessment.

**Picking up and playing with sticks and stones:** We can pick up and collect and carry sticks that are an arm's length, but we will be considerate of our 'blood bubble', we want to avoid accidentally hitting other children. Longer sticks may be dragged or carried with help of another person or each person at either end. Longer sticks are readily available on the woodland floor for use in shelter or den building. Stones may be picked up however they must not be thrown. All stones should be returned after use to limit ecological impact and endangering of animal habitats.

**Ecological impact:** following playing with the natural resources they need to be put back where they were found to limit disruption to small animal and invertebrate breeding and nesting sites.

**Digging:** No large holes are to be dug but we may move the leaf litter and topsoil to study mini beasts and not disrupt the habitat of the site.

**Collecting wood:** We might collect wood to light some fires. We will collect mouse tail sizes, rat tails and cat tails to light a fire and then larger logs. They may also be used to create pictures and patterns but should be collected sparingly. Unused wood should be returned after use.

*Together we are happy, respectful, able to flourish and grow.*

**Rope and string use:** We ensure that children use string and rope carefully and do not tie up each other. All children are monitored whilst knot tying and there will be some good modelling.

**Eating and drinking:** We make sure not to eat or drink anything we pick up from the floor unless an adult has told us it is okay, or it is part of a planned activity. Children will be reminded to not put fingers or hands in their mouth or noses. When we have snack time and lunch children will be directed to the designated wash station to wash hands thoroughly for 20 seconds and then dry using blue roll.

**Toileting:** Before leaving school, all children are invited to use the toilets. At Forest School site B there are composting toilets. Children will be accompanied by an adult. At Forest school site A children can be taken back into the school building with an adult to use the loo.

**Carrying and lifting materials:** As per our safe lifting we ensure we lift by bending our knees and keeping our back straight. Safe lifting should always be modelled by adults. Heavier objects should be rolled, lifted or carried as a team.

**Tree climbing:** We are allowed to climb trees in forest school, but the adults will check the floor for sharp objects and will ensure that there are no rotten branches and children are not allowed to climb on branches that are less than their arm's circumference in thickness.

**Leaving the site:** At Forest School we like to leave no trace. - this means we are responsible for our woodland and ensuring all litter is removed and the fire pit has been dampened and fully put out, any fires on the floor will also have no trace left behind. Anything that we have made or used will be taken with us offsite with the consent of an adult.

*Together we are happy, respectful, able to flourish and grow.*

**Supervision:** All sessions will be supervised by at least the Forest School leader and 1 member of staff. Additional staff, volunteers, helpers or students may accompany the group and will need to read and sign to say they understand everything in the Forest School Handbook including the policies, procedures and risk assessments. All adults will have a full DBS check before being able to accompany the group. Volunteers, helpers and students will not be left unsupervised with children. The school ratios will be used for sessions. The number of adults will be increased as required.

*Together we are happy, respectful, able to flourish and grow.*



## Forest school routines:

### Procedures carried out before each session:

- 🌳 A sweep of the forest school site will be conducted before each session to check for any litter, glass and animal faeces. All items will be collected in black sacks and using disposable gloves and then put into a bin.
- 🌳 Written records of the sweeps will be kept and will detail any hazards found and steps taken to deal with them.
- 🌳 The canopy of the trees will be checked to ensure there is no risk of branches falling and any dead branches will be removed.
- 🌳 A check will be made of the weather conditions however we will be out in most weather conditions. - unless there are severe high winds and/or a thunderstorm is imminent.
- 🌳 Headcount upon entering the woodland.

### Procedures carried out during each session:

- 🌳 Protective clothing and footwear will be worn.
- 🌳 Suncream will be applied as necessary.
- 🌳 Safety talk at the start of the day
- 🌳 Headcounts at any point in the day when we all come together.

### Procedures carried out at the end of each session:

- 🌳 Reflection time
- 🌳 Clear away and leave no trace
- 🌳 Headcount before leaving the woodland
- 🌳 Locking the tools and checking the contents to ensure all tools are present.
- 🌳 Forest School leader will clean any tools and maintain them after the forest school session.
- 🌳 Walk back to car park
- 🌳 Session evaluation will be conducted and observation records that might be useful to class teachers filled out.

*Together we are happy, respectful, able to flourish and grow.*

## What to wear at Forest School

This list outlines the appropriate clothing for **EVERYONE** taking part in forest school, both children, staff and helpers.

### Summer:

- 🌳 Long-sleeved T-shirt/top. Arms should be covered in the woodland due to ticks and plants.
- 🌳 Long trousers/leggings.
- 🌳 Socks
- 🌳 Trainers/wellington boots/walking boots
- 🌳 Sunhat
- 🌳 Suncream
- 🌳 Extra jumper/layers - it can get cold under the canopy of the trees.

### Winter:

- 🌳 Vest/t-shirt
- 🌳 Long sleeved top
- 🌳 Fleece or thick jumper
- 🌳 Waterproof jacket
- 🌳 Thick socks/ 2 pairs
- 🌳 Trousers
- 🌳 Waterproof trousers
- 🌳 Wellington boots/ walking boots
- 🌳 Hats, gloves and scarfs.

**Whatever the weather arms and legs must be covered.**



*Together we are happy, respectful, able to flourish and grow.*

## Toileting at Forest School

At site A: We are in proximity of the school so can go back in supported by an adult to use the toilets.



At site B: We can use composting toilets, we are lucky to have a sink in the woods so, staff will bring soap for children to wash hands after using the loo and staff will monitor the composting loos to ensure sawdust is being added after use.

At Forest School we know accidents happen... Often we are too busy having fun in the woods so any accidents will be dealt with in accordance with our intimate care policy with members of staff. (Spare clothes will be taken to all Forest School sessions)

## Off-Site Travel Arrangements:



Children will be dropped to school as normal or dropped off by parents at the forest school site.

They will then walk in partners to the village hall.

Staff will wear high vis jackets. Staff will block road for safe crossing of children. A staff member will always be at the front and another at the back.

Children will travel using the school minibus. This will only be driven by staff who have passed the in-house minibus test. Seatbelts will be checked by an adult prior to departure. Children will be told to leave seatbelts on until they are told to take them off by the driver.

On arrival to the carpark children will take the safest route as directed by staff to the woodland path.

An adult will already be waiting in the car park for the children's allowing parents to drop off at the woodland.

Before journeying into the woods, a register will be taken, and children will be head counted.

On the walk to the site children will always be in sight of the adults. Children are reminded of this before setting off. They are also given a safety talk to mention to avoid dog poo, listen for machinery and to be careful of the uneven, slippery ground. They will also be reminded to watch out for nettles.

## Environmental Impact

Activity	Considerations	impact	Mitigation
<b>Outdoor games</b>	Constant use of main area	Compact soil and creating slippery mud banks in winter, disturb flora and fauna with heavy footfall.	Rotate area of use
<b>Fire building</b>	Need of dry wood, stress signals from the roots of trees sent out to neighbouring trees, disruption to habitats	Loss of biodiversity, Spread of fire through roots, dry ground and roots, loss of trees	Conscious choice of wood, Fireproof surround for the fire square, keeping heat in, 1.5-meter perimeter, No low hanging branches near permanent fire square Replanting of trees
<b>Cooking</b>	Same as above, water use, hygiene and waste	Same as above, litter and boiling water thrown over fauna and flora.	Single use plastics discouraged, and all waste is taken with us away from the site. No boiling water is poured over any living plants and cooled before disposal.
<b>Woodland walks</b>	Regular use of trails, getting too close to nests and dens. Bramble maintenance.	Disruption of habitats, compaction of soil, creating slippery mud banks in winter. Footfall on flora.	Walks are a peaceful experience following paths that don't get too close to dens or nests.
<b>Tree climbing</b>	Rope tying, overuse of small patch of ground, nesting sites, branches, bark which trees and what branches?	Excessive felling due to climbing branches not supporting weight, disruption of nesting sites and removal of tree bark.	Children climb on branches with the thickness of their arms or more. Adults check for nesting birds. Rope tying over robust well-established trees not saplings.
<b>Tool usage</b>	Sustainability of green wood. Tools left behind. Where are tools being used and set up?	Sharp objects, overuse of younger branches and trees, over working the ground reducing biodiversity.	Move the station for tool use every couple of months so the fauna and flora can recover. All tools are numbered and counted in - tools are bright colours so they can easily be spotted against the leaf litter and in the fauna. Luckily there is lots of green wood available to us.
<b>Arts and Crafts</b>	Maintaining tool use area, plastic, metal and other materials. Tools left behind and the use of natural materials	Disruption of habitats, litter and removing habitats, is there enough of the species for us to take some?	Build and maintain log piles, rock piles etc to allow invertebrates and insects to thrive. Ensure if we are taking resources we are putting them back.
<b>Shelters</b>	Where can we put a shelter to have lowest impact on ground species?	Compaction of soil, water logging, water table higher due to less vegetation cover, health of the trees?	Create covered area in the least biodiverse place under the canopy. Check for the health of bark and rotate where necessary.
<b>Hammock and rope swing</b>	Where to place to have the least affect on flora and fauna.	Compaction of soil/water logging and slippery mud on paths. Footfall on flora.	Ivy is dominant in lots of areas so can rotate which trees and areas are used.
<b>Toileting</b>	Waste management of composting toilet.	Keeping in place for a long time to allow waste to degrade and become reusable matter.	Have a constant supply of sawdust and ensure that loos are set up in the least diverse areas of the woodland.
<b>Noise</b>	Disturbing the wildlife particularly nesting sites for birds and other animals. Hibernating animals in winter.	Checking for any nesting sites and hibernating animals during the pre-assessment of the site.	Ongoing talks with children and staff about how important it is to leave wildlife alone and talk about respect for nature.

*Together we are happy, respectful, able to flourish and grow.*



## Site management plan:

### Year 1

- 🌳 Maintain log circle.
- 🌳 Add a water play station.
- 🌳 Create a new wood pile for natural habitat.

### Year 2&3

- 🌳 Removal and maintenance of the brambles and bushes around the log circle and mud kitchen area.
- 🌳 Plant additional saplings.
- 🌳 Bring in more branches for den building.
- 🌳 Move around the tool station to prevent over working the same area of grass land.

*Together we are happy, respectful, able to flourish and grow.*

## Policies:

For additional information go to our school website and look at the pupil policy and procedure documents.

<p><i>Medical Emergency</i></p>	<p><i>The forest school leader is the qualified first aider in the outdoors and is responsible for the patient until professional assistance takes over. Should an Emergency occur, the following procedure should be adhered to:</i></p> <ol style="list-style-type: none"><li><i>1. Teacher/assistant ring emergency services and patients next of kin/ emergency contact/ can dial 112 from mobile phone to access emergency serves instantly. Site reference can also be given.</i></li><li><i>2. Forest school leader will blow a whistle 3 times signalling all adults and children to go back to base camp. Depending on nature of incident children will be held under supervision of teacher/adult helpers.</i></li><li><i>3. If needed all children will be counted and sent back safely to school.</i></li><li><i>4. Following any incident or emergency the forest school leader will ensure all details are recorded in our forest school accident book.</i></li></ol>
<p><i>Fire</i></p>	<p><i>A bucket of water, fire blanket and burns kit must be sited close to any fires. Cling film to be carried in first aid bag. Children must be under direct supervision by the Forest school lead or forest school assistant when lighting fires.</i></p> <ol style="list-style-type: none"><li><i>1. If fire spreads and attempts to extinguish have failed, the forest leader will blow the whistle 3 times and will shout fire. All children and adults are to immediately stop what they are doing and walk to a designated adult and then head counted before walking using the safest route back to the fire assembly point (the car park) where another head count will be conducted.</i></li><li><i>2. Fire brigade called by forest school leader and forest school leader will be the last one to leave the woodland. Ensuring no children are left behind.</i></li><li><i>3. Finally, all children will be transported back to school and the forest school leader will stay to lease with fire services.</i></li></ol>

*Together we are happy, respectful, able to flourish and grow.*

<p><i>Missing Child</i></p>	<p><i>If a child is lost the following procedures will be taken to ensure the best systematic approach is taken.</i></p> <ol style="list-style-type: none"> <li><i>1. In the unlikely event of a pupil going missing on an outing, our missing pupil procedure is followed.</i></li> <li><i>2. As soon as it is noticed that a pupil is missing, staff on the outing ask pupils to stand with their designated person and carry out a headcount to ensure that no other pupil has gone astray. One staff member searches the immediate vicinity but does not search beyond that.</i></li> <li><i>3. The venue is contacted by a staff member and alerted to the position to support the search.</i></li> <li><i>4. The AH is contacted immediately by the leader of the group / MCL, and the incident is reported to the CEO while the search is maintained by those available.</i></li> <li><i>5. After the initial search, no longer than 20 minutes, the AH or MCL contacts police and gives them all the details as accurately as possible.</i></li> <li><i>6. The CEO is updated. The AH or MCL contacts the parent, who makes their way to the setting or outing venue as agreed with the AH.</i></li> <li><i>7. The academy is advised as the best place to meet the parent, as by the time the parent arrives, the pupil may have been returned to the setting.</i></li> <li><i>8. Staff members take the remaining pupils back to the setting as soon as possible.</i></li> <li><i>9. The MCL or designated member of staff must stay at the venue until the police arrive. Once the position is resolved the CEO reports the incident to the Chair of Trustees. The CEO and or Chair, with MCL and AH, carries out an investigation to review the reasons and revise measures if necessary.</i></li> </ol> <p><i>Other children will remain with staff, head counted and will get taken back to school on the minibus.</i></p>
<p><i>Lone working</i></p>	<p><i>This includes travelling alone, visiting people in their homes arriving and leaving the premises and out of hours activities. It is not desirable however sometimes cannot be avoided.</i></p>

	<p><i>Staff must have permission to be lone working and must have sufficient training to know how to respond to emergency situations.</i></p> <p><i>Staff need to have a checking in system with other staff members or family.</i></p>
<p><i>Health and safety</i></p>	<p><i>The school health and safety policy must be followed. This is some additional points in relation to Forest School sessions which is an opportunity for children to experience new challenges and learn to take reasonable risks. It is the role of the Forest School lead to ensure thorough risk assessments are carried out to ensure the safety of everyone on the session. These should be reviewed regularly. Adults involved must know and understand their role in following the risk assessments. Risks can rarely be eliminated but can be reduced to a minimum without limiting children to explore and learn.</i></p> <p><i>The Legal Framework. (Health &amp; Safety At Work Act 1974 and Regulations 1992)</i></p> <p><i>Employers must:</i></p> <ol style="list-style-type: none"> <li><i>1. Assess the risk of activities.</i></li> <li><i>2. Introduce measures to control those risks.</i></li> <li><i>3. Tell their employees about the measures they have introduced.</i></li> <li><i>4. Follow LEA Guidance on Educational visits and journeys for arranging school visits (but decisions about visits are usually delegated to the head teacher).</i></li> </ol> <p><i>Employees must:</i></p> <ol style="list-style-type: none"> <li><i>1. Take reasonable care of their own and others' health and safety.</i></li> <li><i>2. Co-operate with their employers over health and safety matters.</i></li> <li><i>3. Carry out activities in accordance with training and instructions.</i></li> <li><i>4. Inform the employer of any serious risks.</i></li> <li><i>5. Act in accordance with the teacher's common law duty (as a reasonable parent would do in the same circumstances).</i></li> <li><i>6. Follow the written procedure for arranging school visits, including obtaining the head teacher's prior approval.</i></li> </ol> <p><i>Tools are used with children with a minimum ratio of 1:4.</i></p> <p><i>The Forest School leader and assistant are responsible for overseeing the safe use, maintenance and storage of all tools.</i></p>

*Together we are happy, respectful, able to flourish and grow.*

	<p>Each toolbox has a list of all the tools it holds attached to it. This should be used as a checklist to check tools are there before and after each session.</p> <p>The toolboxes that contain sharp tools are kept always locked when not in use.</p> <p>PPE is available such as gloves and hats when needed as personal protective equipment.</p> <p>Activity risk/benefit assessments are completed for all activities involving tool use.</p> <p><u>The Duties of the Forest School Leader</u></p> <p><b>The Forest School Leader has specific delegated tasks in relation to health &amp; safety management within their departments/subject areas. They must ensure that:</b></p> <ul style="list-style-type: none"> <li>• Appropriate safe working procedures are brought to the attention of all staff via appropriate instruction.</li> <li>• Appropriate Risk Assessments are carried out for specific activities (i.e. lighting fires and using tools) and that all staff are trained appropriately to facilitate these activities.</li> <li>• Daily site inspections are carried out, prior to children using the Forest School site and report / record inspections to Health and Safety co-ordinator.</li> <li>• They take appropriate action on health, safety and welfare issues referred to them, informing the Head of School or Governing Body of any problems they are unable to resolve within the resources available to them</li> <li>• Ensure that all staff and pupils are appropriately dressed before entering the Forest School site.</li> <li>• All accidents (including near misses) occurring within their area of responsibility are promptly reported and investigated.</li> </ul>
Prevent	Prevent is the government's counter-terrorism strategy aimed at stopping people from becoming terrorists. It is a multi-agency approach to prevent and safeguard those at risk from radicalisation. Anyone worried about a child or adult should contact

*Together we are happy, respectful, able to flourish and grow.*



	<p><a href="mailto:prevent@devonandcornwall.pnn.police.uk">prevent@devonandcornwall.pnn.police.uk</a> to make a referral and speak to the designated safeguarding lead to discuss concerns.</p> <p>Concerns about terrorism or violent extremism being promoted or related activity is taking place then pass on the concern to local police by calling 101.</p> <p>Identify:</p> <ul style="list-style-type: none"> <li>🌳 Change in behaviour</li> <li>🌳 Sharing extremist views</li> <li>🌳 Talk about inappropriate material - or role-playing inappropriate behaviour</li> <li>🌳 Changes in appearance</li> <li>🌳 Lots of new belongings</li> </ul> <p>Report:</p> <ul style="list-style-type: none"> <li>🌳 TED</li> <li>🌳 Tell</li> <li>🌳 Explain</li> <li>🌳 Describe</li> <li>🌳 Do not ask leading questions</li> <li>🌳 Record on blue forms in the words of the child</li> <li>🌳 Make no promises</li> <li>🌳 Pass on to the designated safeguarding lead</li> </ul> <p>Action:</p> <ul style="list-style-type: none"> <li>🌳 Designated safeguarding lead can talk to police, get channel involved, share concern with parents, start a chronology and inform governor.</li> </ul> <p>At forest school we aim to prevent radicalisation through:</p> <ul style="list-style-type: none"> <li>🌳 All staff updating prevent training every September</li> <li>🌳 Keep it can happen hear attitude</li> <li>🌳 Develop a relationship with learners so they feel the environment is a safe space.</li> <li>🌳 Allow and facilitate debates on controversial subjects and challenge views.</li> <li>🌳 Underpin our sessions with British values and school ethos to promote development of morals, culture and ethos.</li> </ul>
<p><i>Equality and Inclusion</i></p>	<p><i>Forest school is inclusive and aim to meet the needs of all participants. If appropriate, after speaking to the appropriate people including parents, we welcome all children with special educational needs. Changes will be made where possible to meet the needs of these children. If a child has a 1:1, they will accompany them on the session. They will not be included in the staff ratios.</i></p>

*Together we are happy, respectful, able to flourish and grow.*

*We recognise the needs of all children with special educational needs, including those who are gifted and talented and will aim to meet their needs. We will work in partnership with other agencies including parents to meet these.*

*We have provisions for the Disability Discriminations Act 2015 and will follow this.*

*It is our duty to eliminate discrimination. We aim to have equal opportunities no matter what age, race, gender, disability, ethnicity, religion and belief and sexual identity.*

*According to the Equality act 2010 a person has a disability if:*

- He or she has a physical or mental impairment, and*
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*

*The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.*

- Not to treat disabled pupils less favourably for reasons related to their disability*
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.*
- To plan to increase access to education for disabled pupils.*


*It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school and Forest School.*

*This is reflected in our school aims, which state*

- To treat all pupils, parents, staff and other users of the school fairly and with respect.*
- To provide access and opportunities without discrimination of any kind*

*Together we are happy, respectful, able to flourish and grow.*

	<ul style="list-style-type: none"> <li>• <i>To provide a safe, secure, stimulating and supportive atmosphere where each child is valued to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally</i></li> <li>• <i>To secure an inclusive learning environment and to support individual pupils with special educational needs and disabilities.</i></li> </ul> <p><i>We recognise and respect difference. Treating people fairly does not necessarily mean treating people the same. We must not discriminate but must consider and provide adequate provision or changes for them.</i></p>
--	---

<p><i>Behaviour</i></p>	 <p><i>Happy, inspired, and respectful children at the heart of our community and all we do.</i></p> <p><i>Our core values are central to our school culture and ethos. We take a relational approach with all children in school.</i></p> <ul style="list-style-type: none"> <li>🌱 <i>provide a safe, secure, encouraging and supportive atmosphere where every child is valued</i></li> <li>🌱 <i>nurture children towards positive self-confidence and pride as learners, and to help each other to mature socially and emotionally</i></li> <li>🌱 <i>encourage children to consciously reflect on their behaviour and empower them to understand that it is</i></li> </ul>
-------------------------	--

*Together we are happy, respectful, able to flourish and grow.*

	<p><i>within their control to make good choices, including though restorative justice. (In a restorative approach, the inherent worth of everyone is recognised, and we seek to strengthen the essential ties that bind us to one another - in the classroom, school and the community. We encourage children to bravely engage in and learn from honest - and sometimes difficult - conversations.)</i></p> <ul style="list-style-type: none"> <li><i>🌳 secure an inclusive learning environment and support all individual children under the Equality Act 2010</i></li> <li><i>🌳 teach children to develop positive friendships, using appropriate strategies, including circle time, giving support to individuals and groups as necessary</i></li> <li><i>🌳 enable children to understand what it means to be a good citizen and to put this into practice at school and in the wider community</i></li> <li><i>🌳 develop in children an understanding of and respect for the religious, spiritual, moral, and cultural values and views of others, and to thoughtfully consider their own</i></li> <li><i>🌳 encourage children to appreciate our natural environment and understand the importance of conservation</i></li> </ul>
<p><i>Child protection and safeguarding</i></p>	<p><i>We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils and expects all staff, trustees, Local Advisory Committees and volunteers to share this Child Protection and Safeguarding Policy 1. Safeguarding Statement Contents commitment. We recognise that all children, regardless of age, disability, SEND, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. We listen to our pupils and take seriously what they tell us, children are aware of the adults they can talk to if they have a concern. When there are concerns for a child's welfare, we may need to share information and work in partnership with other agencies. We will ensure concerns are discussed with parents/carers first unless we have reason to believe that by doing so would be</i></p>

*Together we are happy, respectful, able to flourish and grow.*

	<p>contrary to the child's welfare. This Child Protection and Safeguarding policy underpins and guides our safeguarding procedures and protocols.</p> <p>For further information visit the school website.</p>
Whistle blowing	<p>Children' safety and welfare are extremely important. If concerned for a child's safety on a session, contact the Forest School lead immediately who will act accordingly and pass on the information to the safeguarding lead (The academy head).</p> <p>If concerned about the behaviour of the Forest School Lead or do not wish to share your information with the Forest School Lead, then inform the safeguarding lead (Academy head) or governor.</p> <p>If a child is at immediate risk, act accordingly by phoning lead safeguarding officer or MASH.</p> <p>Any concerns heard must be written down immediately so paper and pens must always be carried during sessions.</p>
Data protection and confidentiality	<p>Information will only be shared on a need-to-know basis. Sharing is only done so to promote the welfare of the child. Parents can access information on their child at any time. They do not have access to other children's files. Staff will not discuss the needs of children unless it affects the planning of the session to meet their needs. Personal information is stored securely. Issues with adults are kept confidential and only people directly involved should know. Parent's permission is asked for regarding social media and photography. Anyone completing a study with the children will need written approval from parents.</p>
First aid	<p>The forest school practitioner holds and will update their forest school and paediatric first aid training and at least one other member of staff will be on site with paediatric first aid training.</p> <p><u>The responsibility of the Forest School practitioner and assistant</u></p> <p>We will:</p> <p>Create an environment that is as safe as it can be without undue risk to health using risk/benefit analysis.</p> <p>Use, maintain and store equipment safely.</p> <p>Ensure that all helpers/staff are competent in their role.</p>

*Together we are happy, respectful, able to flourish and grow.*



*The Forest School Leader holds ultimate responsibility and liability for ensuring that the Forest School operates in a safe and as minimally hazardous way as possible.*

*The Forest School leader will continually monitor the Health and Safety Policy and amend it as necessary. All accidents/incidents will be recorded in the Forest School Accident or incident book, informing HSE and Care Inspectorate if necessary.*

*The incident/accident book will be reviewed every term with a senior leader to ensure policies are effective.*

*Equipment to be taken:*

- 🌳 First aid kit*
- 🌳 First aid book*
- 🌳 Mobile phone x2 (1 of which should be the school mobile)*
- 🌳 Fresh water*
- 🌳 Spare clothing*
- 🌳 Consent forms with medical information and emergency contacts on*
- 🌳 Incident/accident log*
- 🌳 Forest School handbook containing risk assessments, policies and procedures*
- 🌳 PPE*
- 🌳 If making fires- tool and fire lighting kit/fire blanket/burns kit*
- 🌳 Emergency procedures*
- 🌳 Handwashing kit- wipes and hand gel*
- 🌳 Emergency Bivi-bag*
- 🌳 Emergency shelter*
- 🌳 Toileting kit*
- 🌳 Camera*
- 🌳 Spare boundary rope and scissors*
- 🌳 Medicines needed for any child on the session (epi-pen/inhaler etc)*
- 🌳 Tarps*
- 🌳 Additional resources that may be needed for the session*

<i>Food safety</i>	<p><i>The forest school practitioner will hold a level 2 qualification in food safety and will ensure all food bought into forest school is nut free and vegetarian friendly to prevent cross contamination.</i></p> <p><i>The food will be stored in a cool dry area and all staff, helpers and children will have to keep good personal hygiene at forest school, wash hands and use the correct equipment before handling any food.</i></p>
<i>Weather</i>	<p><i>If the Forest School leader believes that it is unsafe to do the session, then they have the final say and the session is cancelled and rescheduled for a later date if possible. In high winds or thunder and lightning are present or forecast, the session should be cancelled. Children and adults should be dressed appropriately according to the weather. If they are not dressed appropriately, we will try to source the appropriate things for them to attend. If this is not possible then they will be unable to attend the session. Please see poor weather policy above for more details.</i></p>
<i>Intimate care</i>	<p><i>Accidents happen and when they do it is important to adhere to the intimate care policy.</i></p> <p><i>Children should be given as much autonomy as possible.</i></p> <p><i>Adults assisting with intimate care MUST be members of staff and there should always be an adult aware you are assisting a child and in most cases two adults should be present.</i></p> <p><i>Parents should be informed, and it should be recorded on the intimate care forms.</i></p> <p><i>No electronic devices should be carried whilst providing intimate care.</i></p>

*Together we are happy, respectful, able to flourish and grow.*

## Additional useful information:

### First Aid bag check list:

- 🌿 2x sterowash
- 🌿 8 x sterile cleansing wipes
- 🌿 3 instant ice packs
- 🌿 Waterproof plasters
- 🌿 1 x triangle bandages
- 🌿 1 x large bandages
- 🌿 2 x resuscitation face shield
- 🌿 2 x medium bandages
- 🌿 3 pairs of protective gloves
- 🌿 1 roll of micropore tape
- 🌿 Safety pins
- 🌿 Scissors & shears
- 🌿 1 x tubular bandage
- 🌿 4 x burns gels
- 🌿 1 x eye bandage
- 🌿 Recording sheets
- 🌿 1x tourniquet
- 🌿 1x Epi pen
- 🌿 1 x box of tissues
- 🌿 Bite and sting relief
- 🌿 Baby wipes
- 🌿 Spare clothes
- 🌿 Thermometer
- 🌿 Tweezers
- 🌿 Pain relief
- 🌿 Antihistamine
- 🌿 Survival bag

### Emergency bag check list:

- 🌿 Emergency procedures in a folder
- 🌿 Emergency contact details
- 🌿 Whistle
- 🌿 High Vis Vests for all adults
- 🌿 Notebook and pencil
- 🌿 Torch
- 🌿 Air Horn

*Together we are happy, respectful, able to flourish and grow.*

## Forest School Essential Equipment list:

The following is a list of the essential equipment that must be available for all forest school sessions and kept in an emergency rucksack.

- 🌳 Register and emergency contact information
- 🌳 Phones x2
- 🌳 First Aid kit
- 🌳 Emergency kit
- 🌳 First Aid Handbook
- 🌳 Survival bag
- 🌳 Carry bag for dirty/wet clothing
- 🌳 Spare clothes
- 🌳 Map of the local area
- 🌳 Sun cream
- 🌳 Medical forms
- 🌳 Children's and Adult's medications

## Forest school consent forms:

Dear Parents and Carers,

### **Forest School**

We are pleased to be able to provide Forest School sessions with Miss Tarsky having completed her Level 3 Certificate in the Forest Schools Programme. Children will explore and learn about their environment as well as work in teams on activities such as making objects from natural materials, shelter building, using tools and cooking on a fire. These sessions are linked to all aspects of the curriculum and help to further develop their independence, self-esteem and motivation.

Your child will visit the Woodlands once each half term for a full day (weather permitting). Details of when your child will attend will be sent home prior to the sessions and dates are also available on the website on the Forest School page. Forest School will also be an activity that children will take part in during activities week.

Forest School sessions will be led by Miss Tarsky who is a level 3 Forest School Practitioner and holds valid First Aid certificates. She will be accompanied by other members of staff on each session. The site, equipment and activities have been fully risk-assessed.

Forest School will operate in all weather conditions, apart from high winds; therefore, it is essential that children have the correct clothing. They should wear old clothes that will allow them to get dirty- long sleeves and trousers are essential (due to ticks present in the woods). They should be dropped off at the Beacon car park at the start of the day wearing their Forest School clothes and will be picked up by you at the end of the day from the same place (unless your child attends Breakfast of After School Club where they will travel in the minibus. ) They should wear wellies or walking boots. They will need a waterproof coat with a hood and waterproof trousers. During hot sunny days children will need a sun hat and during the winter months they will need a hat, gloves and thick socks.

We like to have some spare waterproofs and wellies in school and would be grateful if anybody is able to donate these items. Please let us know if you can help.

Please complete the permission slips below and return to the office so that your child may take part in this activity.

If you have any questions about Forest School, please do not hesitate to ask.

Regards,

Miss Tarsky and Miss Barlow

*Together we are happy, respectful, able to flourish and grow.*

**Parental Consent Form- Forest School**

PLEASE COMPLETE USING BLACK INK

Child's full name.....

Date of Birth.....

Contact telephone number(s)

1. Name.....Number.....

2. Name.....Number.....

Name, address and telephone number of person(s) to be contacted if parent/guardian unavailable:

.....

.....

1. I would like my child .....to take part in Forest School as part of the curriculum, and having read the information provided, agree to him/her taking part in all the activities described.

2. I consent to any emergency medical treatment required by my child during the visit.

3. I confirm that my child is in good health, and I consider him / her fit to participate.

4. I give/ do not give permission for my child to have food and drink at Forest School.

5. I give/ do not give permission for my child to bring their own sun cream to school.

6. My child does/ does not require help to apply sun cream.

7. I give/ do not give permission for my child to use the Forest School sun cream.

Signed.....

Date:.....

*Together we are happy, respectful, able to flourish and grow.*



**Forest School Education trip to forest school site**

**Medical Form**

**PLEASE COMPLETE USING BLACK INK**

**Child's full name**.....

**MEDICAL INFORMATION**

**Does your child suffer from any of the following conditions?**

(Cross out the YES or NO which does not apply)

Asthma	yes/no
Diabetes	yes/no
Epilepsy	yes/no
Fainting	yes/no
Heart Trouble	yes/no
Migraine	yes/no

**Does your child suffer from any other condition requiring medical treatment including medication? Yes/No**

**Please give details**.....

.....

**Does your child have any known allergies? Yes/No**

**Please give details**.....

.....

**Has your child been immunised against Tetanus? Yes/No**

If YES please give date if known.....

**Does your child require a special diet? e.g. vegetarian Yes/No**

Please give details.....

**Any other relevant information concerning your child's health should be noted below**

.....

.....

**Signed**.....

**Date:**.....

*Together we are happy, respectful, able to flourish and grow.*

Dear Helper,  
**Forest School**

Thank you for showing interest in helping at our Forest School session/sessions.

Please sign to agree the following:

- I have read and agree to the schools Forest School ethos.
- I have read and understood the emergency action plan.
- I have read and understood the schools whistle blowing policy.

Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Regards,

Miss Tarsky/Miss Barlow  
Forest School Leader/Academy Head

Miss Tarsky/Miss Barlow

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

*Together we are happy, respectful, able to flourish and grow.*

Safety sweep:

Date:	Time:	Weather conditions:	
Name of forest school practitioner:			
Check list	Yes/no	comments	
Fallen branches			
Low branches			
Protruding thorns			
Brambles/nettles			
Slippery areas			
Vandalism			
Boundary line/fence			
Base camp			
Tool count			
Emergency bag			
First aid bag			
Poisonous flora/fauna			
Broken glass			
Litter			
Weather			
Running water			
Toilets			
Equipment			
Spare clothes			
Other hazards identified:			
Action taken			
Signed and dated			

*Together we are happy, respectful, able to flourish and grow.*

### Tool risk management:

Children will be able to use a wide range of tools in forest school including:

- 🌳 Bow saws
- 🌳 Mora Knives
- 🌳 Ferro rods
- 🌳 Hand drills
- 🌳 Axes
- 🌳 Pruning saws
- 🌳 Loppers

### Our general rules are:

- 🌳 Children only use tools when supervised by the Forest school practitioner.
- 🌳 All tools must be put back into cases when not in use and kept in a locked container.
- 🌳 Children will sit down to use knives and use them away from their body.
- 🌳 We talk about our blood bubble in Forest School, and this means that children will ensure that they are an arm's length away from any other person so there is no risk of them injuring others.
- 🌳 Children do not have free access to tools and are trained how to correctly use them correctly.
- 🌳 The Forest School practitioner is responsible for maintaining tools and if they are broken/cannot be mended they are replaced.
- 🌳 The Forest School practitioner will check all tools at the start of each session to prevent injury.
- 🌳 All tools will be counted in and out of the toolbox at the start and end of each session.

*Together we are happy, respectful, able to flourish and grow.*

Notes regarding updates:

Forest school handbook written:

05/09/24

By Forest school lead: Ellie Tarsky

Reviewed by Academy Head: Karen Barlow

Date to review: 05/09/25