



Forest school

* HANDBOOK -

2016

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**What is Forest School?**

*‘Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees’.*

(Forest School Association)

Whilst its roots are planted firmly in our best understanding of the theory of how children learn, its practice puts the learner at the heart of their learning experience. From this fundamental platform, Forest School offers children and young people the opportunity, over repeated visits, to engage with the rich natural diversity of the woodland environment to help build confidence, sensitivity, resilience and curiosity.

**Our vision**

Forest School is based more on the process of learning than it is on the content - more on the 'how' than the 'what'. This means that genuine Forest School practice steps boldly out of the shadow and limitation of 'planned activities' and ventures collaboratively into the realms of the unplanned, unexpected and ultimately unlimited.

Through our Forest School sessions we will offer children to chance to play and the right to the outdoors. We hope to create well rounded, independent and enthusiastic learners, who feel confident to take risks, challenge themselves and value the great outdoors.

## Forest School ethos

At Middle Barton Primary School we are committed to the ethos of Forest School and aim to:

* Offer all children the chance to be themselves
* Give children time and space to explore, investigate and invent
* Promote a love of learning and the outdoors
* Encourage independence
* Promote self-esteem and self-confidence
* Develop self-motivated and reflective learners
* Promote collaborative learning and social interaction
* Support emotional intelligence
* Promote a growth mind-set by supporting children outside their comfort zone in order to challenge themselves
* Provide opportunities for children to manage and take appropriate risks
* Promote positive behaviour within Forest School, the classroom and wider community

## Staffing

## Forest School Leader- Hannah Smith

Forest School Programme Leader OCNWM Level 3

Primary Teacher Education BA Hons QTS

Forest School First Aid Qualification (2016)

Teaching Assistants- **Sarah Mortimer**

First Aid

**Kim Hogan**

Volunteer Helpers- **Parent**

**Leader Responsibilities**

* Review and update relevant policies and the handbook when necessary
* Manage and update risk assessments when required
* Carry out Risk and Site Assessments, and share with all participating adults and children
* Inform parents of Forest School sessions, advising them of appropriate clothing and seek permission.
* Carry an appropriate first aid kit in line with the First Aid policy to address medical and allergy needs.

**Adult’s role**

All adults at Forest School model appropriate behaviour and safe practices, whilst interacting with the children and each other; boundaries are shared, promoting positive reinforcement and choices and consequences discussed. Adults will observe children’s play and provide resources and opportunities to accommodate and promote learning and interests, in order to adhere to the child-led approach.

* Following ratios as standard practice:
* FS- 1:4
* KS1- 1:6
* KS2- 1:8

## Forest School Association principles for the setting

The Forest School ethos has six principles, which were agreed by the UK Forest School community in 2011 and will set the foundations for Forest School at Middle Barton.

1. **Forest School sessions will take place on a weekly basis throughout the academic year, in order to experience seasonality, within the school Forest School site. The programme will be flexible and adapted to suit the needs and interest of the group.**
2. **The sessions will take place either within the designated wooded environment area of the school field or within the eco-area.**
3. Our programme aims to promote the holistic development of those involved, fostering resilient, confident, independent and creative learners.
4. We will offer learners the opportunity to take supported risks appropriate to the environment and themselves.
5. **Middle Barton Forest School Programme is run and managed by a qualified level 3 Forest School Leader- Hannah Smith (Class Teacher) is currently completing the Level 3 Award, Forest School Leader.**
6. We use a range of learner centred processes to create a community for development and learning

The Forest School Principles and other information can be located at: <http://www.forestschoolassociation.org/full-principles-and-criteria-for-goodpractice/>

## Assessment of learning, recording and reporting

During Forest School sessions, children will be observed and assessed in an unobtrusive way as within the classroom. Evidence will be gathered using photographs, videos and written observations (see appendix). All staff involved in Forest school will be responsible for gathering evidence; volunteers will be asked to feedback to the Forest School Leader. Information gathered will be used to plan activities and next steps for the children and support classroom teacher assessments.

Any accidents or incidents will be dealt with, recorded in the incidents book and reported using the school procedures and the correct forms (see appendix). Parents will be spoken to in person in addition to a letter/form being sent home regarding any injury.

## Behaviour

The school has a very high standard for behaviour. Children will be reminded that rules apply in the outdoor setting as they apply in the classroom setting. The children will be encouraged to consider how these apply outdoors and they will be made aware of their environmental responsibility.

Forest School offers children an alternative learning environment to the classroom; therefore we expect to observe different behaviours. In order to fulfil the Forest School ethos, a constructivist learning approach will be promoted whilst steering away from the typical behaviourist learning approach seen in many classrooms.

The three golden rules are:

***Care for yourself- Care for others- Care for the environment***

Children are encouraged to:

* Respect the environment
* Listen to adults
* Stay within the boundaries
* Be kind to others
* Share with others
* Work responsibly with tools
* Follow rules and guidelines when given

## Clothing and personal equipment

Forest school sessions will take place weekly in all weather conditions, unless the safety of participants is in question.

## *‘There is no such thing as bad weather, just bad clothing’*

Children will come prepared for all weather conditions, in order to be able to fully engage in the sessions. They should have the following items in their kit:

* Long sleeved tee shirt
* Trousers, to reduce the risk of bites, stings and scratches
* Waterproof over trousers or dungarees and jacket
* Long socks, wellies or old trainers (in very hot dry weather)
* During the summer, a sunhat and sunscreen should be supplied
* During the colder months, extra layers such as a fleece, tights, hats and gloves etc.

All items should be names. Children will change into their kit before the session and return home in them.

## Communication strategy

Clear communication is essential for the smooth running of Forest School at all stages- before, during and after.

Any staff or volunteers attending Forest School must meet prior to leaving school to review ratios, health and safety and risk assessment for the day.

A copy of this Handbook will be available on the school website. Parents will receive general information letters before sessions begin, a permission slip and details of the programme. There will be a parents’ meeting and/or opportunity for an informal chat with the Forest School Leader before sessions begin. Basic session information will be shared with children and staff prior to the visit; rules will be discussed and practised in the classroom setting.

They groups involved are:

* Children
* School staff and governors
* Parents
* Contractors

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WHO | CHILDREN | PARENTS | COLLEGAUES | LANDOWNER | NEIGHBOURS |
| WHAT | Basic session information will be shared prior to the visit | Parents will receive general information letters before sessions begin | Basic session information will be shared prior to the visit | Oxfordshire County Council (Head teacher agreement) | Information of the programme |
| WHY | Ensure safety and understanding | Gain permission. Provide key information. | Provide key information and ensure safe practice. | To gain consent to use the land for Forest School | Provide key information. |
| WHEN | Before and during the programme | Before and during the programme | Before and during the programme | Before the programme begins | Before and during the programme |
| HOW | Class discussion  Photos and videos  Display board  Books/stories | Letter outline the programme  Letter of consent  A copy of this Handbook available on the school website | A copy of this Handbook available on the school website and in the school office. | Formal legal agreement | A copy of this Handbook on the school website |

## Complaints procedure

If, for any reason, someone wishes to make a complaint about the Forest School programme please report directly to Hannah Smith or the school office.

## Confidentiality

All forest school staff and volunteers must adhere to the school confidentiality policy. All adults/volunteers will have read and agreed to this prior to joining the programme. A summary of the policy is included below (please refer to the whole school policy for more information):

* Medical and personal information: all records will be kept in a secure file and read only by the forest school leader. Other adults will be made aware of any necessary information for safety purposes but these will not be shared outside of school.
* Observations: these will be carried out by all adults and only used for learning and development purposes.
* Media: parents will agree to their children being photographed. These photos will be used solely for school purposes- evidence of learning, displays, school website…

## Ecological impact assessment and three year woodland management plan including site map

**Ecological impact**

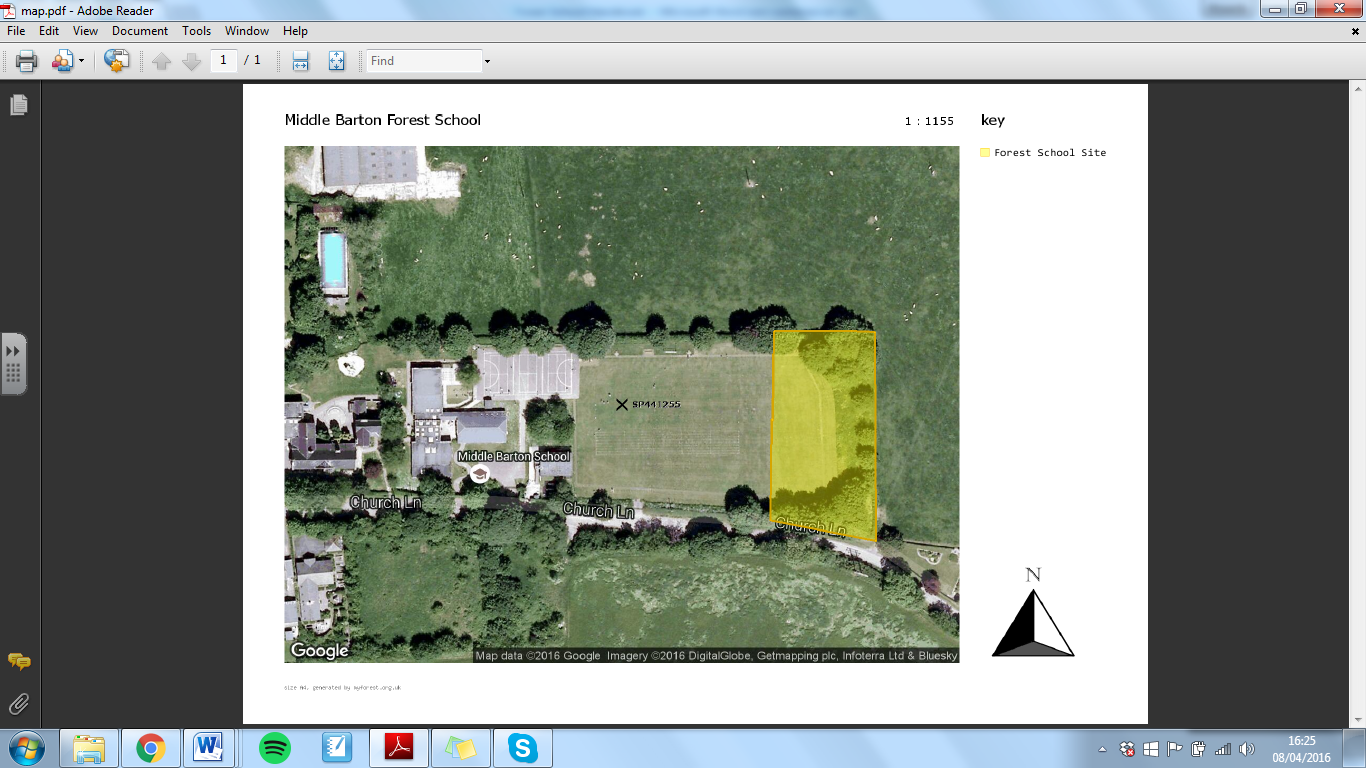
It is important that children learn to look after our woodlands and outdoor spaces. They need to learn how to share the woodland with animals and plants and know how to look after them. Forest School will encourage them to take responsibility for this and develop a respect for the natural world.

Whilst using the Forest School site we shall try and minimise the harm caused to local plant species and wildlife. The site is likely to incur a higher level of erosion due to increased use therefore having only 15 children at once will help minimise this. During the Forest School sessions the children shall be encouraged to be more responsible for the protection of plants and wildlife.

We shall also work to improve the site by adding bug hotels to encourage further wildlife.

See ‘Management Plan’ (appendix) for the full ecological impact assessment.

|  |  |  |  |
| --- | --- | --- | --- |
| **Ecological Impact Assessment** | | | |
| **Layer** | **Activity** | **Impact** | **Action** |
| Soil | Walking/trampling.  Digging mud.  Raking leaves. | Erosion of soil.  Expose of tree roots. | Rope off badly damaged areas.  Have designated digging areas which can be moved regularly. |
| Ground | Den building.  Lighting fires. | Erosion of soil.  Trampling of young plants. | Create a permanent fire triangle to limit erosion.  Take dens down after use to allow light to ground. |
| Ground | Walking/trampling.  Playing in wild areas of plants. | Trampling of young plants (bulbs, flowers…) | Show children plants and bulbs and talk about caring for them.  Rope off sensitive areas to avoid trampling. |
| Ground | Hunting for minibeasts under logs, in soil and grass. | Disturbing habitats of minibeasts and killing them and their eggs. | Create area of logs that children can explore and learn how to care for minibeasts.  Create habitat piles that we agree we don’t touch. |
| Field | Using plants for crafts and play activities. | Cutting plants and removing young leaves and flowers. | Agree with the children an area of plants we will use (sacrifice) and areas we will leave for wildlife.  Plant more wild flowers. |
| Shrub | Playing around young trees. | Damage to trunk and branches. | Discuss and agree with children how to care for young trees. |
| Canopy | Rope swings. | Rope cuts into bark and frequent use can cause damage and weakness. | Use different trees and branches over time- not a weekly activity. |

**Site map**

See ‘Management Plan’ (appendix) document for detailed site maps.

**Three year woodland management plan**

A three year woodland management is devised prior to the Forest School programme to ensure that the site is monitored, assessed and developed over time to help minimise ecological impact and establish a Forest School site for the future.

|  |  |
| --- | --- |
| **Work Programme** | |
| **Year** | **Activity** |
| 1 | Tree safety inspection by Oxfordshire County Council- remedial work. |
| 1 | Mapping of site. |
| 1 | Setting up the site- creating seating area, fire area, boundaries… |
| 1 | Monitoring ecological impact with client group- regular assessments each term using photos. |
| 1 & 2 | Create habitat piles and homes. |
| 1 & 2 | Plant native bulbs in hedges and wild flower seeds. |
| 2 | Continue monitoring ecological impact over time- photos and notes. Move seating area/fire pit? |
| 2 | Create permanent structures- saw horse, tool station, willow tunnel… |
| 3 | Arrange another tree inspection by OCC-remedial work. |
| 3 | Continue monitoring and assessing ecological impact- make changes to site as necessary. |

See full ‘Management Plan’ document- in appendix.

## Equal opportunities at Forest School

This policy operates in line with the whole school policy.

* In our Forest School, we are committed to equal opportunity for all and we create an environment in which people feel valued, regardless of their ethnic heritage, social and economic background, gender, ability or disability, promoting fundamental British values.
* We will make every effort to ensure that our activities are accessible to all children and adults by making appropriate changes to the environment, resources and activities. However, there may occasionally be times when we are unable to do this.
* Forest School encourages children to develop positive attitudes about themselves as well as to people who are different from themselves.
* Children are respected as individuals and given opportunities to participate and succeed regardless of their ability or style of learning.
* Forest School is a child led experience and wherever possible the children will be allowed to follow their own interests providing they show respect for each other and the woodland environment.

\*Due to curriculum and practical reasons, the younger children in the school will initially attend Forest School on a regular basis.

## First Aid

The Forest School Leader is responsible for First Aid and is qualified in…

However any adult who is trained within First Aid and holds a current certificate may support the administration of First aid.

**First Aid Kit**

It is essential that the first aid kit is checked prior to Forest School sessions against the content checklist. The following items should be included in the first aid kit:

* Plasters
* Bandages
* Plastic bags
* Gloves
* Scissors
* Antiseptic wipes
* Gauze
* Burn Gel
* Water
* Tweezers
* Cling film
* Accident record book
* Emergency contact details for all of the group
* Individual children’s medicine

Before carrying out a Forest School session it is vital that any prior medical issues are known. Parents should have completed a medical administration form for the sessions which should be kept confidentially within the first aid kit. Adults should be made aware of medical needs, such as the use of an epi pen or inhalers, where appropriate. Individual medicines should be kept in a box with the medical consent form, clearly labelled with the child’s name.

## Health and Safety

The Forest School Leader is the person responsible for Health and Safety during Forest School sessions. Middle Barton has a set of comprehensive Health and Safety policies (please refer to these for more information) which are summarised below. Many of these directly link to Forest School; however the outdoor environment requires some specific measures to be put in place.

These include:

• ‘No pick, no lick, be careful how you carry a stick.’

• Respect for plants, trees and animals

• Staying in view of the base camp at all times

• Staying within the designated areas at all times

• Adult supervision for tree climbing and other ‘risky’ activities

**Assessment, recording and reporting**

Forest School sessions will involve various assessment, recording and reporting documents and procedures. These include annual, termly and daily site checks which will be recorded on the related risk assessment document (see appendix). There is also a school injury form to record any accidents or injuries which will be reported to school and parents.

An Emergency Accident Plan (EAP) has also been devised to record and report any serious accidents.

**Emergency Action Plan (EAP)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Site Location** Middle Barton School | | | **Emergency phone numbers** | | |
| **Directions to site:** Turn off the Oxford Road (**A4260**) at Hopcrofts Holt onto the **B4030.** Turn left onto **Pack Lane** and then turn right onto **Church Lane**. School on the right.  **Access to site/meeting point:** Gate to school field  **Grid reference:** SP441255 | | | **Base contacts:** Office: 01869 340552  **Leader’s mobile number:** 07450295337  **2nd mobile number:** | | |
| **Adult responsibilities in the event of an emergency:**  **Adult 1-** Hannah Smith (leader) **Adult 3-** Kim Hogan  **Adult 2-** Sarah Mortimer **Adult 4-** Parent helper | | | | | |
| **First Aider** | | | Hannah Smith | | |
| **Support First Aider** | | | Sarah Mortimer | | |
| **Inform base/call services** | | | Parent | | |
| **Meet emergency services** | | | Parent | | |
| **Accompany injured person to hospital** | | | Sarah Mortimer | | |
| **Responsible for other participants** | | | Kim Hogan | | |
|  | | | | | |
| **Accident information: Date: Time:** | | | | | |
| **What happened:** | | | | | |
| **Details of injured person:** | | | | | |
| **Name: Male/Female D.O.B Age:**  **Next of Kin: Telephone number:**  **Medical history:** | | | | | |
| **Consciousness** | Alert | Voice | | Pain | Unresponsive |
| **Breathing** | Yes/No | Time/bpm | |  |  |
| **Circulation** | Yes/No | Time/pulse | |  |  |
| **Location and nature of injuries:** | | | | | |

**Lost children**

Head counts should be done regularly throughout the session. However, in the event of a missing child you should follow the Whistle Retreat procedure:

* As soon as it is noticed that a child is missing, staff will gather the remaining children together for a headcount to check that no other children are missing.
* An adult will shout “1, 2, 3 Come back to Me!” while other available adults search the immediate vicinity.
* An adult will blow the whistle 3 times.
* If the child is not found within 5 minutes, the emergency services will be contacted and the child’s parents will be informed.
* Adults will stay with the remaining children to keep them safe and calm while the search takes place.

**Risk Assessments (including site, natural and manmade hazards, child led and planned experiences)**

Risk management is an important part of Forest School. It is concerned with the identification of significant risks of harm and is based on the likelihood of an incident occurring and the severity of any injury or harm if it does.

There are four different types of risk assessment used (see appendix):

* Annual site assessment: carried out at the start of programme to ensure the site is safe to use for Forest School.
* Daily: Carried out upon each visit.
* Generic: carried out for each activity (eg. Fire, den building…)
* Dynamic: on site/ongoing to ensure the nature of child led activities and play is safe within each session.

**Evidence of site checks (annual, termly, daily)**

Evidence of site checks can be found in the appendix- completed for the site in use.

**Hygiene**

**Toileting**

Children will be able to use the school facilities as we are on the school site.

**Hand washing**

On-site hand washing facilities will be provided in the form of water, soap and hand towels. Hands should also be washed prior to eating food and after the session in accordance with the school’s health policy.

**Snacking**

Children will be offered a snack and a drink during the session. Normal food hygiene rules and standards apply when preparing and serving food during Forest School sessions. This includes any cooking done over an open fire.

**Daily safety procedures**

|  |  |  |
| --- | --- | --- |
| **Before the session** | **During the session** | **After the session** |
| Check first aid kit  Check weather forecast  Complete risk assessments  Complete site assessment  Check equipment and count tools  Have emergency contact list  Debrief staff and parent helpers on purpose of trip, safety and expectations  Share risk assessments and behaviour expectations with children  Explain toileting procedures  Take extra clothing and snacks  Ensure adult ratio is appropriate  Register | Reinforce rules  Set boundaries  Make aware of possible risks and allow children to participate in this  Head count | Leave no trace (tidy up)  Head count  Tool check and count in tools |

**Transport**

Our current Forest School site is within the school grounds; therefore it is only a short walk from the school building.

**Practical skills**

* **Tools**

The Forest School leader is responsible for all tools. This includes the maintenance of tools, storage of tools, usage of tools and accountability for tools.

Before each session tools will be checked, counted and kept in a safe tool zone for use. Following each session tools will be counted back in, checked and cleaned where appropriate and stored safely in a locked area for the next session.

**General rules for tool use:**

* Risk benefit assessments will be carried for tool, activity, working area and client group out prior to use.
* Ensure safe storage at school with nominated Forest School Leader access and responsibility
* Ensure safe storage and responsibility by Forest School Leader at the Forest School Site
* Never walk around with tools.
* Always make sure they are clean and sharp before using them.
* When using tools with children it should only be with the Forest School Leader.
* First aiders and first aid kit close by.

Each tool requires different care instructions and all should be adhered to.

|  |  |  |
| --- | --- | --- |
| **Tool** | **Safety Checks** | **Maintenance and Storage** |
| Knife | Check the blade is straight. Blade should be kept in sheath when not in use. If the knife is blunt it should be sharpened appropriately. | Keep in heavy duty box with a lid and ideally a lock.  Sharpen occasionally and dust off after each use.  An oil and water stone can be used.  A wire scorer can be used to maintain rusting. |
| Bowsaw | Check blade is tightened and straight.  Examine the blade for chips and sharpness. | Make sure that the bowsaw is dry before storing.  New blades should be bought when needed.  A paintbrush should be used to dust off sawdust.  An oily rag can also be used to clean the blade if there is any sap residue.  Keep stored with the guard on the blade.  A wire scorer can be used to maintain rusting. |
| Loppers | Lay down to inspect hinges and handles.  Make sure the tools are closing safely. | Blades may need sharpened carefully at times using sharpening stones.  Keep stored in a safe area and locked in place.  A wire scorer can be used to maintain rusting.  Use an oily rag to clean. |
| Palm drill | Check drill piece and handle are securely attached. Ensure drill is not damaged or bent. | Store safely in tool kit.  Clean after use with an oil cloth. |

Tools will be modelled to the children prior to use. Dangerous parts will be clearly highlighted and children’s listening will be checked. Children will be taught how to carry tools safely and about appropriate personal protective equipment. Tools will be used on a 1:1 basis.

|  |  |  |  |
| --- | --- | --- | --- |
| **Tool** | **Carrying the tool** | **Using the tool** | **PPE equipment** |
| Knife | Carry in sheath | * Blood bubble * Steady seating area * Use one of two stances modelled * Use blade section nearest to handle * Carve away from the body |  |
| Bowsaw | Carry with guard on, facing the ground | * Hold the handle * Use a friend if needed to hold wood or use the saw * Saw on flat, raised surface * Make 3 incisions * Use the full length of the blade * - Weight over saw | A safety glove should be worn on the non-tool hand  Appropriate footwear to be worn if using foot to stead the wood |
| Loppers | Carry locked, at side, holding the bottom handle near blade | * Use two hands when using the tool * Consider wood thickness and consider using a saw if too thick |  |
| Palm drill | Carry facing down by your side. | * Hold the handle * Hold the piece of wood firmly in place on a flat surface (adult may need to hold) * Apply pressure and twist the handle to create a hole. | Safety glove to be worn on non-tool hand. |

**Fire**

Before a fire is lit, STOP and THINK – is the weather appropriate for fire building today? Do you have your fire building kit?

A risk benefit form has been completed for fire activity- see appendix.

**Choosing a site:**

* Ensure permission is sought from land owner prior to lighting a fire
* Choose an area with no tree coverage, avoiding low hanging trees at all costs
* Remove dead leaves and ensure the ground is flat
* Avoid tree roots
* Create campfire area if making a large fire

**Building and lighting a fire:**

* Create a fire triangle/square using thick pieces of wood/branches. Create an inner and outer triangle for safety.
* Use pegs to hold the triangle/square in place.
* Collect kindling fuel of various sizes.
* Lay a bed of dry sticks in the centre to raise fire off the ground.
* Prepare smallest tinder and add cotton wool (adults can apply Vaseline to help it catch light).
* Make a nest of tinder and cotton wool.
* Use fire striker to create a spark to light the fire.
* Once lit, gradually add larger tinder (e.g. silver birch…) and add finger sized sticks making a pyramid shape.

**Managing a fire:**

* Never leave a fire unattended
* Feed the fire carefully
* Once finished leave no trace
* If concerned or if the fire gets out of control use a fire blanket or bucket of water to extinguish immediately

**Fire rules**

When lighting a campfire it is important to have a set of fire rules to ensure the safety of all children.

* Have a clearly defined camp area
* Seating should be at least 1 metre away from the fire area
* Large stones or wood should be used to keep the fire contained
* No children should walk next to the fire, only kneel
* Hair should be tied back and sleeves rolled up if working with the fire
* No playing in the campfire zone
* **Ropes and knots**

A variety of ropes and knots will be used within Forest School sessions for a range of purposes and activities. Both adults and children will learn how and when to use them safely and appropriately. The most common knots used are:

|  |  |  |
| --- | --- | --- |
| **Knot** | **Diagram** | **Use** |
| **Figure of 8** | http://prepare-and-protect.net/wp-content/uploads/2014/05/figure-8.jpg | Stopper knot- useful for stopping rope from going through eyelets of tarpaulin. |
| **Clove hitch**  Open and closed | http://practicalmaintenance.net/wp-content/uploads/clove-hitch.jpg | Useful for attaching rope to tarpaulin, tree swings and branches. |
| **Timber hitch** | http://www.pioneeringmadeeasy.co.uk/knotsandlash/images/timberhitch.jpg | Temporary knot useful for tying a bundle of sticks together or one large stick/log in order to drag, tow or lift them safely. |

## Insurance

## Our school insurance covers our Forest School sessions and activities. Please refer to Oxfordshire County Council guidelines. (See appendix)

## Landowner agreement

The site is within the school grounds, owned by Oxfordshire County Council. The head teacher has given permission for Forest School to take place and understands that if we were to use offsite woodland in the future, we would need a landowner’s agreement.

**Name:** Jane Tailby **Signature**:…………………………………………………

## Media

This relates to the confidentiality policy. Parents will complete a consent form prior to their child participating in Forest School which contain all of the relevant information (appendix). Children will only be photographed if consent has been given. Photos will only be used for school purposes.

## Medical records (for all members of the group)

## Parents will complete a medical record for their child which will be stored confidentially within the medical kit, in case of any emergency (appendix). Medical details of all adults involved will also be recorded and kept within the medical kit.

## Safeguarding including DBS checks, disclosures and accusations

## Forest School sessions offer children time and space to think, and gives them an increased sense of confidence and security, therefore this could increase the chance of disclosure about a safeguarding issue being made.

## Middle Barton has a comprehensive set of safeguarding policies and these apply to all Forest School sessions. Please refer to these for information and advice on safeguarding.

## A summary of these policies is included below:

* Every child has the right to be kept safe from danger and learn in a safe and secure environment
* All staff involved in Forest School hold relevant DBS checks
* All Forest School staff attend regular safeguarding training
* All concerns and disclosures will be dealt with appropriately.
* In the event of a child disclosing information, the adult involved will:
  + Listen carefully to the child
  + Not show signs of shock at what you are hearing
  + Not investigate by asking any leading questions
  + Stay calm and reassure the child- but not make any promises
  + Record and report the conversation/incident

All adults will report to the Forest School leader if they have any concerns or issues. British values are promoted and protected across the school. All staff members have knowledge and understanding of radicalisation and have completed PREVENT training to ensure they know how to deal with any issues, if they arise.

## Session routines

Each session will be different; however there are certain routines that will be carried out each week:

|  |  |  |
| --- | --- | --- |
| **Before** | **Session** | **After** |
| * A thorough daily site check will be done before each session. This shall state if any hazards were found and how they were dealt with. * Trees will be checked for any broken or dead branches which may fall. * Check of weather conditions. If it is unduly windy or a thunder storm is imminent or has commenced then it will not be advisable to carry out a Forest School session. * Check equipment and first aid kit. * Go to the toilet. * Put on outdoor clothes and willies sit ready. (See clothing requirements). | * Walk as a group to the opening of the site. * Leader will let children past the barrier into the site. * Sit down at the base camp and discuss rules. * Children to walk the boundaries in groups and identify hazards. * Sit together and discuss safety issues again. N.B. If a child identifies a potential hazard have them place a flag near it and tell an adult. * Provide instructions for the session, identifying resources and session focus. * Children to have time exploring. * Snack time ensuring children have cleaned their hands with soap and water first. * Reflection time- gather at base camp and discuss session, allowing children to feedback if they wish too. | * Collect resources in containers (check all are returned) and ensure forest school area is tidy. * Children to walk back to class. * Return resources to the storage area. * Remove outdoor clothing. * Wash hands. |

## Sustainability

## Look at orange sheets in yellow folder

**Establishing a Forest School Site**

An area has been located within the school grounds which lends itself to becoming a Forest School site. Time has been spent establishing the site ready for the programme.

See the ‘Management Plan’ document for further details on how we hope to establish the site further in the future.

**Assessing ecological impact**

Ecological impact will be assessed and monitored prior to the programme starting and throughout over a long period of time. Assessments will be carried out by both the Forest School leader and client group in order to develop awareness and understanding of how we can care for and protect the natural environment. Assessments, management plans and photos will be recorded regularly to ensure that suitable procedures and practices are in place to minimise ecological impact.

See ‘Management Plan’ document for the completed ecological impact assessment form and three year management plan (appendix).

**Involving learners**

At Forest School we believe it is important to educate children about sustainability and help them to understand how their actions and choices can impact the environment on both a local and global scale.

## Green and global issues- how we use FS to connect with big issues:

## Minimising waste/rubbish

## Composting

## Recycling

## Food and drink- buying fair trade

## Energy- travel

## Water waste

## Signature page

|  |  |  |
| --- | --- | --- |
| **Name** | **Signed (handbook read)** | **Dated** |
| Hannah Smith (Leader) |  |  |
| Jane Tailby (Head teacher) |  |  |
| Sarah Mortimer |  |  |
| Kim Hogan |  |  |
| Nadine Stiffle |  |  |
|  |  |  |
|  |  |  |

**Date document updated:** April 2016

**Renewal date:** September 2016

**Appendix**

1. **Parent letter/consent form/medical form/media consent**
2. **Emergency Action Plan/incident form**
3. **Annual risk assessment**
4. **Daily risk assessment**
5. **Risk benefit forms (generic assessments)**
   1. **Natural den building**
   2. **Shelter building**
   3. **Tree swings**
   4. **Making tree cookies**
   5. **Lighting fires**
6. **Insurance**
7. **Planning and evaluation form**
8. **Observation form**