

Downsview Primary and Nursery School

Forest School Handbook 2023/24



NATURE IS ONE OF OUR
GREATEST TEACHERS

Declaration

The Forest School is covered by the school's Public Liability and Employer's Liability Insurance Policy.

Insurer: QBE Insurance

Policy Number: Y100010QBE0188A

Renewal Date: 30.11.24

Limit of indemnity: no less than five million

This document will be reviewed annually by the Forest School Leader.

This handbook has been read by all supporting adults who have a regular role in delivering Forest School at Downsvie Primary and Nursery School

Signed: D. Bernatovitch

Miss Pugh, Headteacher

Signed: M. Pugh

Mr Bernatovitch, Mr Linton - Forest School Leaders

Date: September 2023

Review Date: December 2024

Mr Bernatovitch has gained his Level 3 Forest School Practitioner qualification which has allowed him to use the tools and open fires within the school setting.

Mr Linton is working towards his qualification.

This course entails a 6-day practical training course and a 4-day practical assessment alongside which a substantial portfolio will be completed. Trainees are also required to attend and pass a 2 day Outdoor First Aid course.

[Aims and Objectives of Forest School- Vision Statement](#)

[What is Forest School?](#)

Forest School was originally a Scandinavian concept, created to counter a lack of indoor space for pre-school children. In 1993, a group of Nursery Nurses from Bridgewater College in Somerset visited Denmark to develop an understanding of their early year's settings. The staff were impressed with the focus on learning outdoors through play and how child centred the activities were.

When the staff returned to England, they started to implement what they had seen into their own setting at the college crèche. The staff noticed the children became more creative and were able to scaffold skills and ideas. The nursery nurses were spurred on from the success and created their own version of Forest School.

Two years later, in 1995 Bridgewater College created its first program and qualification in Forest School. This was popular and specifically offered to Early Years practitioners. Following on from this, popularity grew across The United Kingdom (UK) and in 2000 The Forest School Alliance many local authorities introduced Forest School.

The Ethos of Forest School

The ethos of Forest School is based on a fundamental respect for children and for their capacity to instigate, test and maintain **curiosity** in the world around them. It believes in children's **right to play**; the right to access the **outdoors**, the right to **access risk** and the vibrant reality of the natural world. A wealth of research supports the beliefs and benefits of Forest School for children.

Forest School at Downsview Primary and Nursery School

At Downsview Primary and Nursery School we aim to use the natural outdoor woodland area to offer the children an insight into the Forest School ethos. This approach to outdoor learning encourages children to become independent, use their imagination, take appropriate risks within boundaries and initiate learning for themselves. We encourage children to explore the woodland (a wild, yet safe and risk assessed area) this includes climbing trees and creating games around natural resources, such as sticks and trees. This type of play helps child assess and manage their own risk as well as use their imagination to create games, the possibilities are limitless.

We are passionate about encouraging outdoor learning and Forest School at Downsview and the aims of the sessions are to **inspire, encourage, motivate** and **engage** children. Sessions are a process which is built upon and should encourage holistic development, confidence and skills, such as risk management and a knowledge of the environment.

Forest School will take place in the woodland area. This site is in development. The site has a wood circle and a Forest School Shed. The ratio of adults is 1:4 and sessions will take place on a Tuesday, Wednesday and Friday in the mornings and afternoons.

Provision

Forest School will be offered to the majority of every child throughout the year from 2022. The experience is for 2 hours per week, for at least a half term or equivalent over their school year. This will be rotated to give children the opportunity to experience the changing seasons. In addition to Forest schools we encourage outdoor cross curricular learning throughout the school.

Communication

To enable the successful operating of Forest School, key stakeholders (Head teacher, Teachers, Teaching Assistants, Governors, Parents) will be informed of the aims, objectives and outcomes in a variety of ways periodically throughout the year. Staff training will be offered in 2023 as part of our inset days and staff training sessions.

Environmental impact

Part of Forest School is teaching children about caring for the environment in a variety of ways from creating habitats to using non-native species for craft activities. There is a woodland management plan in place, with objectives to minimise the impact of activities on the site. We aim to balance the benefits the woodland provides the children with care for the environment. We will be developing the site in 2023-25 to include a separate Forest School site.

Forest School Golden Rules

- ✓ **We always try to be kind to each other and look after each other.**
- ✓ **We always listen to everyone's ideas and show mutual respect.**
- ✓ **We look after our tools and equipment.**
- ✓ **We are respectful to plants and animals.**
- ✓ **We are sensible with tools and always put these back at the Tool Tree.**

- ✓ **We look after ourselves and clean our hands after touching plants or animals, after going to the toilet or before having our snack.**
- ✓ **We don't pick any plants or flowers unless we are told we can**
- ✓ **We don't put anything in our mouths.**
- ✓ **We always manage the risk of an activity.**
- ✓ **We always come back when we hear "1, 2, 3 Come back to me"**
- ✓ **If the whistle is blown three times, there is an emergency and everyone must gather together immediately**
- ✓ **We stay within the area of our Forest School.**

Behaviour Policy at Downview Primary School

Downsview Forest School aims to:

- Build self-esteem, independence, motivation to learn whilst always maintaining a safe environment.
- Promote awareness, respect and care for other individuals and for the natural environment
- Reinforce collaborative behaviour
- Develop continuity of expectations and of approach to behaviour management both inside and outside Downsview School
- Develop awareness of acceptable behaviour and responsible behaviour in an outdoor environment
- Develop in both children and adults a pride in their achievements. In order that these aims are achieved, certain standards of behaviour must be sustained and reinforced as a continuum of expectations within conventional school time.

The Role of the Forest School Leader

The Forest School Leader will:

- Create a positive environment which encourages and reinforces caring, nurturing and acceptable behaviour towards one another, the environment and equipment
- Promote effective relationships in which all are accepted, valued and treated equally
- Be mindful of the need to maintain safety at all times
- Establish clearly defined standards of behaviour
- Provide a positive role model for all children and volunteers
- Involve school staff, parents, children and outside agencies in the establishment of acceptable standards of behaviour
- Place the needs of the children, including needs linked to their preferred learning styles, social and behavioural needs at the centre of the Forest School curriculum to maximise individual success and raise self-esteem.
- Give verbal praise to children demonstrating good work, good behaviour, cooperation and good group work.

Ecological Impact

During Forest School we feel that it is important for children to learn to take care of what's around them. This means understanding the local flora and fauna and the help it needs to thrive. This will mean that the children will learn about their impact on the site, they will work to minimise their own impact by:

Ecological impact assessments will be made regularly during Forrest School sessions and the three-year management plan will be modified to reflect developments. All the pupils will be involved in discussions about ways in which we can minimise the impact on our Forest School site during the sessions. For instance, to keep areas of dead wood to provide habitats for animals, to use the same area for fire lighting each time to minimise the impact of the soil, to restrict activities which might damage the trees, plants or animals, always to remove food waste and any litter from the site in order to reduce environmental impact and much more.

Environmental Impact

Downsview Primary School adheres to the 'no trace' ethos of Forest School, which means we try our best to leave the wooded area as we find it. Activities carried out in the outdoors can have an impact on the immediate environment. Our school aims to keep this impact to a minimum. This is done by regularly assessing the impact activities are having and by developing a three-year sustainable woodland management plan to help take the necessary steps to amend and regulate these activities.

Landowners Agreement

There is no landowner agreement as the Forest School site is on the premises of Downsview Primary School, a state school owned by Croydon Council.

Woodland Management

We aim for our children and staff to engender a high level of respect of the natural world and encourage all to be involved in decisions regarding environment and safety. On site activities such as fires will follow practices that minimise impact on wildlife through being mindful of what is being burnt and how the residues are disposed of. We follow a leave no trace policy.

Equality and Diversity Policy

Including the Public Sector Equality Duty Statement

We are committed to providing our pupils with a broad, balanced, enriched and inspiring curriculum, which is accessible to all. It is our ambition to develop the potential of all individuals to prepare them for their roles as adult members of society.

At Downsview Primary and Nursery school, we aim to foster a sense of community and belonging, and to offer opportunities for learners to achieve their potential, including those who may have experienced previous difficulties and those who are particularly able. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take into account their varied life experiences and needs.

Public bodies such as schools have a duty, under the 2010 Equality Act, to ensure they promote equality within their organisation. At Downsview we believe in the right of every single person to be treated with equal dignity and compassion alongside equal legal protection is fundamental to the ethos that underpins everything we do in school. The Equality Act makes explicit our responsibility to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the

Equality Act;

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and those who do not share it.

In this respect, a protected characteristic could be any one of a multitude of factors that are shared by particular groups of people. Our policy will include the 9 listed on the equality act 2010; such as age, disability, race, gender, gender identity, marriage and civil partnership, pregnancy and maternity, religion and belief, sexual orientation. At Downsview we welcome all gender identities and therefore policies use the term 'gender' instead of 'sex' and 'gender identity' instead of 'gender reassignment'.

As a school, we are in the privileged position of supporting equality in our current practices, whilst also helping children to develop and embed the principles of equality and responsibility that will best promote this in the longer term. We will collect and use equality information to help us to:

- Identify key issues;
- Understand the impact of our policies, practices and decisions on people with different protected

characteristics, and thereby plan them more effectively;

- Assess whether we are discriminating unlawfully when carrying out any of our functions;
- Identify what the key equality issues are for our organisation;
- Assess performance;
- Benchmark our performance and processes against those of similar organisations, nationally or locally;
- Consider taking steps to meet the needs of staff who share relevant protected characteristics;
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality

of opportunity or foster good relations;

- Make informed decisions about policies and practices which are based on evidence about the impact of

our activities on equality;

- Foster good relationships as part of the community;
- Develop equality objectives to meet the specific duties;
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work from maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving

Publication of Equality Information

We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish on our website some information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.

Principles into practice:

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services. The following list covers some of the main ways in which we seek to implement our moral and legal responsibilities to ensure equality within school. However, this is by no means an exhaustive list and there is of course a crossover between many of these elements:

- Analysis of exclusion and other data enables the school to track particular groups and address any concerns.
- Our admissions arrangements, which are administrated by Croydon, are fair and transparent, and we do not discriminate against pupils by treating them less favourably on any grounds.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- Continue to monitor the schools Accessibility Plan which is designed to increase the extent to which pupils with a disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.
- We are committed to meeting the individual needs of each member of our community and will take full account of the 9 protected characteristics from the Equality Act 2010.
- To ensure equality of opportunity, we monitor attainment and achievement through data analysis. Where these issues are identified; they are recorded within our school improvement plan.
- We actively promote diversity and inclusion through the curriculum and by creating an environment which is underpinned by our one rule of respect for all and awareness and acceptance towards others.
- Our PSHCE curriculum (Safety & Healthy Body, Mind and Spirit Curriculum) is supported by a range of resources which includes the NSPCC, Picture News and SEAL.
- Our core values are taught to address equality, during assembly time and circles, the wider curriculum and through specific events which celebrate and promote community cohesion and diversity.
- Regular informal assessments, summative assessments three times a year and Pupil Progress meetings aim to ensure that all children have equality of opportunity and that potential barriers to learning and participation are removed.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions, we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

Diversity and Inclusion Objectives

The objectives set will be updated in December 2022 and every 3 years thereafter.

The three objectives represent our school's key priorities, as set out in our School Improvement Plan (SIP) as well as the National and local priorities and issues.

The Leadership Team and Governors at Downsvie Primary and Nursery School regularly review the progress we are making to meet our equality objectives and, where needed, additional actions are put into place. Annually, as part of the evaluation of the School Improvement Plan, progress towards our identified objectives is reported on and the objectives, where necessary, adjusted.

Our Equality Objectives are:

Objective 1 (SIP Key priority 1&3):

All staff to work collaboratively to promote the well-being and harmony of all members of the tri-partnership (pupils, parents and staff). Staff should be positive role-models and be committed to making a difference in the lives and outcomes of the children.

To continue to develop pupils into interesting and interested individuals, ready for the next chapter in a diverse and multi-cultural society, by providing a rich and inclusive curriculum which draws on a variety of experiences.

- raise awareness of and promote positive attitudes and respect towards a diverse community;
- promote greater understanding of the 9 protected characteristics;
- ensure all members of the school community are treated, and treat each other, with respect;
- create a curriculum of mirrors and windows; mirrors that reflect our community and allows pupils to see themselves, windows that build in opportunities to look around and learn from and about others.

Actions we are taking towards meeting this objective:

- Parent workshops at the start of the academic year – these were well attended and well received. They set out the expectations across the Tri-partnership (Staff, Governors, pupils and parents/carers) through our core values - love, trust,

cooperation, diversity, resilience, responsibility and respect.

- Assemblies focus on one of the school values each half-term and focus on healthy, positive and respectful relationships with others. These are also followed up in class circles.
- Involving Junior governors in ensuring the school values all members of the community and the school environment reflects this

Mapping out opportunities across both the curriculum and school life in the wider sense, to develop the 4 key life skills of:

- Showing empathy,
- Having the ability to compromise and negotiate,
- Taking responsibility of one's own actions,
- Expressing feelings with appropriate words rather than impulsive behavioural reactions.
- Involving parents through a variety of workshops.
- Embedding the PSHCE curriculum following Jigsaw scheme of work.
- Continue to embed an inclusive curriculum focusing on equality, diversity and sustainability.
- Monitoring the teaching of our core values and social, moral, spiritual and cultural aspects of our curriculum.
- A robust system of monitoring and incidents related to SEND, prejudice and HBT phobia (homo, bi and transphobia) which is analysed on a termly basis and reported to the Governing board.
- Ensuring that the Restorative Justice approach is used consistently across the school.
- Implementing thematic approach through the RE curriculum which encourages children to consider what we can learn from religion and where there are similarities between faiths.
- Continue to mark a variety of religious and cultural based festivals.
- Ensure a broad range of trips and visits are planned for e.g. visiting a variety of places of worship and variety of visitors to the school.
- Review the literature that the children are exposed to ensuring that it reflects the diversity of our community.
- SMSC review and award application process begun to build on the school's commitment to be inclusive and reflect our diverse community.

Objective 2 (SIP Key priority 2): To raise standards of writing by drawing on reading knowledge and experiences and using these to develop the individual as a writer:

- Year group writing targets in place and discussed regularly with teams and reported/reviewed with governors.
- Books show good and sustained progress has been made in writing.
- Exposing and immersing children in a variety of diverse texts that are rich in language, inspiring and thought

provoking. Actions we are taking towards meeting this objective:

- Phonics scheme embedded in EYFS & KS1 to ensure consistent structured approach to phonics and early reading.
- Focused writing tutoring in years 3, 4 & 5, Autumn 2022.
- Differentiation project in place with a focus on supporting those making limited progress.
- Continuing to use and embed Talk for Writing techniques and structures

- Learning Support Assistants are deployed strategically across the school to ensure that they are being used effectively and to maximise impact.
- Embedding SPAG (spelling, punctuation and grammar) within writing lessons – a combination of a structured spelling scheme and Alan Peat sentences & grammar.
- All classrooms being language rich environments, including the use of a working walls showing short burst writing techniques.
- Collaborative writing and feedback approaches which allow the children to take ownership of their learning.
- Rigorous systems in place for the monitoring of the teaching of writing, impact of marking and quality of the books.
- This includes regular 'Learning walks' of year groups and subjects by the Senior Leadership Team and external partners, such as the school reviews with partnership school SLT.
- Coaching, team teaching and modelling for staff.
- Year group English planning support, where needed.
- Writing linked to the wider curriculum and books / writing focuses chosen to engage the children.
- Data and progress systematically tracked and, along with regular Pupil Progress meetings, used to identify 'next step' actions and adapt practice in a timely way.

Objective 3 (SIP Key priority 4): To ensure we meet the individual needs of all children.

- Identified disadvantaged pupils tracked - progress, well-being etc. so that any areas of concern are quickly identified and support put into place
- A range of emotional and well-being support in place (some for individuals and others for groups), along with a focus on 'learning to learn' skills (including metacognition and growth mind-set projects).

Actions we are taking towards meeting this objective:

- Comprehensive Year group and Individual provision maps in place
- Individual plans put in place quickly – e.g. reward chart for a child struggling with the demands of the classroom etc.
- DHT and EWO hold fortnightly meetings to identify children whose attendance is causing concern and actions agreed.
- Expanded targeted programme planned & implemented to support progress – E & D group.
- Ensure assessment knowledge is utilised effectively by staff so that they plan next steps carefully to ensure rapid progress and close any gaps, which exist.

Health and Safety Policy

At Downsview Forest school we teach the children about risk, new skills and information. It is therefore, important that we take health and safety very importantly. This enables us to keep our children safe and healthy. Nelson's Health and Safety Policy sets out a clear statement of intent regarding the School's approach to the health and safety of its children, staff and visitors to the School. The following is a 7-point list of additional measures relating directly to Forest School sessions.

1. However, many adults accompany Forest School sessions the person in charge is always the trained Forest School Leader.
2. The Forest School Leader has overall duty of care for the children in his/her charge, but all adults are required to take all reasonable steps to ensure children are safe.
3. All adult helpers must sign and date a form to show they have read this handbook and appropriate risk assessments and understand and agree to comply with the general operating procedures for Forest School.

4. Whenever sessions are being carried out the Forest School Leader will inform staff of the group's whereabouts and for how long we intend to stay.
5. The Forest School Leader or Assistant will carry the Emergency Bag and this will be stored in the shed.
6. The Forest School Leader will always carry a mobile phone.
7. In the event of an emergency, the Forest School Leader will ensure that the School contacts the emergency services.

Accidents and Emergency

Reporting Incidents and accidents:

Any accidents that involve injury will be recorded into a first aid book. Major injuries that constitute 'reportable injuries' will be reported to the Health and Safety Executive via RIDDOR. Parents will be notified of injuries in keeping with the 'Emergency and Major Incidents' policy. 'Incidents', which include major behavioural incidents and any major negative occurrence that is not an accident, will also be recorded by the Forest School leader in an Incident Report.

Ambulance procedure

First aider to use phone to call 999 and stay with injured person. Use radio to call in to office for extra support. Notify a member of SLT. First aider first on the scene to always stay with casualty and observe any changes.

Give as much information about the patient and their location as possible:

- Who has been injured?
- What their injuries are
- If they have any medical conditions
- Where on the site the patient is?
- The directions to the site and the patient.
- Any changes in condition

Arrange for someone to stand in the road outside main gate, arrange for someone else to stand opposite the field entrance to guide in. Don't hang up until you are told to do so by the call taker. Try to stay calm.

Food Hygiene at Forest School

Prevent children eating anything found in woods, such as berries or seeds. Keep reminding them about fingers and hands in mouths and noses. All participants doing activities that involve food will be encouraged to wash their hands with water and soap, which will be provided, before eating food. During some sessions, we may cook items such as popcorn, damper bread or marshmallows over the fire. Our School has a current Food Hygiene Certificate and will ensure that safe procedures are undertaken accordingly used items will go into a marked bucket to wash later. All forest leaders have completed food safety and hygiene level 2 certificate. (please see in folder).

COSHH

The nature of Forest school may come into contact with biological agents, micro-organisms (bacteria and fungi) and external larger parasites (ticks and mosquitos) which may carry parasites that live in these hosts that may cause hazard to health.

Thorough site specific assessments the areas will be cleared or students will be warned of particular micro-organisms. The importance of the rule 'No licking' ensure children know the importance of looking after themselves from dangers digested. If first aid is administered for bites take into consideration the host hazard and take measures to ensure this information is given to class teacher and passed onto parent/carer. All safety checks will be made to ensure that fuel for camp fire is safe to burn.

Full COSHH policy can be viewed online HSE website

Extreme weather conditions

Following the Forest Schools ethos of.....'there is no such thing as bad weather, only inappropriate clothing!' Children are advised to dress warmly and wear waterproofs if necessary. However, there are some occasions where it may not be safe or practical to go ahead with a planned session due to extreme weather;

- In the case of high winds check the met office gust speeds, any gust speed between 32 and 45mph the FS leader should consider the conditions on the FS site. Wind gust speeds should be noted anytime you are out and you should take into consideration how it feels on site.
- In the case of extreme temperature determined by a met office amber weather warning
- In the case of extreme low temperatures, a session will be cancelled if it is deemed dangerous or carries a high risk. If the temperature is deemed to be safe we will ensure children are appropriately dressed, sessions will be made shorter and activities will be planned to ensure children are kept moving.

Fire Policy

Campfires at Forest School sessions will only take place if the Forest School leader deems it safe. This means that the conditions and area are safe as well as children and staff involved being aware of the rules and other safety procedures.

Initial Considerations:

Weather, including wind direction. Site safety, overhead clearance, check for hanging debris. No combustible material nearby, fire area to be clear before starting.

Seating arrangements:

Logs / seats to be positioned at least 1.5m away from the fire. Make sure the area between the fire circle and the seating is clear of debris and trip hazards. Gaps between seating to ensure easy exit routes. Children aware that they must never walk inside the ring while there is a fire unless the Forest School leader has called them forward to join in.

Safety – hair and clothes:

Hair to be tied back, no gloves, hanging scarves or loose clothing to be worn.

Safe Practice:

Fire will only be lit in the designated fire area. The fire will NEVER be left unattended. A fire blanket will be available and accessible. All adults will be made aware of its location. A bucket of cold water will be available nearby in case of burns. As well as a fully stocked first aid kit. Fire lighting equipment – fire steels, matches and tinder – will be stored in a suitable container, to be checked before use.

Extinguishing:

A watering can will be available to safely extinguish the fire. Using a stick to spread the embers of the fire and sprinkle water on using the watering can. Once everything has been packed away the Forest School leader will check the site of the fire once more to ensure it has been completely extinguished before leaving the site. Spreading ashes to minimise impact on area

Emergency Procedure:

In the case of an emergency the first aid and emergency procedures to be followed.

Emergency Fire procedure

In the event of a fire that for any reason cannot be put out quickly and safely by the Forest School Leaders, blow repeated long whistles to alert the group.

1. Gather everyone together, conduct a head count and evacuate area to a safe location – Playground meeting point in case of fire.
2. Fire marshals to be called into effect.
3. Alert SLT and instruct one person to call the fire brigade and give directions to the site. 4. Arrange for someone to stand at the entrance to the school to direct emergency services.

First aid Policy

In Forest School Downview Primary School is committed to providing emergency first aid provision in order to deal with accidents and incidents affecting employees, children and visitors. The arrangements within this policy are based on the results of a suitable and sufficient risk assessment carried out by the school in regard to all staff, pupils and visitors. Nelson Infant School will take every reasonable precaution to ensure the safety and wellbeing of all staff and pupils. This policy has due regard to statutory legislation, including, but not limited to the following: The Health and Safety (First Aid) Regulations 1981 and approved code of practice and guidance Health and Safety at Work etc. Act 1974 and subsequent regulations and guidance The aim of this policy is to:

- Ensure that the school has adequate, safe and effective first aid provision in order for every pupil, member of staff and visitor to be well looked after in the event of any illness, accident or injury; no matter how major or minor.
- Ensure that all staff and pupils are aware of the procedures in the event of any illness, accident or injury.
- Ensure that medicines are only administered at the school when express permission has been granted for this.
- Ensure that all medicines are appropriately stored.
- Promote effective infection control. Nothing in this policy should affect the ability of any person to contact the emergency services in the event of a medical emergency. For the avoidance of doubt, staff should dial 999 for the emergency services in the event of a medical emergency before implementing the terms of this policy, and make clear arrangements for liaison with ambulance services on the school site.

During forest school sessions there will always be at least one first aider, currently Darren Bernatovitch and David Linton, ideally this first aider will be trained in outdoor first aid. Firsts aiders are to ensure that first aid certificates are kept up to date. There will be a fully stocked first aid kit at each session, all staff will be aware of any procedures in place. Children with medication that may be needed will have it given to Forest school staff before sessions by class TA.

If called, a first aider will assess the situation and take charge of first aid administration. In the event that the first aider does not consider that he/she can adequately deal with the presenting condition by the administration of first aid, then he/she should arrange for the injured person to access appropriate medical treatment without delay. Where an initial assessment by the first aider indicates a moderate to serious injury has been sustained, one or more of the following actions will be taken: · Administer emergency help and first aid to all injured persons. The purpose of this is to keep the accident victim(s) alive and, if possible, comfortable, before professional medical help can be called. Also, in some situations, action now can prevent the accident from getting more serious, or from involving more victims. · Call an Ambulance (This Needs to be the first aider on scene) Moving the victim(s) to medical help is only advisable if the person doing the moving has sufficient knowledge and skill to make the move without making the injury worse. · Make sure that no further injury can result from the accident, either by making the scene of the accident safe, or (if they are fit to be moved) by removing injured persons from the scene. · See to any children who may have witnessed the accident or its aftermath and who may be worried, or traumatised, in spite of not being directly involved. They will need to be taken away from the accident scene and comforted. Younger or more vulnerable children may need parental support to be called immediately.

When the above action has been taken, the incident must be reported to:

The Headteacher

The parents/carer of the Child.

Log accident in the correct book.

- If a serious accident or near miss this will need to be reported to RIDDOR. This also means that risk assessments will automatically be refreshed, and changes made if necessary. We will take every measure to ensure a child's safety and welfare, we aim to act and respond to accidents and illness on what is reasonable under the circumstances. Always having the best interests of the child in mind.

First Aid Kit

First Aid Kit at beginning of each session, to be checked by Forest School leader.

2 x Hydrogel Burns Dressing

1 x Pack of various Mixed Non-Woven Adhesive Dressings

1x Pack of cut to size Plasters

3 x Non Adherent Wound Dressings (5 x 5cm)

1 x Non Adherent Wound Dressing (7.5 x 7.5cm)

1 x Non Adherent Wound Dressing (10 x 10cm)

2 x Conforming Bandages

1x Foil blanket

1x Triangle Bandage

1 x Pipette of saline eye wash.

8 x Sterile wound wipes

1 x Microporous Tape

1 x Compact Pair of Scissors

2 x Pair of Disposable Gloves

Insurance

The Forest School site is covered within the site insurance policy for Downsview Primary School.

Manual Handling

With guidance to staff on the safest way to lift or decide not to lift will reduce the risk of injury in the workplace. A number of practical things can be done to reduce the risks of injury from manual handling.

Employees must ensure that: They do not lift anything that they feel exceeds their capability. Seek help from others to support manual handling. Use equipment such as trollies to transport heavy or awkward items. Make sure there is adequate space around you with nothing in the way. Adopt safety measures to lift safely.

Full Manual handling policy with guidance can be found online at HSE website.

Tools and PPE

Children will not be using tools until they are ready, this will be assessed by the Forest School leader.

The following tools could be used during Forest School sessions.

- Bow saw

- Palm drill
- Mora Clippers (Whittling knives)
- Whittling peelers
- Scissors
- Secateurs
- Loppers
- Mallets Tools are used with adult 1:1 supervision only

The Forest School Leader is responsible for overseeing safe use and maintenance of all tools. A list of the items stored in the tool box is attached to the box and used as a checklist to ensure that all items are returned safely at the end of each session. A designated area will be marked out for when tools are in use and children will be taught rules including: never walking with tools, a correct stance to follow and to ensure a blood bubble is around them. The children will also be taught to check their tools before use and will be shown how to fit guard to the tools if required. Gloves are available as personal protection equipment when needed and will only be worn on the non-tool hand. The tool box is kept locked when not in use. The Forest School leader is responsible for the safe keeping of the key. The tool box is kept locked and taken off site when not being used at sessions. Activity risk assessments are completed for all activities involving the use of tools. Tool use risk benefit assessments are available to read, and all staff will follow the procedures outlines in them.

Transport

Forest School area is on site, children are to be met in class and walked over by an adult. If Forest School takes place off site children will be walked down with adults. This will need to be a 1:8 Ratio.

Equality

Downsview Primary School has fully inclusive ethos and strives to promote equality in all dimensions of school life; irrespective of ethnicity, attainment, age, disability, gender or background.

In Forest Schools we aim to build an inclusive ethos by;

- Using reflection – talking about feelings, emotions. Teaching children to become emotionally
- literate and aware of feelings, becoming aware of who we are.
- Setting up opportunities for children to work together; developing social skills, sharing resources, trying new activities.
- Ensuring that activities and resources are accessible for all.
- Ensuring that the area is accessible for all users. The Forest School area (The Dell) has clear pathways through allowing wheelchair users or children with less mobility access to the area.
- Allowing the children to choose to take their learning in a way that is appropriate and individual to them. Giving them time and space to do this.

Please refer to the full Equal opportunities policy on the school website :

<https://www.downsview.croydon.sch.uk/policies/>

Confidentiality Policy

In practice there are few circumstances where absolute confidentiality is offered in our school. We strive to keep a balance between ensuring the safety, wellbeing and protection of our pupils and staff. It is, however, essential that our school community gives due regard to confidentiality regarding school matters. The nature of Forest School children may be more relaxed and have more opportunities to speak to staff this can give way to confidentiality issues.

Procedure

- When talking with pupils, it is important for you to be aware of maintaining your professional boundaries.

- You must be clear to pupils that you cannot offer unconditional confidentiality when a pupil first begins to talk about something where confidentiality may become an issue.
- Pupils should be warned that, if there is a safeguarding issue where the pupil (or others) is likely to be at risk of significant harm, you are under a duty to inform the Head of School (in her role as Safeguarding Officer), who may have to involve other agencies. It is important that each member of staff deals with this sensitively and explains to the pupil that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to help.
- In all cases where you feel that you have to break confidentiality with the pupil, you must inform the pupil (unless there is a good reason not to inform them, e.g. risk of harm) and reassure them that their best interests will be maintained.
- In talking with pupils, you need to encourage them to talk to their parents/carers about the issue that may be troubling them and support in doing this should be offered where appropriate.

Please refer to, Equal Opportunities Policy, SEN policy and Anti Bullying Policy alongside this information available on school website school information.

Anti-Bullying

At Downsview Primary School we are aware that pupils may be bullied in any school or setting and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

Bullying definition

Bullying is an act of aggression, causing embarrassment, pain or discomfort to someone. It can be a physical act or emotional in nature, such as verbal abuse, making gestures, and exclusion. It is an abuse of power. It can be planned and organised, or it may be unintentional. It may be perpetrated by individuals or by groups of pupils.

Procedure

- A bullying incident should be addressed as a child protection concern when there is reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns
- This policy is closely linked with our Behaviour Management Policy, our Safeguarding and Child Protection Policy, our Code of Conduct and the school's aims, visions and values.
- Full policies: Child Protection and Safeguarding Policy Peer-on-peer abuse policy Behaviour Management Policy E-safety policy are available on the school website.

Clothing Policy

As a school, we will endeavour to collect a bank of spare clothes and wellies and within EYFS, we have a set of waterproofs that can be worn by the children. However, it is expected that parents will provide their child with the necessary clothes (taken from the kit list below) to enable them to take part. The Forest School leader has the right to exclude any child they think is inappropriately dressed for Forest school activities.

Official Forest School Kit List – Recommended Clothing

Forest school runs all year round, whatever the weather so ensuring you have the right kit is essential for you little ones.

We understand that what to wear can often depend on the forest school you are attending however our recommended list is based off of our experience & specialist expertise with outdoor clothing.

To make the list easier to understand we have split our recommended clothing into the seasons Summer, Winter & Spring/Autumn. We have combined the seasons Spring & Autumn as from experience we have found the weather is often similar, so the kit list is the same for both.

SUMMER CLOTHING

- **Comfortable trousers** - this could be jogging bottoms or leggings.
- **A T-shirt** - this could be short sleeved however long sleeve is often better for protection against sunburn, scratches & bug bites.
- **A Jumper** - this is good to have just in case, preferably a light weight one that zips up (this makes it easier to get on an off)
- **Socks.**
- **Wellies or Sturdy Shoes** - Something you do not mind getting muddy, so definitely not sandals or flip flops.
- **Unlined Waterproofs** - For the wet summer days, having an unlined rain set will come in handy.
- **A Sun Hat** - Make sure to get one that will stay on well.
- **SPARES** - Always pack a spare set of clothing in the summer, especially socks & trousers **SPRING / AUTUMN**

CLOTHING

- **Waterproof Rain Set** - this could be a puddle suit or separates. it is a good combination to have a light 100% waterproof jacket with unlined waterproof dungarees/trousers.
- **Comfortable trousers** - this could be jogging bottoms or leggings and avoid denim.
- **A T-shirt** - long sleeve is best for Spring & Autumn.
- **A Jumper** - This can vary, on colder days opt for a warm fleecy jumper, and warmer days pack a light fleece.
- **Light Warm Jacket** - A fleece zip up jacket is much easier for changing into. This is for the backpack just in case it is a colder day.
- **Two Pairs of Socks** - wear a thin cotton sock on the bottom with thick wool or bed socks on top. The top layer can depend on the weather.
- **Wellies or Sturdy Shoes** - Something you do not mind getting muddy.
- **SPARES** - Always pack a spare set of clothing, especially socks & trousers

WINTER CLOTHING

- **Base Layers** - Thermal vest, thermal long-sleeve top & thermal leggings.
- **Warm Trousers** - Fleece or warm tracksuit bottoms
- **Long Sleeve Top.**
- **A Warm Jumper** - A fleece or wool jumper
- **Warm Jacket** - A fleece zip up jacket is much easier for changing into. This is for the backpack just in case it is a colder day.
- **Hat, Scarf & Warm Gloves.**
- **Two Pairs of Socks** - wear a thin cotton sock on the bottom with thick wool or thermal socks on top.
- **Wellies or Boots** - Something that has a thermal liner will help keep your little ones warm.
- **Winter Waterproofs** – A fleece lined puddle suit or fleece lined two-piece rain set to wear over the layers listed above. We would also recommend waterproof mittens!
- **SPARES** - Always pack a spare set of clothing, extra jumpers, socks & trousers

Parents are responsible for providing and applying their child's sunscreen before the start of the school day in line with the usual school practice. If insect repellent is required, the same procedures will need to be followed.

Personal Protective Equipment

Each person attending and using our Forest School facilities will be provided and taught how and when to use the correct personal protective equipment (PPE) for the task. If a participant is unwilling to wear PPE they will be encouraged to do activities which don't require PPE.

- Participants will be taught the use of, and provided with correct PPE. These are all outlined in the tools procedures and the individual activities Risk Benefit Assessment.
- Staff must always model the correct use of PPE when engaging in activities.
- PPE will be checked before and after every session to ensure it is in correct working order, not broken, in date and not worn out.
- No jewellery should be worn apart from small studs and a watch (as per school policy)

Child Protection Policy including vulnerable adults and children Policy

The forest school safeguarding and child protection policy is in addition to Downsview child protection and safeguarding policies. Please refer to Downsview School website for a full list of our policies.

<https://www.downsview.croydon.sch.uk/policies/>

It is the responsibility of the forest school leader to ensure the safety of children when on a forest school session. We are committed to creating an environment in which children are safe and free from harm.

It is the role of the forest school leader to minimise the risk of abuse taking place:

- By following the forest school principles and criteria for good practice set out by: www.forestschoollassociation.org
- Educating children how to stay safe and speak out
- Taking appropriate action should any allegations arise and following the Downsview child protection and safeguarding policy. Adults including parent helpers working within forest school sessions need to appreciate that when children feel comfortable and content, when their instinct to trust and risk take is encouraged, they may be moved to disclose information which they might otherwise keep to themselves.
- Any volunteer or member of staff who finds that a child is telling them something which concerns them should:

1. Listen to the child, allowing them to lead the discussion
2. Keep calm and offer some reassurance and accept what the child says without challenge
3. Make NO promises. You cannot 'keep a secret'. You should make it understood that there are limits to confidentiality at the start of the disclosure
4. Inform the designated safe guarding leads of staff at Downsview Primary School for child protection

Meghan Pugh – Head teacher (sec1@downsview.croydon.sch.uk)

Caroline Hussey - Deputy Head teacher

Emma Ricketts – Deputy Head teacher

Local authority designated officer (LADO) 0208 239 4322

Email: lado@croydon.gov.uk

5. Keep an accurate, written record of the conversation including; the date, time, the location and what was said by the child and yourself. Keep it secure and hand the record to the designated member for child protection as soon as possible.

Any suspicion of abuse will be promptly and appropriately dealt with in accordance with the Downsview child protection and safeguarding policy.

Policy updated: Autumn term 2019 Review date: Autumn term 2020

Signed: Darren Bernatovitch Position: Forest School Leader

Safeguarding

The staff code of conduct will be given to all staff during induction. This clearly outlines the school's expectation in terms of their professional conduct with children. All staff will have access to and be expected to know our school's Code of Conduct and policy for positive handling (please refer to the Child Protection and Safeguarding Policy for positive handling). There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to and this can be found in the school's Child Protection and Safeguarding Policy.

At Forest Schools if visitors, volunteers or parent helpers are working with children they will do so in sight of the Forest School leader or other members of staff. At no point will a volunteer, parent helper or visitor be left alone with a child unless they have had DBS clearance and this is recorded in the office.

Safeguarding – social media (please refer to the following policies:

- E-safety Policy
- ICT policy
- Staff Code of Conduct
- Safeguarding Visitor Protocol please refer to Protection and Safeguarding Policy.
- Safeguarding lost or missing child please refer to Child Protection and Safeguarding Policy.
- Safeguarding GDPR compliance including confidentiality please refer to GDPR policy. Confidentiality policy.
- PREVENT Duty please refer to the school's PREVENT statement.
- All staff at the School will have an enhanced DBS check
- In accordance with the policy, any adult who receives any disclosure from a child will report to a designated safe guarding lead. (See above)
- In addition to the school Prevent policy and the promotion of British Values, at Forest School we are committed to safeguarding against any forms of radicalisation in the same way that we are committed to safeguarding against any other form of vulnerability. Within Forest School, we promote open discussion, tolerance, respect and diversity, whether engaged in discussions about how to carry out a particular activity or about events outside school.

Boundaries

Boundaries are established with the children at the beginning of a session. The Forest site at Downsview Primary and Nursery school is located at the back of the School field and even has an outdoor classroom. This is a secure site with no unauthorized access to public or vehicles.

Headcounts

At the beginning, during a session and at the end headcounts take place. The number of children and adults participating, can be found at the top of the daily risk assessment where the ratio of adults to children has been calculated for the session. It is the responsibility of all adults participating to ensure they are aware of the headcount for the session and to be involved in the monitoring of this.

High ratios of adults and role of the adult

The high ratios of adults to children at Forest Schools (minimum 1:8) ensure that children are well supervised and supported in their learning and development. Adults are expected to spread out in The Forest School area and be able to see children but not impose on children. Use 1,2, 3, where are you?

Data Protection and handling/ICO Policy

At Downsview our Forest School is committed to the protection of all personal and sensitive data for which it holds responsibility as the Data Controller and the handling of such data in line with the data protection principles and the Data Protection Act (DPA).

Guide to data protection | ICO

Changes to data protection legislation (GDPR May 2018) shall be monitored and implemented in order to remain compliant with all requirements.

The legal bases for processing data are as follows –

- (a) Consent: the member of staff/student/parent/Governor has given clear consent for the school to process their personal data for a specific purpose.
- (b) Contract: the processing is necessary for the member of staff's employment contract or student placement contract.
- (c) Legal obligation: the processing is necessary for the school to comply with the law (not including contractual obligations)

The members of staff responsible for data protection within our school are mainly the Senior Leadership and Admin Teams. However, all staff must treat all children information in a confidential manner and follow the guidelines as set out in this document.

We have also appointed Croydon Council as our Data Protection Officer (Billy Machekano) and can be contacted at dpo@croydon.gov.uk.

The school is committed to ensuring that its staff are aware of data protection policies, legal requirements and adequate training is provided by Croydon Council.

The requirements of this policy are mandatory for all staff employed by the school and any third party contracted to provide services within the school.

Key definitions of the Data Protection Act | ICO

- ensure that data is fairly and lawfully processed
- process data only for limited purposes
- ensure that all data processed is adequate, relevant and not excessive
- ensure that data processed is accurate
- not keep data longer than is necessary
- process the data in accordance with the data subject's rights
- ensure that data is secure
- ensure that data is not transferred to other countries without adequate protection.
- offer the children an insight into the Forest School ethos.

Please refer to Downsview School website for a full list of our policies.

<https://www.downsview.croydon.sch.uk/policies/>

Personal details are handled confidentially; they are stored digitally in a secure folder, paper copies of documents including information on allergies, medical forms and emergency contact details are stored within the FS school folder and are only accessed by staff in line with our data protection policy. Registers are stored securely within the Forest School folder in line with our GDPR policy.

DBS Policy

Forest School is child led and this focus continues over into our policies and procedures to safeguard and promote the welfare of children attending FS sessions.

Darren Bernatovitch, David Linton both hold enhanced DBS Clearance (criminal records checks) as well as all other staff within Downsview Primary School. Any other adult who does not hold a DBS or volunteer would not be permitted to be left unattended with any children in line with our safeguarding policy.

We regularly review our policies, undertake safeguarding training and awareness and follow guidance from the local safeguarding lead (Meghan Pugh Head teacher).

Full policies are available at <https://www.downsview.croydon.sch.uk/policies/>

Disclosure/Accusation Policy

It is the responsibility of the Forest School Leader and accompanying adults to ensure the safety of children during a forest school session. We are committed to creating an environment in which children are safe and free from harm. It is the role of the Forest School Leader to minimise the risk of abuse taking place:

- By educating children how to stay safe and speak out
- Taking appropriate action should any allegations arise and following the school's child protection and safeguarding policy

Adults including parent helpers working within forest school sessions need to appreciate that when children feel comfortable and content, when their instinct to trust and risk take is encouraged, they may disclose information which they might otherwise keep to themselves. Any volunteer or member of staff a child has made a disclosure to should:

- Listen to the child, allowing them to lead the discussion
- Keep calm and offer some reassurance and accept what the child says without challenge
- Make NO promises. You cannot 'keep a secret'. You should make it understood that there are limits to confidentiality at the start of the disclosure
- Inform the designated member of staff in School
- Keep an accurate, written record of the conversation including; the date, time, the location and what was said by the child and yourself. Keep it secure and hand the record to the designated member for child protection as soon as possible.

Any suspicion of abuse will be promptly and appropriately dealt with in accordance with the school's Safeguarding Children Policy.

Lost or Missing Child Procedure

- Forest School leader to blow the whistle to assemble all the children.
- Forest School leader to do a headcount.
- Children to be asked if they have seen the missing child.
- Toilets to be checked by child, Adults to check the forest school area.
- If the missing child has not appeared the following action will be taken
- One adult helper to immediately return to the school building, make the other staff aware and come straight back.
- Forest School Leader to immediately search the surrounding area until extra assistance arrives from the senior leadership team.
- When returned or if there is another adult, stay with the children making area safe and removing them to the garden area.
- All available adults to search the school site, including any hiding places, blind spots etc.
- School to call the police, and parent / carer.
- If the child is found in the meantime the police, all staff, and the child's parents / carers are to be notified IMMEDIATELY.

The incident should then be recorded immediately in line with the school policy for recording critical incidents.

The Forest School leader will review site safety and take steps to make any improvements if deemed necessary.

This approach to outdoor learning

Forest School Site

The Forest site at Downsview Primary and Nursery school is located at the back of the School field and even has an outdoor classroom.

This is a secure site with no unauthorized access to public or vehicles.

The site is within very easy access to the main school building but far enough away to create the natural space of a woodland.

Downsview Primary and Nursery school has additional policies which will be adhered to alongside this policy during Forest School sessions within our woodland.

- Equal opportunities
- Health and Safety
- Child protection and procedure
- Safeguarding
- Inclusion

Uninvited Person/Visitor Policy

All visitors should have been through the school office and have a visitor's badge, they should be with a member of staff. In the event of an intruder on the site they will be challenged and asked to leave politely. If they refuse to do so and the Forest School leader feels that the children are at risk then the group will be evacuated from the site, back into the school building and SLT/DSL will be advised. If a child is involved, then SLT should be informed immediately and the police should be called. The child/children involved should be removed from the situation and made to feel safe.

Cancellation Procedure

There may be times when Forest School sessions must be cancelled due to unforeseen circumstances. These may be:
- Staff illness – which prevents staff / child ratios being met.

Toileting and Handwashing

Procedures Children will be expected to use the toilet on the main school site, they will always be taken by a member of staff. And any children which require help with toileting will be passed over to the class TA. Hand wash facilities are available in school. For certain activities water and hand soap will be provided in the tree circle, as well as hand sanitiser. Transport Procedures Forest School area is on site, children are to be met in class and walked over by an adult. If Forest School takes place off site children will be walked down with adults. This will need to be a 1:8 Ratio.

Forest School Daily Procedures

Daily risk assessments are carried out by a qualified staff member who will assess the environment, activities, weather and children's stage of development to ensure that activities are suitable and that the challenge of the Forest School is balanced against the risks.

Boundaries

Boundaries at the Forest School site are established at the beginning of the Forest School programme, and repeatedly reminded throughout. It is our aim that every child should feel safe and confident in this knowledge.

Signal

At the beginning of the Forest School programme children will be taught an emergency signal, which is a loud blow on the whistle, and will know that when they hear this they are to immediately gather to the Forest School leader.

Headcount

A headcount will take place by the Forest School leader before the children leave the classroom, during the session and continually throughout, at the end of the session will be a final head count. It is the responsibility of the Forest School leader to ensure all adults participating are aware of the number of children

Ratios

To check the correct ratio of adults is in attendance. Adults are spread out throughout the area as needed to ensure adequate supervision of the children. Site The site will be checked before every use, checking for any hazards and that site is in good working order. This includes checking trees, surfaces and any other areas in use. This also means checking the correct gates are shut or locked.

Site Security

The site has a main gate and a back gate that should be locked. There are also various fences around the school site that will need to be opened for access and locked straight after. Keys are available to all staff. All visitors will have signed in through front office and be wearing visible identification. The safety and security of the children is always our main priority, however, if a child were to abscond we would refer to lost child policy.

Safeguarding Children, Confidentiality and Forest School

Any confidential information regarding children/adults is followed in the same procedure as set out in the school's confidentiality policy.

In relation to forest schools, this means that medical information for each child is obtained at the beginning of the school year from the parents/carers and is kept in locked storage, in the school's main office with restricted access. The Forest School leader is given a summarised list of specific medical needs for individual children (e.g. Asthma, Epilepsy, allergies). All staff and visitors at Downsview Primary School have a responsibility in relation to child protection.

We are committed to:

Taking all reasonable measures to safeguard and promote the welfare of each child in our care

- Using good practice all information is secured in school. This will not be accessed by anyone without permission.
- the practice of safe recruitment in checking the suitability of staff and volunteers to work with children and young people, this will mean they are DBS checked.
- Protecting each pupil from any form of abuse, whether from an adult or another pupil
- Taking any disclosure seriously not matter how small it may seem

Our aims:

- To provide a systematic means of monitoring, recording and reporting of concerns.
- To provide guidance on recognising and dealing with suspected child abuse.
- To ensure that safe recruitment procedures are operated.
- To design and operate procedures which promote this policy and which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations.

- To contribute to the operation of appropriate health and safety procedures.
- To have regard to and be consistent with relevant statutory and regulatory requirements and guidance.

In addition, adults working within Forest School need to appreciate that when children feel comfortable and content, when their instinct to trust and risk take is encouraged, they may be moved to disclose information which they might have otherwise kept to themselves. Any volunteer, or member of staff, who finds that a child is telling them something that concerns them should follow the course of action set out below in simple steps:

1. Listen to the pupil but ask NO leading questions.
2. Allow the child to lead the discussion but do not press for details.
3. Keep calm and offer reassurance. Accept what the child says without challenge.
4. Make NO promises. You cannot 'keep a secret'. You should make it understood that there are limits to confidentiality at the start of the disclosure.
5. Inform the Child Protection Officer, or the one of the deputy CPO's. These are sign posted round school.
6. Keep an accurate record of the conversation, including the date, the time, the place the conversation occurred in and the essence of what was said and done by whom and in whose presence. This should be reported on CPOMs for staff and via a safeguarding form (found in office or staff room for other adults).
7. Ask if you are unsure.

We work very hard to ensure our children are safe and these measures help this.

Equal Opportunities, Inclusion and Forest School

At Downview Primary School we emphasise the value placed on the individuality of all our children. We are committed to giving each child every opportunity to achieve the highest of standards, irrespective of ethnicity, religion, attainment, age, disability, gender or background. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children. We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement.

We will:

- Make adjustments to ensure equality of access for all children within reason.
- Employ a range of styles, including collaborative learning, so that children can value working together
- Take account of the performance of all children when planning for future learning and setting challenging but achievable targets
- Make the best use of all available resources to support the learning of all groups of children. Providing more if needed.

As part of Forest School, we as practitioners, will make sure that our children feel secure and know that their contributions and achievements are valued, we will make sure they appreciate and value the differences in others as we do ourselves. That children will learn to take responsibility for their own actions. That they are taught to their own ability making sure that there is a high rate of achievable tasks. Setting attainable but challenging targets that enable them to succeed and grow in confidence. That everyone is encouraged to participate fully, regardless of disabilities or medical needs.

Forest School does mean Forest School FOR ALL. The Forest environment is an environment to which we are all entitled, and we strongly believe that the experiences that we will have there will linger in the memory for years to come and help grow happier, healthier children. Children with medical needs or disabilities will be helped so that they can take part fully in each Forest School session. Those children with challenging behaviour will be risk assessed

and may need one to one supervision, but their entitlement to participate in Forest School remains the same.
Providing more as needed

Communication Strategy

Communication between different participants is essential for an effectively run Forest School. In this we look at who that may be and how we communicate with them in the most effective way. • Pupils –The Forest School leader is responsible for letting pupils know any information ahead of each session, this will include any kit that is needed and checking that pupils have suitable clothing. At the beginning and end of each session the Forest School leader will have a circle to discuss what we are doing, what children would like to do and to reflect on the session. This also gives time for pupils to discuss any other concerns.

Parents/Carers – School will initially send letters to all parents/carers of children at the start of each term, we are not asking for permission, but children can if parents object be removed from Forest School. After school and focus Forest School groups will also receive extra letters at the time the sessions start these will ask for permission as it is outside school times. In this letter we will include the benefits of Forest School, the need for appropriate clothing, what the children will be doing and the school statement about our curriculum and the outdoors aspect of it. The parents/ carers will also receive text messages for reminders, and it is the Forest School leader's responsibility to talk to parents who may need more information. There will be regular updates on the school website in line with school policy. The handbook will be available from the office for any parent that would like to view it.

- Class Teachers -The Forest School leader oversees feeding back to the class teacher as needed, this maybe what's coming up and concerns or behavioural issues, these will also be logged onto CPOMS as school policy states.
- Head Teacher – Will be regularly updated and any issues logged.
- Volunteers/Assistants – Before the sessions start the Forest school leader will introduce them to the outside area, this will also be the time to explain the forest school ethos, go over planned activities for the session. We will also look at risks on site and for specific activities. The Volunteer /assistant will be responsible for acquainting themselves with the procedures and protocol in the Handbook, this will be in the staff room and available at all times when read they will sign to confirm that they understand what it being asked off them. The Forest School leader will be on hand to answer or explain any points needed. At the end of each session we will have a feedback and observation from the volunteer/ assistant to keep planning informed. Any concerns need to be directly reported to the Forest School leader as in the handbook.
- Site Manager - The Forest School leader will inform the Site Manager of any hazards or concerns around the Forest School site. Any maintenance will be discussed with the site Manager and we will check this is being recorded termly. The site manager will be informed of activities planned this week and again separately of fires being lit on site. The Forest School leader is responsible for fire safety protocol and keeping the first aid kit, fire equipment etc in good working order. Any issues need to be reported directly however to the site manager.
- The Community – The local community are also encouraged to come in and discuss Forest School with the Forest School leader. We will keep updates on the school website.

Tool Handling Policy

During Forest School sessions the children will use a range of tools for craft work, shelter building and other activities. The children will not use these tools until the Forest School leader feels that they are ready to do so. This will also mean that children in reception will not handle tools. Children are taught the tool rules, and they are reminded of the rules regularly. Use of tools will always be clearly modelled to the children and assisting adults by the Forest School leader before use. Tool safety checks are carried out before each use by the Forest School leader. At the end of the session after using tools the children will be shown by the Forest School leader how to check the tools themselves for safety before use. The children will learn to check the tools are fit for purpose before use. If there is an unsafe tool the Forest School leader will remove it or mark it. Each tool has a specific policy risk assessment covering ratios and safety requirements.

At the end of the Forest School session all tools are checked back in using the checklist to ensure that no tools are missing. If there are any missing tools the Forest School leader will be told immediately, and all available children and adults will attempt to locate the missing tool.

Tool Rules –

- You must always ask an adult before taking a tool.
- You must always have a purpose for your tool.
- You must ensure you have a safe working area for your tool.
- You must ensure that nobody is in your blood bubble. (The area around you when you turn 360 degrees with your arms outstretched, not with a tool in hand.)

It is the Forest School leaders, duty to check tools are returned, cleaned and fit for purpose overall, Forest School leader to keep a constant check of handling and ratios.

Photograph/ Digital media policy

Photos & Video Permission will be requested via consent form for school staff to take photographs of participants for monitoring and evaluation purposes as well as the school blog. Where permission is refused, we will aim to avoid photographing and videoing that child and blur out faces wherever they do appear in recorded material.

Tree Climbing and Working at Height Policy

On our Forest School site there are several trees suitable for climbing. However, they are a mixture of adult and juvenile trees so therefore need to be suitably managed. Before allowing the children to climb They will have been checked as part of the pre – session site check for hazards, as well as the surrounding area.

Children must stay under the 1.5m height when climbing. This has been made clear to the children with a no higher than my adults shoulder rule.

Children are all made aware of the tree climbing guidelines and are regularly reminded of them.

The rules for tree climbing are –

- Children must ask an adult before climbing
- Only one child in a tree at a time
- Stay at the required height
- There must be an adult supervising from nearby
- 3 points of contact at all times
- No hanging from unchecked branches
- Tree climbing is not allowed when the weather is unsuitable or during tree breaks these are for the tree's wellbeing as well as the children.

Parent Letter

Dear Parent letter,

We're excited to announce that your child will be participating in Forest School sessions. The sessions will take place on a _____ morning in the forest areas around the school grounds. Sessions will be approximately 2 hours long and start the first week back after half term (week 6th June) so pupils will have a total of 12 hours' forest school over the next six weeks.

Forest School is a project which makes the most of outdoor learning opportunities with the aim of developing pupils confidence and self-esteem through hands on experiences in a woodland environment in a safe, secure and hands on way. It is an all-weather provision, so the children will be outside in all weather and seasons experiencing the changes throughout the year.

Please send them to school ready to take part with any clean uniform in a labelled bag. After the session they will have an opportunity to change out of any wet/dirty clothes into school uniform.

Our 'forest' is a small wooded area within the school grounds, we have an outside classroom for bad weather. A fire circle where children can socialise, reflect and bond as a group. This is also where we will have campfires. We also use a range of tools in this area under strict supervision. We may do activities that involve using knives for whittling, bow saws for cutting, as well as drills and a range of other tools. There is also a woodland area where the children are encouraged to play and explore. The children are encouraged to investigate & explore but also to respect all living things. Research suggests that children learn best from first-hand experiences. Exploring, playing, risk management and problem solving within the forest school aims to encourage learning using a range of activities (both designed by the leader and instigated by the children themselves). Building a sense of independence, high self-esteem and teamwork are important parts of forest school, but health and safety considerations are always of paramount importance.

However, in order to ensure children are sufficiently protected and can participate fully and comfortably in each session we advise the following clothing.

Clothing

Children must wear appropriate clothing for all weathers, bearing in mind that it is very likely that they will get dirty, so old clothing is better. Please ensure your child's clothes are clearly labelled.

Autumn/Winter clothing	Summer clothing
• Long trousers	• Light long-sleeved top
• Warm hat and gloves	• Water bottle
• Wellies or trainers (no open toe shoes)	• Light long trousers
• Waterproof coat or another suitable coat	• Sun hat/cap
• Water bottle	• Sun cream
	• Wellies or trainers (no open toe shoes)

Photographs of pupils may be taken for School use, these images are likely to be used for newsletters and promotional purposes to showcase what learning takes place within the Forest School lessons. If you do not wish your child to be photographed, please email the school office. We're sure your child will make the most of this wonderful opportunity and thoroughly enjoy the experience.

Yours sincerely,
Mr Bernatovitch

Risk Assessments

Risk assessments are made to assess our site and prevent any harm from hazards or to make sure that an activity is safe, also to stop risks from becoming dangerous, we assess as realistically as possible and within certain parameters. We are constantly reviewing our risk assessments adding and updating to them as needed or at the start of each term. Risk assessments are essential as we are teaching children to challenge themselves and experience what we deem as 'appropriate risk' This means managed risk with no significant risk attached to it, when done with the after measures are taken into account. This also means that the children need to take the right steps to stay safe, and that the Forest school leader will be responsible for this.

Benefit and Risk Assessments

Risk assessments are extremely important in Forest School, it enables us to put measures in place to manage any risk and to make sure we keep everyone safe. 'Benefits' describes the ways which your age related groups will gain by engaging in Forest School.

DOWNSVIEW PRIMARY SCHOOL

Forest School

Risk Assessment



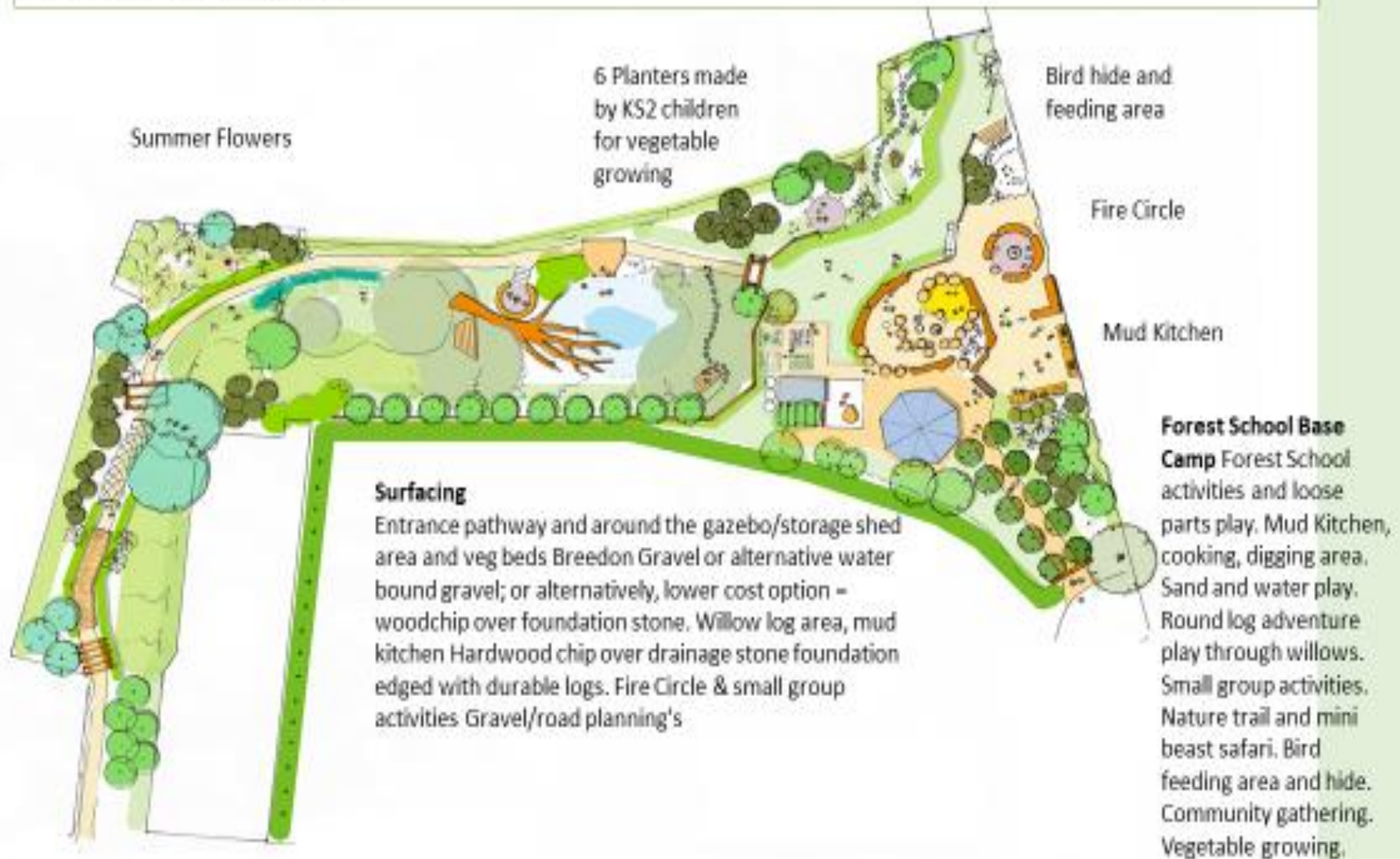
Contents Page

*Please note: The Pond Area highlighted in the map is not yet in use. These risk assessments have been made for future reference.

Forest School Location at Downsview Primary School
Main Forest School Area Risk Assessment
Building Dens and Using Sticks Using Rope and String
Pond Area Risk Assessment
Pond Guidance
Pond Dipping
Safety Sweep Template

Downsview Forest School

Concept design and guiding masterplan



Risk Assessment - Forest School Area

Rag Rating:

High Risk, Medium Risk, Low Risk

Hazard/Risk and how they may cause harm.	Who may be harmed?	Control/Actions	Risk Benefit
<p>Boundaries and public entry:</p> <ul style="list-style-type: none"> If members of the public were to enter the site, they may get injured or leave the site unsafe. We may lose a child if they are able to leave the site If there are no boundaries around something that is a risk, children may go near it and hurt themselves - eg: a fire pit. 	<p>Pupils Age 4 - 11</p> <p>Children with special needs</p> <p>Teachers/ Visitors</p> <p>Trespassers</p>	<ul style="list-style-type: none"> The school site is enclosed by secure fencing around the perimeter of the School. The school caretaker must make sure that this fence is always intact and undamaged. While on a safety sweep, the forest school leader must ensure that the fencing is undamaged. The Forest school area is surrounded by a low, wooden fence. Adults need to make it clear to the children that this, along with the metal fencing, is the forest school boundary and you must not leave without permission Children must know that they are not to climb the fencing Adults must keep visual contact with the children in their group. Have an agreed meeting point at the sound of a whistle Children are to be taught that if blue rope is around something, they cannot enter unless told to do so. For example, blue rope around a fire pit. 	<ul style="list-style-type: none"> Learn about the importance of rules and regulations Think about why we need boundaries and why they are important for our safety Think about 'stranger danger'
<p>Adult Supervision:</p> <ul style="list-style-type: none"> If the adult - child ratio is not appropriate, children 	<p>Pupils Age 4 - 11</p> <p>Children with</p>	<ul style="list-style-type: none"> Adult - Child ratios should be as follows: General forest school activities → 2 adults - up to 30 children Tool use/fire lighting 	<ul style="list-style-type: none"> Think about why rules and boundaries are important.

<p>may get harmed/lost.</p>	<p>special needs</p>	<p>(sectioned off with blue rope) → 1 adult - 6 children, with the second adult with the rest of the children.</p> <ul style="list-style-type: none"> The more adults, the better! If you can make your 	<ul style="list-style-type: none"> Why are some jobs better for adults/children?
<p>Clothing and sunscreen:</p> <ul style="list-style-type: none"> If children are not wearing appropriate clothing, they are at risk of getting sunburn, sun stroke, hyperthermia, risk of slipping, infection 	<p>All Pupils Age 4 - 11</p> <p>Teachers/ Visitors</p>	<ul style="list-style-type: none"> Ensure that all children are wearing suitable clothing - including wellington boots. Waterproofs/old clothing to be worn - dry uniform to change back into Warm coats, hats, gloves, scarfs Sun hats and sunscreen to be worn in hot weather Adults to check child's clothing is suitable before going outside 	<ul style="list-style-type: none"> Keeping safe outdoors and in different weather conditions
<p>Bites, stings and allergies:</p> <ul style="list-style-type: none"> Children/adults may be stung or bitten causing pain. Children/adults may have an allergy which could result in illness or death. Anaphylaxis can result in death. 	<p>Pupils Age 4 - 11</p> <p>Children with special needs</p> <p>Teachers/ Visitors</p>	<ul style="list-style-type: none"> Be aware of children with allergies (such as nuts, insect stings, hay-fever) Check anyone with severe allergies has their asthma pump or epi-pen and it is able to be administered. - Remind all involved of the risk. Carry a first aid kit at all times Tuck socks into trousers in a potential tick area Children will be trained in using an 'adult needed' card in case of emergency/adults needed 	<ul style="list-style-type: none"> Educational opportunities - learning about insects, plants, stings and bites
<p>Uneven ground and low branches/brambles:</p> <ul style="list-style-type: none"> Tree roots, branches, brambles and plants on the ground could cause a trip hazard. Sharp branches can cause eye impalement; 	<p>Pupils Age 4 - 11</p> <p>Children with special needs</p> <p>Teachers/ Visitors</p> <p>Trespassers</p>	<ul style="list-style-type: none"> A 'safety sweep' is to be made by participating adult before the session to ensure that the area is safe - safely moving fallen branches or other obstacles. Children are well supervised - 2 adults must be present during a forest school session with no more than 30 children using the forest school at a time. At least one adult must 	<ul style="list-style-type: none"> Encourages physical development Encourages risk assessing and being aware of surroundings and how they may change Encourages children to be self-aware and

<p>impalement of body parts- this can result in death.</p> <ul style="list-style-type: none"> • Uneven ground- graze, sprain, bruise, broken bones. 		<p>be trained in paediatric first aid and the other must have basic first aid training.</p> <ul style="list-style-type: none"> • Adults are encouraged to plan for higher adult - child ratios. • A full first aid kit including ice packs will be on site and easily accessed • Children will be trained in using an 'adult needed' card in case of emergency/another adult is needed • Adults working in closest building (junior block) to be aware that you are using the forest school area and that they may be their closest adult in case of emergency 	<p>support their peers</p>
<p>Inappropriate items left by public:</p> <ul style="list-style-type: none"> • Items may have been thrown over the fence by public • Rubbish, toxic chemicals, needles and poisons can all result in death. 	<p>Pupils Age 4 - 11 Children with special needs</p> <p>Teachers/ Visitors</p>	<ul style="list-style-type: none"> • A 'safety sweep' is to be made by participating adult before the session to ensure that the area is safe - looking for anything that might have been put there by the public and safely removing it • Explain to children that if they find anything out of the ordinary, they must not touch it and tell an adult immediately. • High fence separates school land and public land. 	<ul style="list-style-type: none"> • Encourage children to think about why boundaries are important
<p>Animal faeces, dead animals and soil:</p> <ul style="list-style-type: none"> • Animal faeces and soil can carry disease and infection. (toxicara canis, tetanus and more) 	<p>Pupils Age 4 - 11 Children with special needs</p> <p>Teachers/ Visitors Trespassers</p>	<ul style="list-style-type: none"> • Cover broken skin on hands with plasters, tape and even gloves if necessary • Advise of risks and symptoms and seek medical advice as soon as possible if infection is suspected • Check for faeces/dead animals on safety sweep and section off with blue rope/remove if possible • Children/adults are not to touch without appropriate equipment 	<ul style="list-style-type: none"> • Educational opportunities on animal digestive system • Educational opportunities

<p>Sharp branches and thorns:</p> <ul style="list-style-type: none"> • Could cause cuts or injuries • Impalements and eye injuries can result in death 	<p>Pupils Age 4 - 11</p> <p>Children with special needs</p> <p>Teachers/ Visitors</p>	<ul style="list-style-type: none"> • A 'safety sweep' is to be made by participating adult before the session to ensure that the area is safe - ensure that all that enter know where any sharp branches and thorns are. • Section off any branches/thorns that could cause great harm with blue rope. 	<ul style="list-style-type: none"> • Encourages children to be self-aware and identify dangers • Why do some plants have thorns?
<p>Mushrooms and fungi:</p> <ul style="list-style-type: none"> • Mushrooms and fungi could be very harmful if consumed and lead to fatality 	<p>Pupils Age 4 - 11</p> <p>Children with special needs</p>	<ul style="list-style-type: none"> • Children are made aware of plants that could be hazardous to them • Children are not to pick plants unless instructed to do so • Children are not to put anything in their mouths 	<ul style="list-style-type: none"> • Educational activities on plants we can and cannot eat
<p>Tree Climbing:</p> <ul style="list-style-type: none"> • Children may get seriously injured if they were to fall from a height from a tree. • Misplace feet can cause falls and result in serious injury • Check branch health, maintain 3 points of contact and only allow 1 child to climb at a time checking no one is above or below 	<p>Pupils Age 4 - 11</p> <p>Children with special needs</p>	<ul style="list-style-type: none"> • Children to only climb on the designated climbing tree, which has grown in such a way that children cannot climb any higher than about 1.5m • Children can only climb the tree with an adult supervising • The base of the tree must be cleared of any hard rocks or pieces of wood and must be padded with leaves if possible • The tree must not be climbed in wet or icy weather 	<ul style="list-style-type: none"> • Encourages physical development and managing risks
<p>Carrying objects/sticks:</p> <ul style="list-style-type: none"> • Children may injure themselves carrying an object that is too big/sharp 	<p>Pupils Age 4 - 11</p> <p>Children with special needs</p>	<ul style="list-style-type: none"> • Encourage the children to drag sticks along the ground or pointing down if shorter to prevent injury • If it is a long stick (as long as or longer than the child), encourage to the child to carry in a pair - 'if it's bigger than you, it takes two!' 	<ul style="list-style-type: none"> • Encourages physical development and managing risks • Encourages children to be self-aware

<p>Using rope/string:</p> <ul style="list-style-type: none"> • String and rope tied at certain heights can cause injury. • Keep rope well placed and away from necks, strangulation and asphyxia can result in death. • Supervise children using rope and string 	<p>Pupils Age 4 - 11 Children with special needs Teachers/ V</p>	<ul style="list-style-type: none"> • Children to be supervised when using rope and string • Give children responsibility, children and adults to ensure no rope is tailing when carrying and keep away from body. • Check rope health and strength • Provide gloves to prevent rope burn and teach the children to let go of rope if someone is pulling to prevent rope burn. • Children to be instructed on how to tie knots and use string safely when making dens and tying sticks together • Adult to use the safety sweep to ensure no rope or string is tied in a way/height that could injure any of the participants 	<ul style="list-style-type: none"> • Practicing knot tying and learning new skills involving instructions • Can encourage creativity
<p>Cold weather, rain and snow:</p> <ul style="list-style-type: none"> • Cold weather, rain and snow may cause icy conditions which could make the group slippery 	<p>Pupils Age 4 - 11</p>	<ul style="list-style-type: none"> • A 'safety sweep' is to be made by participating adult before the session to ensure that the area is safe - ensure that any areas that are particularly slippery are blue roped off. • Children to wear appropriate, warm, waterproof clothing 	<ul style="list-style-type: none"> • Educational activities on weather and season change
<p>High winds:</p> <ul style="list-style-type: none"> • Winds may cause branches to fall from trees and trees to fall/be unstable 	<p>Children with special needs Teachers/ Visitors</p>	<ul style="list-style-type: none"> • Forest school sessions must not go ahead if winds measure over 5 or above on the Beaufort scale (19-24 mph) • A 'safety sweep' is to be made by participating adult before the session to ensure that the area is safe - ensure that branches are not about to fall from trees and that trees are stable 	<ul style="list-style-type: none"> • Educational activities on how weather can affect the environment/our bodies <p>(See on previous page)</p>
<p>Thunder and lightning:</p> <ul style="list-style-type: none"> • Lightening may strike trees in the forest school area resulting in tree fall and/or fire. 		<ul style="list-style-type: none"> • Forest school sessions must not go ahead if it is thunder and lightening • The weather forecast must be checked before a forest school session by a participating adult - filled out on the 'safety sweep' sheet 	

<p>Hot weather:</p> <ul style="list-style-type: none"> • Children may become too hot, dehydrated, sun burnt, sun stroke 		<ul style="list-style-type: none"> • Drinking water should be available for the children and adults • Children and adults should wear appropriate, cool clothing. Children encouraged to wear sun hats • A shaded area must be available • Children and adults must be wearing SPF sun protection cream 	
<p>Travelling to and from the forest school area:</p> <ul style="list-style-type: none"> • Children could fall away from the group 	<p>Pupils Age 4 - 11 Children with special needs</p>	<ul style="list-style-type: none"> • Adults must do regular head counts, particularly when leaving/entering the school building/forest school area • Children are instructed to stay together and follow the adult in charge when walking to and from the forest school area/school building. 	<ul style="list-style-type: none"> • Following rules and instructions • Learning routines
<p>Tables around the trees:</p> <ul style="list-style-type: none"> • Children could fall near one and injury themselves • Low level and not very visible - children could injure themselves while moving around the area • Could break if used as a seating area which could cause injury 	<p>Pupils Age 4 - 11 Children with special needs</p>	<ul style="list-style-type: none"> • Rules - children are made aware of the dangers of the tables and are told not to sit on them • Use a safety sweep to ensure that the tables are secure/no sharp bits/visible 	<ul style="list-style-type: none"> • Following rules and regulations to avoid injury • Using objects appropriately - why?
<p>School Fencing (wooden and metal):</p> <ul style="list-style-type: none"> • May cause injury if climbed • Children could get lost if climbed over 	<p>Pupils Age 4 - 11 Children with special needs</p>	<ul style="list-style-type: none"> • Children to be made aware of the fencing around the forest school - both metal fencing and wooden fencing. These fences to act as a clear barrier. • Rules - not to climb - make aware of the injury that could be caused if they were to do so. 	<ul style="list-style-type: none"> • Following rules and regulations to avoid injury/loss of child

Risk Assessment - Forest School

Activities

**When in the main Forest School area and the Junior Forest School area, please refer to the risk assessment on pages 4-8 too.*

Rag Rating:

High Risk, Medium Risk, Low Risk

Hazard/Risk and how they may cause harm.	Who may be harmed?	Control/Actions	Risk Benefit
<p>Building Dens or other Activities using sticks and branches:</p> <ul style="list-style-type: none"> • Risk of injury when using sharp objects (sticks) • Risk of falling and injuring themselves when carrying sticks • Risk of injuring somebody else with a stick or branch 	<p>Pupils aged 4 - 11</p> <p>Children with special needs</p> <p>Teachers/Visitors</p>	<ul style="list-style-type: none"> • Children to be made aware of the dangers of transporting sticks and branches to different areas. • Children to follow the rules with transporting sticks - drag behind if long, do not run, do not point it in front of you, if it's bigger than you it takes two 	<ul style="list-style-type: none"> • Opportunities to work as a team safely, to problem solve and scaffold each other.

<p>Using string and rope:</p> <ul style="list-style-type: none"> • Risk of injury if rope/string is tied between two objects at a low level - tripping over, getting caught, suffocation (eg: neck height) • Risk of tight knots made around fingers/limbs 	<p>Pupils aged 4 - 11</p> <p>Children with special needs</p> <p>Teachers/Visitors</p>	<ul style="list-style-type: none"> • Children to have instruction on how to use string and rope in order to tie things together, make dens and construct • Children will need to make those around them aware if they are tying a rope between 2 objects and make sure all children know where the rope/string is located • Adult supervision (2 adults-30 children/smaller groups when knot tying) to ensure appropriate use • Rope to be taken down after session - check in safety sweep 	<ul style="list-style-type: none"> • Practising knots tying skills • Construction opportunities • Fine motor skill development • Encouraging creativity
<p>Using a Potato Peeler</p> <ul style="list-style-type: none"> • Risk of injury when not used/stored properly • Risk of wounds to skin 	<p>Pupils aged 4 - 11</p> <p>Children with special needs</p> <p>Teachers/Visitors</p>	<ul style="list-style-type: none"> • Only trained Forest School Leaders to use tools with children • Inform the person using the potato peeler of rules and how and when to use it - see the 'tool talk' section of the handbook • Do not wear a glove on the hand using the tool as you need to be able to feel and control the 'handle' end. However, a glove should be worn on the other hand to ensure that the blade does not come in contact with the skin • Only use the potato peeler in a designated area mapped out by the Forest School Leader • Only use when supervised by an adult (KS1 - 3:1 ratio of supervision, KS2 6:1 ratio of supervision) • Tools to be counted in and out of each session 	<ul style="list-style-type: none"> • Gaining new experiences • Risk confidence • Controlled movement - fine and gross motor • Supporting creative development (eg: DT, art...) • Support communication skills • Hand eye co-ordination • Managing behaviour and frustration

		<ul style="list-style-type: none"> • Children to have the correct posture when using the blade • First aiders and first aid kit close by • Keep the tools in cover when not in use - stored in a tool box which is locked and then locked away in the tool shed • Remind others in the vicinity to stay clear of tools 	
<p>Using a Sharp Skills Knife</p> <ul style="list-style-type: none"> • Risk of injury when not used/stored properly • Risk of wounds to skin 	<p>Pupils aged 4 - 11</p> <p>Children with special needs</p> <p>Teachers/Visitors</p>	<ul style="list-style-type: none"> • Only trained Forest School Leaders to use tools with children • Inform the person using the Sharp Skills Knife of rules and how and when to use it - see the 'tool talk' section of the handbook • Do not wear a glove on the hand using the tool as you need to be able to feel and control the 'handle' end. However, a glove should be worn on the other hand to ensure that the blade does not come in contact with the skin • Only use the knife in a designated area mapped out by the Forest School Leader • Only use when supervised by an adult (KS1 - 1:1 ratio of supervision, KS2 3:1 ratio of supervision) • Tools to be counted in and out of each session • Children to have the correct posture when using the blade • First aiders and first aid kit close by • Keep the tools in cover when not in use - stored in a tool box which is locked 	<ul style="list-style-type: none"> • Gaining new experiences • Risk confidence • Controlled movement - fine and gross motor • Supporting creative development (eg: DT, art...) • Support communication skills • Hand eye co-ordination • Managing behaviour and frustration

		<p>and then locked away in the tool shed</p> <ul style="list-style-type: none"> • Remind others in the vicinity to stay clear of tools 	
<p>Using a Bow Saw</p> <ul style="list-style-type: none"> • Risk of injury when not used/stored properly • Risk of wounds to skin • Branch falling and injuring/damaging someone/something 	<p>Pupils aged 4 - 11</p> <p>Children with special needs</p> <p>Teachers/Visitors</p>	<ul style="list-style-type: none"> • Only trained Forest School Leaders to use tools with children • Inform the person using the Bow Saw of rules and how and when to use it - see the 'tool talk' section of the handbook • Do not wear a glove on the hand using the tool as you need to be able to feel and control the 'handle' end. However, a glove should be worn on the other hand to ensure that the blade does not come in contact with the skin • Only use the potato peeler in a designated area mapped out by the Forest School Leader • Only use when supervised by an adult (KS1 - 1:1 ratio of supervision, KS2 3:1 ratio of supervision) • Tools to be counted in and out of each session • Children to have the correct posture when using the blade • First aiders and first aid kit close by • Keep the tools in cover when not in use - stored in a tool box which is locked and then locked away in the tool shed • Remind others in the vicinity to stay clear of tools • Keep blade cover on when not in use 	<ul style="list-style-type: none"> • Gaining new experiences • Risk confidence • Controlled movement - fine and gross motor • Supporting creative development (eg: DT, art...) • Support communication skills • Hand eye co-ordination • Managing behaviour and frustration

		<ul style="list-style-type: none"> • If sawing branches, ensure that no one or property will be hurt or damaged when it falls 	
<p>Using Loppers</p> <ul style="list-style-type: none"> • Risk of injury when not used/stored properly • Risk of wounds to skin • Branch falling and injuring/damaging someone/something 	<p>Pupils aged 4 - 11</p> <p>Children with special needs</p> <p>Teachers/Visitors</p>	<ul style="list-style-type: none"> • Only trained Forest School Leaders to use tools with children • Inform the person using the Bow Saw of rules and how and when to use it - see the 'tool talk' section of the handbook • No gloves needed as both hands should be on the tool • Only use the potato peeler in a designated area mapped out by the Forest School Leader • Only use when supervised by an adult (KS1 - 1:1 ratio of supervision, KS2 3:1 ratio of supervision) • Tools to be counted in and out of each session • Children to have the correct posture when using the blade • First aiders and first aid kit close by • Keep the tools in cover when not in use - stored in a tool box which is locked and then locked away in the tool shed • Remind others in the vicinity to stay clear of tools • Keep blade cover on when not in use • If cutting branches, ensure that no one or property will be hurt or damaged when it falls 	<ul style="list-style-type: none"> • Gaining new experiences • Risk confidence and management • Controlled movement - fine and gross motor • Supporting creative development (eg: DT, art...) • Support communication skills • Hand eye co-ordination • Managing behaviour and frustration

<p>Palm Drill</p> <ul style="list-style-type: none"> • Risk of injury when not used/stored properly • Risk of wounds to skin • Branch falling and injuring/damaging someone/something 	<p>Pupils aged 4 - 11</p> <p>Children with special needs</p> <p>Teachers/Visitors</p>	<ul style="list-style-type: none"> • Only trained Forest School Leaders to use tools with children • Inform the person using the Bow Saw of rules and how and when to use it - see the 'tool talk' section of the handbook • Always work onto a secure work stump • Keep loose hair and clothing tied back • Wear a glove on the bracing hand and hand holding the palm drill • Assistant holding work to wear glove on bracing hand (or both as needed) • Only use when supervised by an adult (KS1 - 1:1 ratio of supervision, KS2 3:1 ratio of supervision) • Tools to be counted in and out of each session • First aiders and first aid kit close by • Keep the tools in cover when not in use - stored in a tool box which is locked and then locked away in the tool shed • Remind others in the vicinity to stay clear of tools 	<ul style="list-style-type: none"> • Gaining new experiences • Risk confidence • Controlled movement - fine and gross motor • Supporting creative development (eg: DT, art...) • Support communication skills • Hand eye co-ordination • Managing behaviour and frustration
<p>Fire Lighting and Camp Fire</p> <ul style="list-style-type: none"> • Risk of burns if not set up properly • Risk of burns if too lit in the proper manner • Risk of burns if fire not put out properly 	<p>Pupils aged 4 - 11</p> <p>Children with special needs</p> <p>Teachers/Visitors</p>	<ul style="list-style-type: none"> • Safety talk given prior to lighting each fire with reminder of rules for the fire circle (see handbook and 'tool talk' section) • Children asked to say/repeat the rules to ensure they have understood them. • Fire circle laid out with clear boundaries, children 	<ul style="list-style-type: none"> • Cooking food outdoors • Resilience and perseverance when fire lighting • Learning about fire - science learning • General science learning

<ul style="list-style-type: none"> • Risk of burns if the area is over populated • Scalds from boiling water 		<ul style="list-style-type: none"> • only go in the fire circle when invited by the Forest School leader on a 1:1 basis • Water is always available at the side of the fire and sticks etc to be collected before the fire is lit. • Gloves used by an adult when needed • Children to sit on logs/planks while the fire is lit. • Only trained Forest School Leader to light fires with children. • School to be informed. • Any food cooked will be under close supervision with the adult cooking food and ensuring it is cooled before the children eat it 	<ul style="list-style-type: none"> • Risk confidence and management • Hand eye co-ordination • Managing behaviour and frustration • Following rules
<p>Using Pruning Saw</p> <ul style="list-style-type: none"> • Risk of injury when not used/stored properly • Risk of wounds to skin • Branch falling and injuring/damaging someone/something 	<p>Pupils aged 4 - 11</p> <p>Children with special needs</p> <p>Teachers/Visitors</p>	<ul style="list-style-type: none"> • Only trained Forest School Leaders to use tools with children • Inform the person using the Pruning Saw of rules and how and when to use it - see the 'tool talk' section of the handbook • Do not wear a glove on the hand using the tool as you need to be able to feel and control the 'handle' end. However, a glove should be worn on the other hand to ensure that the blade does not come in contact with the skin • Only use the potato peeler in a designated area mapped out by the Forest School Leader • Only use when supervised by an adult (KS1 - 1:1 ratio of supervision, KS2 3:1 ratio of supervision) • Tools to be counted in and out of each session 	<ul style="list-style-type: none"> • Gaining new experiences • Risk confidence • Controlled movement - fine and gross motor • Supporting creative development (eg: DT, art...) • Support communication skills • Hand eye co-ordination • Managing behaviour and frustration

		<ul style="list-style-type: none"> • Children to have the correct posture when using the blade • First aiders and first aid kit close by • Keep the tools in cover when not in use - stored in a tool box which is locked and then locked away in the tool shed • Remind others in the vicinity to stay clear of tools • Keep blade cover on when not in use • If sawing branches, ensure that no one or property will be hurt or damaged when it falls 	
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Risk Assessment - Pond Area

This area is currently not in use. Once the area is 'refurbished' and made safe, this part of the risk assessment will be updated.

Rag Rating:

High Risk, Medium Risk, Low Risk

Hazard/Risk and how they may cause harm.	Who may be harmed?	Control/Actions	Risk Benefit
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<p>Slippery, undefined pond edges:</p> <ul style="list-style-type: none"> Risk of slips, trips and falls which could result in cuts, abrasions, injuries and drowning. 	<p>Pupils aged 4 - 11</p> <p>Children with special needs</p> <p>Teachers/Visitors</p> <p>Trespassers</p>	<ul style="list-style-type: none"> Ensure that the edges of the pond are clearly visible. Cone off/warn children of slippery banks if identified on safety sweep. Discuss pond area rules with the children (see handbook). Always have 2 adults in the Forest School area when the pond is in use. First aid kit on site and 'adult needed' laminate in use (see handbook). Deeper zone positioned away from the edges where access is not possible The depth should be kept as shallow as possible Pond regularly maintained to ensure that the perimeter does not become obscured and that the area around the pond does not deteriorate. Pond is located so that it is visible from nearby school buildings. Slip/tripping hazards eliminated from the surrounding area. 	<ul style="list-style-type: none"> Pond dipping - an enjoyable activity with high educational benefits. Observing pond life - educational benefits Life cycle of pond animals - educational benefits Maintaining the pond area - educational benefits
<p>Pond Location:</p> <ul style="list-style-type: none"> Access could occur unnoticed resulting in slips, trips and falls which could result in cuts, abrasions, injuries and drowning. 		<ul style="list-style-type: none"> When the pond area is not in use, the gate must closed and padlocked All school children should be aware of the pond rules (see handbook) and that they must only enter the area with adult supervision. Visitors must be made aware of the pond area if working outdoors. Pond area is clearly fenced off from the field and main Forest School area Pond is clearly signposted 	<ul style="list-style-type: none"> Water safety - educational benefits Highlights the importance of rules, guidelines and boundaries Children can join in with risk assessing the pond area site

<p>Pathway around the pond:</p> <ul style="list-style-type: none"> • Children could slip on the short, wooden fencing around the pond. 		<ul style="list-style-type: none"> • All who enter the area to be reminded of where the path fencing is • Regular checks to be made to ensure that it is not obscured and is visible 	<ul style="list-style-type: none"> • Children will be able to use the path to safely move around the pond and take part in educational activities.
<p>Hygiene:</p> <ul style="list-style-type: none"> • Children could get infection/disease poisoning (Weils disease, blue-green algae) 		<ul style="list-style-type: none"> • Adequate provision for hand washing readily available. • Provide paper towels rather than communal hand towels. • Do not allow children to touch any part of their face with their hands before hands are washed. • Younger pupils should be seen to wash their hands. • Cuts/abrasions covered with waterproof plaster • No eating in the pond area • Prevent access to the area by cats/dogs, check always made of the area to remove (hygienically) any faeces before children enter the area. • Any algal scum should be removed, avoiding skin contact. Pupils should be supervised carefully so that they have no opportunity to eat any parts of the plants growing in or around the pond. 	<ul style="list-style-type: none"> • Educational activities on disease and illness spread and why it is important to keep good hygiene • Educational opportunities for science - growth of cells etc.

** See the 'Health and Safety Newsletter - Pond Guidance' sheets on the next pages for more information.*

Risk Assessment - Pond Activities - Pond Dipping

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When using the pond area, please also refer to the Pond Area Risk Assessment on pages 8 and 9 too.

Rag Rating:

High Risk, Medium Risk, Low Risk

Hazard/Risk and how they may cause harm.	Who may be harmed?	Control/Actions	Risk Benefit
<p>Pond dipping nets:</p> <ul style="list-style-type: none"> Knocks from handles/heads when children working in close proximity to one another 	<p>Pupils</p> <p>Young children (under fives)</p>	<ul style="list-style-type: none"> Explain to children that they must take care and look to see who is around them/near them Limit number of children using the nets at any one time, eg: 2 nets per group of 6 children. Split large classes - only 6 children near the edge of the pond at a time to ensure that there is space. 	<ul style="list-style-type: none"> Pond dipping - an enjoyable activity with high educational benefits. Observing pond life - educational benefits Life cycle of pond animals - educational benefits Maintaining the pond area - educational benefits
<p>Pond Water:</p> <ul style="list-style-type: none"> Potential infection from Weils disease via open cuts or putting hands in mouth during dipping 	<p>Children with special needs</p> <p>Visitors</p> <p>Teachers</p>	<ul style="list-style-type: none"> Warn children of the dangers of pond water at start of activity - warn not to put fingers in mouths while dipping. Cover fresh/open cuts with plasters/micro pore tape. Have hand sanitiser readily available Wash hands before eating 	<ul style="list-style-type: none"> Learning about how germs/disease spread Importance of washing hands before eating Learn about the dangers of ponds/water
<p>Water bugs - Greater/Lesser water boatmen:</p> <ul style="list-style-type: none"> Could bite - not poisonous but can be painful 		<ul style="list-style-type: none"> Warn that some mini beasts will bite them if touched and therefore we will not touch them when found pond dipping. 	<ul style="list-style-type: none"> Educational - mini beasts and habitats



Forest School Safety Sweep



Environmental hazards and immediate risks must be reviewed and assessed prior to every Forest School session or club and signed off by a Level 3 Forest School Leader. These Safety Sweeps must be recorded and filed by the Forest School Leader and filed in a named folder.

Name of Forest School Leader:	Date:	Time:	Weather Conditions:	Signed:

Checklist:	Yes/No:	Comments:	Checklist:	Yes/No:	Comments:
Weather effects (ice, snow, residual water, localised winds, hot weather, fog etc)			Emergency ruck sack (fully equipped with a first aid kit and emergency medicine as required)		
Fallen branches			Boundary line/fence		
Low/broken branches			Base camp		
Protruding thorns			Tool area roped off		
Brambles/nettles			Equipment ready		
Slippery areas			Spare clothes		
Broken glass/needles			Excrement		
Litter			Adults in nearby school buildings made aware of the session in case of emergency		
Vandalism/intruders					
Standing water					

Other Hazards Identified:	
Actions taken:	