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What is Forest School?

Forest Schools originated in Scandinavia in the 1950s as a way of learning about the natural world. By the 1980s they had become an integral part of the Danish early years program. The idea moved to England in the 1990s. Forest Schools are successful for children of all ages who visit the same woodlands on a regular basis. Through play, they learn about the natural environment, how to handle risks and most importantly to use their own initiative to solve problems and co-operate with others. Sessions run throughout the year going outside in all weathers. Children explore, play and learn boundaries of behavior (both physical and social). Forest School ultimately differs from outdoor learning as its' primary aim is to build participants' self esteem, confidence, independence and creativity.

Clifton's Forest School Ethos

Forest School is a unique learning experience that holds the child and the woodland environment at the centre of its ethos. Children and adults work alongside the woodland environment to build a relationship where risk taking is actively encouraged and self esteem, confidence and social skills developed.

Clifton children will participate in Forest School sessions on a weekly for an extended period of time (half termly or termly) where sessions are structured to demonstrate progression of learning. However, at the heart of this is a child-centred pedagogical approach where the child will make informed choices about the carefully planned activities or play they wish to do. Children will acquire new skills so that activities can maintain a degree of challenge and excitement, whilst remaining safe and controlled. Thus, encouraging the children to be resilient, confident, independent and creative learners. In addition, those children will be able to excel in all areas of their personal, academic and spiritual development.

Clifton Woods is situated at the back of the playing fields and was partly financed by National Lottery funding. All children at the school will be able to access Forest School sessions at some point of their time at Clifton Primary School.

Principles of Forest School

The UK Forest School Community agreed and published 6 principles in 2011. These are listed below:

1. Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.
2. Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between learner and the natural world.
3. Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
4. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
5. Forest School is run by a qualified Forest School practitioner who continuously maintains and develops their professional practice.
6. Forest School uses a range of learner-centred processes to create a community for development and learning.

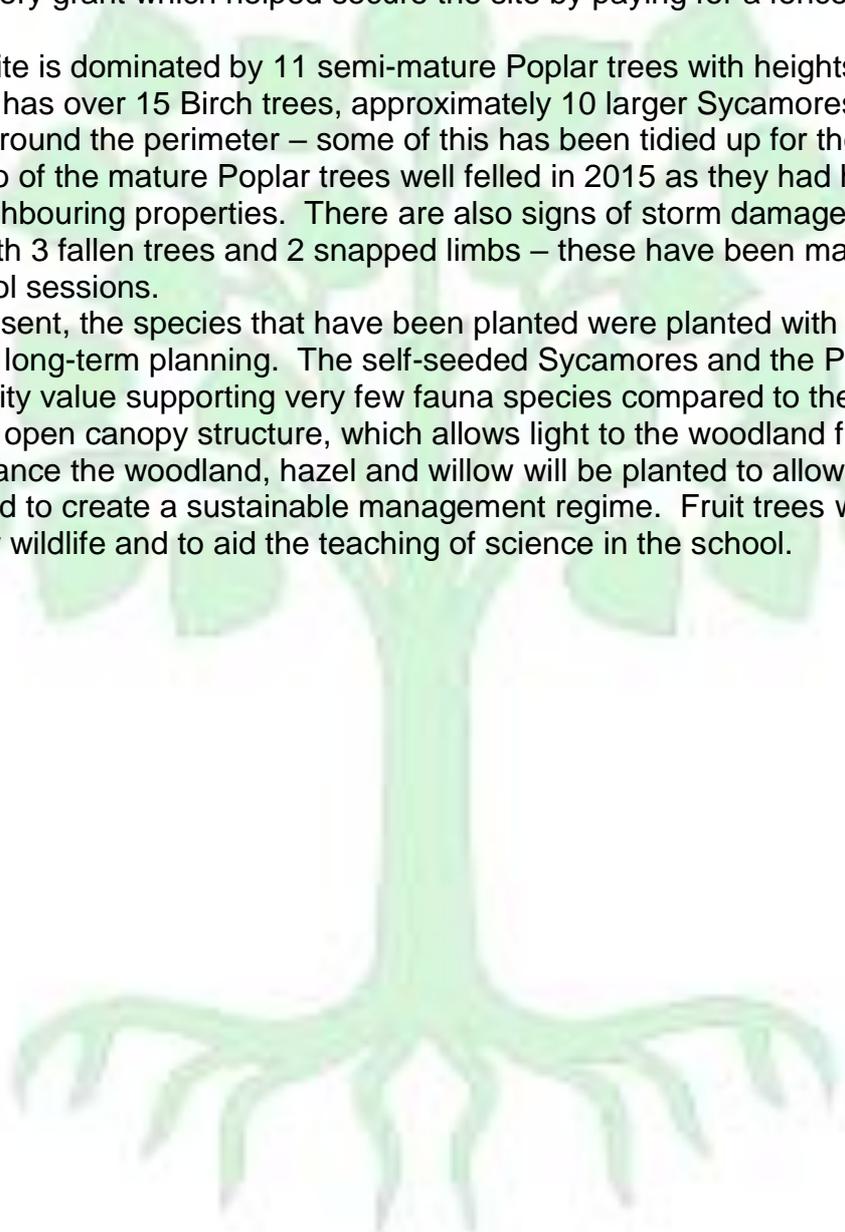
www.forestschoollassociation.org

Clifton Forest School Site

The woodland that makes up the Forest School area was originally planted as part of the Queen's jubilee celebrations 30 years ago. It is around 900 square metres of woodland and is sited at the back of the school adjacent to the playing field, with a public footpath on the other side of it that leads to a public moss land. At that time, the children, staff and parents of the school planted several silver birch trees around the schools grounds; old pupils of the school who are now parents of children at the school and the chair of governors who has been connected to the school for more than 50 years has given us this information. In 2015, the school were awarded a National Lottery grant which helped secure the site by paying for a fence to surround the area.

The site is dominated by 11 semi-mature Poplar trees with heights of over 20m. It also has over 15 Birch trees, approximately 10 larger Sycamores and Hawthorns around the perimeter – some of this has been tidied up for the new fencing. Two of the mature Poplar trees well felled in 2015 as they had heavy leans towards neighbouring properties. There are also signs of storm damage within the woodland with 3 fallen trees and 2 snapped limbs – these have been made safe for Forest School sessions.

At present, the species that have been planted were planted with what seems like a lack of long-term planning. The self-seeded Sycamores and the Poplars have a poor amenity value supporting very few fauna species compared to the Birches that have an open canopy structure, which allows light to the woodland floor. In order to enhance the woodland, hazel and willow will be planted to allow for coppicing and to create a sustainable management regime. Fruit trees will also be beneficial for wildlife and to aid the teaching of science in the school.



Ground rules within the Forest School

Although the Forest School experience is all about child led learning, it is important to set some ground rules within the group so that everyone is safe. At the start of a session, children are reminded of three important points:

- 1) Look after yourself
- 2) Look after each other
- 3) Look after the environment.

Where possible, the children are encouraged to establish their own ground rules so that they take ownership of safety restrictions. The children are encouraged to think of appropriate actions and behaviours for the outside. These will be based around some common themes:

Environment:	Children should respect the trees and plants. Children should respect all living creatures in the woodland.
Sticks:	Sticks/branches need to be dragged along the floor.
Eating:	Children must never eat anything they find in the woods.
Hygiene:	Children must always wash their hands before snack time.
Toilet:	Children must ask an adult if they need the toilet.
Tools:	Tools can only be used in a way that has been shown.
Listening:	If an adult asks you to stop, you must stop immediately.
Friends:	Treat each other with respect. Be aware of yourself and others at all times.

Rules regarding the fire and boundaries should be told to children (see Fire Safety section). Children will be reminded of these rules on a regular basis.

Typical Forest School Session

All sessions will start with children sitting around the fire pit area. First, children sing a welcome song and then children reflect on the activities that they did the previous week. Next, a 'warm up' game like '123 Where are you?' Corners or Port/Starboard is played.

Depending on the needs of the group, another adult introduced activity may take place. This could be a team-building activity or an activity to warm the body up more when cold for example.

After this, there is generally free play with different possible activities set up. The stations are usually:

Digging
Mud kitchen
Den building
Hammock
Tree painting

While free play is taking place, the Forest School leader or adult is leading an activity which may involve making/preparing something with/without tools. Children can choose whether they want to take part in these activities or not.

Finally, children are called back to the fire pit where a snack is eaten (possibly cooked on the fire). At this point, there is a discussion to reflect on the session with the children.

Essential equipment for each day

First Aid Kit

Burns Kit

Mobile phone

Clean Water

Risk Assessments

Individual medication

Soap

Paper towels

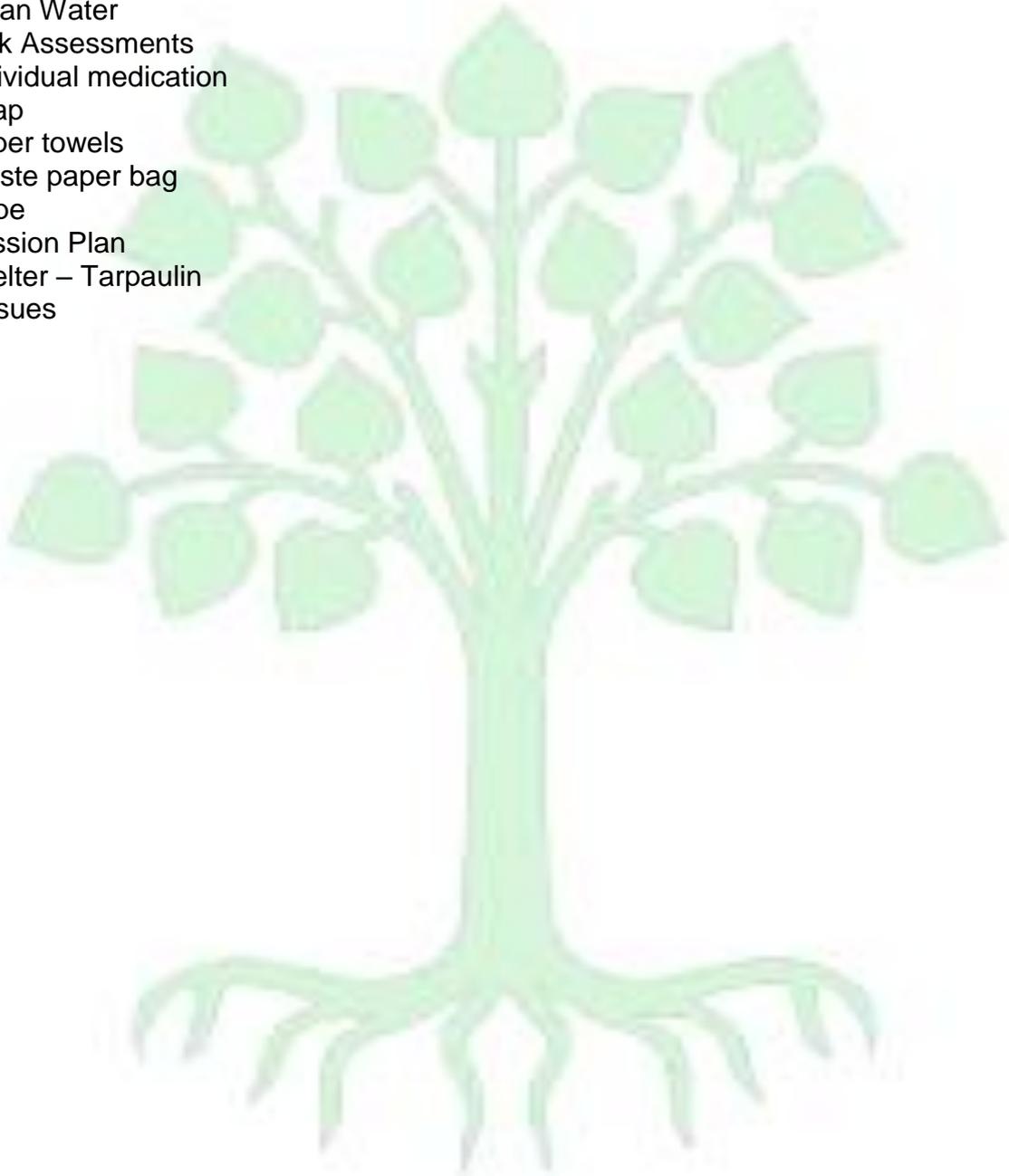
Waste paper bag

Rope

Session Plan

Shelter – Tarpaulin

Tissues



Roles and Responsibilities of adults

Forest School Leader

- will help to build children's self esteem, confidence, independence and creativity.
- will support the children's free play.
- will engage with all children.
- will observe children so as to scaffold and tailor experiences in future sessions.
- will maintain a positive attitude.
- will carry out a site risk assessment.
- will brief all assisting staff on the lesson plans, children involved and risk assessments.
- will check the emergency equipment bag and any other resources to be used within the session.
- will have a list of all children in each group.
- will headcount children and staff leaving the site
- will check all tools following the tool use and maintenance procedures.
- will evaluate the session in preparation for the next Forest School session.

All adults

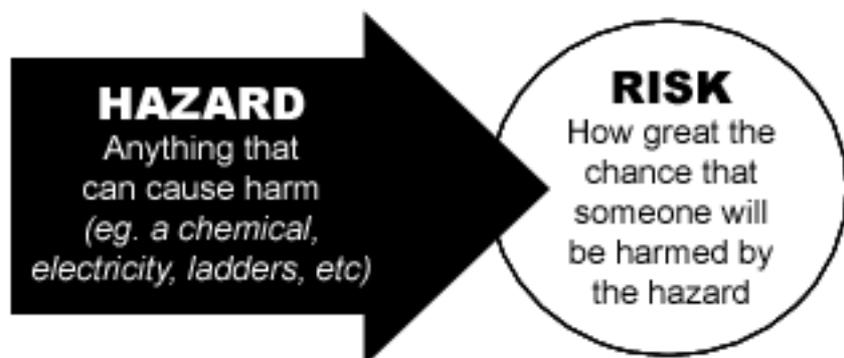
- will help to build children's self esteem, confidence, independence and creativity.
- will support the children's free play.
- will engage with all children.
- will observe children and report back to the FSL so they can plan future sessions.
- will maintain a positive attitude.
- will continue to risk assess activities on an ongoing basis throughout the session.
- will headcount the children to ensure that they are all accounted for.
- will assist the children in taking off wellies and rain suits off.
- any volunteers will need a CRB if working continuously with the school.
- will need to sign in at the school office prior to the start of the session.

Any volunteers that help with Forest School sessions should be made familiar with the school's 'Helping at Clifton School' Information sheet (Appendix 1).

Risk Assessment

Hazard versus Risk

Hazard and risk are often used interchangeably but in fact they are different:



(Source: <https://worksmart.org.uk/health-advice/health-and-safety/hazards-and-risks/what-difference-between-hazard-and-risk>)

Therefore in a Forest School environment, we could say that an exposed tree root is a hazard as a child/adult might fall over it. The risk is then how likely it is that a child/adult will trip over the tree root. By removing the hazard i.e. the tree root, the risk is eliminated; however, by eliminating all hazards there would be no risk which will lead to a child being unable to assess danger.

What is Risk?

Within the Forest school environment, risks are seen to have a benefit; therefore, as part of the management of risks, all risks will have a benefit attached to them. The templates in use for Forest School are benefit risk assessments. Each activity is graded with its' potential occurrence from 1 to 7 and the potential harm, graded from 1 to 7. These two numbers are then multiplied together to give a risk potential: low, medium or high. Obviously, if the risk potential is high, then more controls need to be put in place to help lower the risk. Each activity/situation is described in the following ways:

- People affected
- Controls in place
- Harm of the risk
- Occurrence of the risk
- Risk Potential
- Risk Benefit
- Review (to be carried out and then document amended if necessary.)

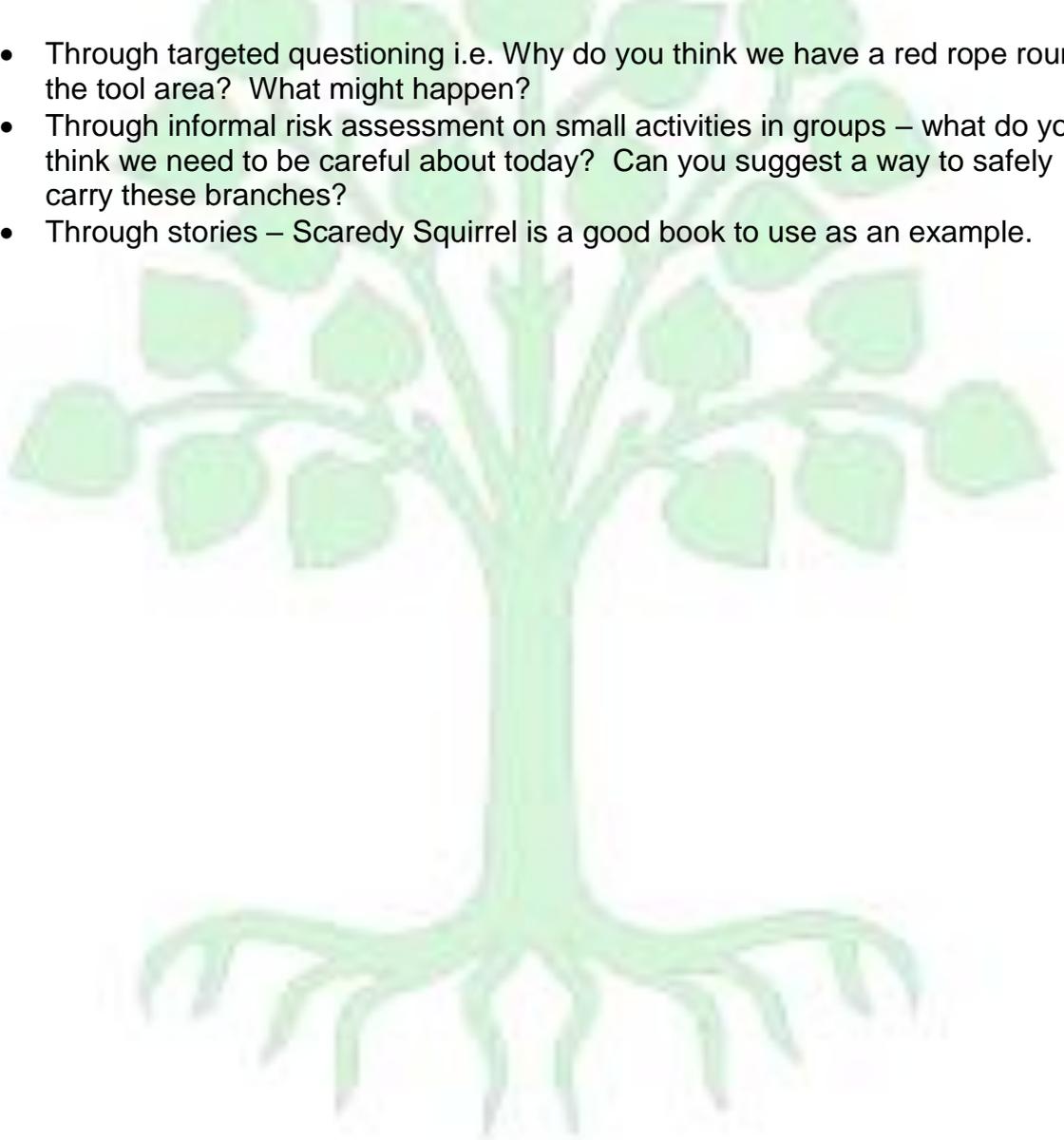
The FSL is responsible for carrying out an overall site risk assessment. This will need to be updated half termly. In addition, this will need to be changed whenever any new activity is brought to the site or a change in the site occurs. For example, if a tree falls down but the stump is left. In addition, prior to each session a daily check will be carried out to ascertain any changes, any new hazards and thus potential new

risks. Any activity that contains an element of risk will need to be added to the Risk Assessment document. Thus, this document is a working document.

Involving children

The FSL will primarily carry out the risk assessments for the site and different activities. However, as one of the FS main principles is to “offer learners the opportunity to take supported risks appropriate to the environment and to themselves,” children should also be involved in the risk assessment process where they can be. There are various ways that they can be included:

- Through targeted questioning i.e. Why do you think we have a red rope round the tool area? What might happen?
- Through informal risk assessment on small activities in groups – what do you think we need to be careful about today? Can you suggest a way to safely carry these branches?
- Through stories – Scaredy Squirrel is a good book to use as an example.



Learning and Development

Forest School and EYFS

Forest School sessions are brilliantly matched to the EYFS curriculum. The EYFS curriculum promotes outdoor learning insisting that, “Providers must provide access to an outdoor play area or if that is not possible, ensure that outdoor facilities are planned and taken on a daily basis.” Not only is the Forest School outdoor environment matched to the EYFS principles, but also the ways that the government wants children to learn. It recognizes that children learn in different ways and that children “learn and develop well in enabling environments, in which their experiences respond to their individual needs”. At the heart of Forest School is the child-led approach where practitioners provide opportunities to build on children’s ‘innate motivation, positive attitudes and/or interests.’

Forest School and the 7 prime and specific areas of learning

Communication and Language

Forest School encourages good listening skills as children need to listen carefully to instructions about how to stay safe. In addition, as there are no ‘toys’ on site, children are encouraged to communicate with other children when playing to explain what the play is. This could be as basic as explaining that their twig is a wand or involve story telling whilst decorating a tree with mud pictures.

Physical Development

Outdoors children will continually be moving, running, rolling, jumping over different terrains. This will help their coordination and balance. Also, children may use upper body strength to dig holes, push wheel barrows, and climb into hammocks. Not only are children building their stamina, but also recognizing how to risk assess different activities and how to make activities safer.

Personal, Social and Emotional Development

During FS sessions, children can develop social skills by building dens together, carrying heavy branches, and taking turns to go on the hammock. The open-ended resources mean that children can explore how they want to do the activity. Thus, building the children’s self-confidence. Children are also given small achievable tasks which once completed will raise self-esteem. In addition, FS sessions will finish with a period of reflection around the fire pit.

Literacy

Children can be encouraged to create stories in the setting of the wood or by using mud/clay as a resource to make characters for a story. In addition, as children have space, they can easily act out stories or scenarios in groups or individually. Mud is also a great resource for marking. Paintbrushes can also be used with mud to encourage mark making on trees or on other surfaces. Floor books will also be used to record what has happened and for writing with a purpose.

Numeracy

The outdoor area is full of different types of space and shapes. Natural resources can be used to make patterns, and there are plenty of opportunities to compare the different lengths and weights of different objects. In addition, children can count different natural resources they have collected and share them out between their friends. Tallies can be made from twigs on the ground and numbers also written in the mud!

Understanding the World

At FS sessions, children can learn about the environment by exploring the woodland site. Magnifying glasses can be used to identify different mini-beasts and torches can be used to explore dark places. Also, children can be taught about the different species of flora and fauna first hand and how to look after natural environment. In addition, children can compare the woodland site to their local community looking for similarities and differences. Children can also look at growth of plants and the decay of things on the site.

Expressive Arts and Design

Children can be given ample opportunities to produce different artwork using different natural resources (or with the help of resources from the classroom). Leaves can be used for printing on fabric as can mud be used as paint. Different natural resources can be used for musical instruments and children can sing around the campfire. Children can also use their imaginations to create dens, fishing rods and with tools produce swords, bows and arrows, name plates etc.

Observation, Assessment and Planning

During the Reception year at Clifton Primary School, children are continually observed when they are engaged in play-based activities by EYFS practitioners. These observations make up the assessments of the children for the end of that year. This information is then passed on to both parents and teachers to further support the child's learning and development in Year 1. Integral to Forest School sessions is the need for observations and collaborative work between learners and practitioners to provide a structure for the series of sessions and to demonstrate progression in learning.

At Clifton, the EYFS team uses the Fingertips program (along with other observations) on Ipads to record observations. This tool will also be used by the TA during a Forest School session to support the learning and development in the Forest School session (when adult/child ratios are adequate). The FSL can then also access these observations and discuss with the Reception teacher so that planning of Forest School sessions reflect the needs of the children and continue to be child-led. Children will also do floor books, where they are feeding back their learning and are involved in their own self-assessment.

Forest School and Primary School

Not only are Forest School sessions beneficial to EYFS, but also they are beneficial to other year groups with Primary School (and beyond). The more obvious benefits would be the increase in physical activity which hopefully would lead to a healthier lifestyle as children ask their parents to take them outside to woodlands more. Although at the heart of any FS session is the child-led approach, free play can be scaffolded so that activities help to develop fine and gross motor skills, team making skills, problem solving skills, creative and imaginative thinking. Children would also be able to take risks in a controlled, safe environment which in turn would help them make sensible and informed decisions outside of the site. At Clifton Primary School, the primary aim of Forest School sessions for KS1 and KS2 children is to improve confidence, self-esteem and have a positive impact on emotional and mental well-being. Forest School will be used as a nurture session for these children.



Policies
&
Procedures

Health & Hygiene Policy

Although research (Livescience.com 2007) now states, “Exposure to friendly soil bacteria could improve mood by boosting the immune system just as effectively as antidepressant drugs” certain procedures need to be in place for health and hygiene in Forest School sessions running in schools. This policy follows the guidance in the school’s Health and Hygiene Policy.

Washing hands Procedure

Prior to the end of the session, when the children are having a snack, all children will be required to wash their hands. A tippy tap will be constructed so children can wash their hands. A bar of soap will be hung off the top bar of the tippy tap. Warm water will be brought to the site from school for each session and the ‘tap’ can be filled when needed. An adult will also be present to assist children in using the tap (partly to reduce the amount of wasted water with the tap). When tippy tap is not in use, 2 buckets will be filled with water and soap for children to wash their hands in.

If a child wants to wash their hands during the session, they will be encouraged to wipe dirt off onto their waterproofs. However, if really necessary, then they can use the tippy tap.



Food Preparation/Eating Procedure

Clifton Primary Forest School realizes that by raising awareness of the woodland environment, children may want to try tasting different woodland berries and fruit. For all FS sessions, children will be told NOT to eat berries/fruit that they find growing in the wild. Although they will be taught that some berries (i.e. blackberries) are safe but must only be picked under adult supervision.

During Clifton Primary Forest School sessions, children will prepare and eat different dishes:

- 1) Hot drinks made for the group from commercially available products such as hot chocolate or hot squash.
- 2) Drinks and foods which have been made/cooked during the session under supervision of an adult e.g. potato cakes, toast, toasted marshmallows

Before any preparation of food starts, children and adults will be required to wash their hands. In addition, any food that is dropped on the floor should be thrown away straight away. When preparing food with Reception or Nursery, someone with a food handling certificate will join the FS session in line with EYFS policy.

Prior to starting a Forest School session, parents will be required to fill in a medical form listing any allergies and a permission slip for eating/drinking certain foods during the sessions. If forms are not returned then it is assumed that the child has no allergies. Parents fill in data forms at the beginning of the year and these are held in the school office. These forms also contain any information about allergies.

Clothing Procedure

In order that the children can maximize their enjoyment and successes at forest school sessions, children are required to wear certain items. Children will be required to wear the following items of clothing:

Autumn/Winter Clothing

<p>Waterproof all-in-one suits</p> 	<p>Sturdy footwear – Wellies/boots</p> 	<p>Coat</p> 
<p>Woolly hat</p> 	<p>Gloves (waterproof if possible)</p> 	

Spring/Summer Clothing

<p>Waterproof all-in-one suits</p> 	<p>Sturdy footwear – Wellies/boots</p> 	<p>Shorts</p> 
<p>T-shirt</p> 	<p>Hat</p> 	

Even when it is dry, children will be required to wear the waterproof clothing so as to protect their school uniform. In hot weather, children will change into their outdoor kit. They will be encouraged to wear hats when particularly hot.

Toileting Procedure

All children will go to the toilet prior to a Forest School session. If necessary, children may toilet outside in an area designated by an adult and if they feel comfortable to do so. This area will be out of bounds to the other children. In addition, this area will be rotated. Children will wash their hands after they have been to the toilet and apply hand sanitizer.

There is a portable toilet for anyone who may need it. Liners, wipes, hand sanitizer are also available. If this is needed, then an adult will take the child to a designated area and set the portable toilet up for the child. The wind-breaker will be positioned around the toilet so the child has privacy.

The portable toilet and used liners will be brought back to school and disposed of. Staff must wear disposable gloves when dealing with toileting incidents.

Weather and Shelter Procedures

Forest School sessions will take place in most weather conditions; however, the forest school session may be canceled or abandoned if conditions are deemed to be unsafe.

Unsafe conditions include:

- * High winds – there is a possibility of harm from falling trees and branches
- * Lightening – there is a small possibility of a lightening strike
- * Snowfall – during heavy snowfall, visibility may be reduced
- * Ice – surfaces may become icy and should be checked prior to session

Before the session, the FSL will risk assess the site. If it is necessary due to rain/snow then a tarpaulin can be put up over the fire pit area. Where possible, for ease and safety, 2 people should try to put it up. In the case of wind and rain, it may not be possible to put a tarpaulin up. In which case, the Forest School leader needs to make a decision about whether to cancel the session or not.



Fire Safety Policy

Campfires and the use of Kelly Kettles are an important part of Forest Schools and are used in many sessions. Clifton Primary Forest School aims to ensure that all children and adults are safe when a campfire is lit. Campfires and Kelly Kettles are only to be used once the children have been introduced to the safety procedures for the fire circle and the FSL is confident that they can participate with as little risk as possible to their health. The following procedures will need to be adhered to ensure that safety:-

Fire Safety

- Fire circle is located in an agreed location and is changed according to the sustainability plan.
- All traces of a fire are removed at the end of each session.
- Campfires are never lit directly on the ground. A fire pit is always used and enclosed by logs or large stones for safety.
- The campfire is at least 1.5 metres away from the surrounding seating logs.
- When the campfire is in use, children are not allowed to access the area without permission from an adult.
- When allowed to enter the fire pit, children must stand up, step behind their seat, walk round, and enter the fire pit through the designated entrance. Children must never cross the inner area. This will be taught to the children, and only when the Forest School leader is happy that children know the rule, will a campfire be lit. This rule should be encouraged when there isn't a fire too.
- Children must remain seated while the fire is lit unless directed by the FSL.
- Children are not permitted to throw anything into the fire.
- A fire glove is to always be used when feeding the fire.
- The campfire is never left unattended.
- A fire is only lit when there is a ratio of 1:6 (adults to children) at the session.
- The FSL is responsible on a one-to-one basis for the fire.
- Advice on the appropriate way for dealing with smoke will be given to the children: they are advised to turn their head to one side, placing their hand across the face, to close their eyes and count to 30 (or ask an adult/peer to count for them)
- Water must always be available for extinguishing the fire.
- All wood should be chopped and ready to fuel the fire before any lighting of a fire is attempted.
- If the weather is particularly windy, then the Forest School leader will make a decision about whether or not to have a camp fire that session.
- No plastics or flammable liquids are to be used to light or accelerate fires.
- Only the FSL (or chosen adult) are permitted to light fires unless under direct supervision of the FSL.

If a fire is being lit during the session, then the Forest School Leader will have a fire bag with her. The contents of this bag are:

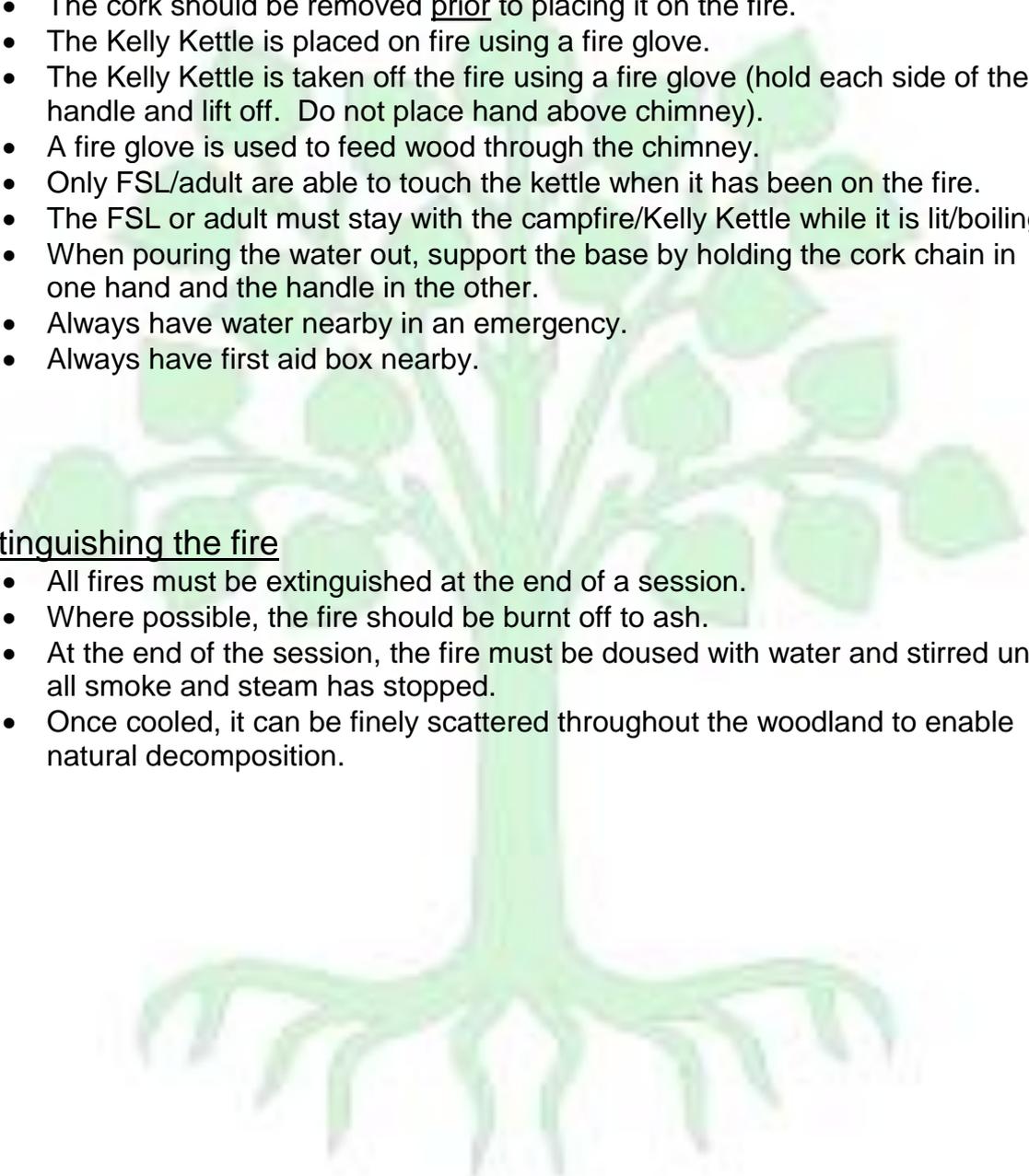
- Flint and stone
- Cotton wool
- A pair of fire gloves for the adult
- Fire blanket

Kelly Kettles

- The Kelly Kettle can only be used when the FSL is confident that the children are following the fire circle rule.
- The Kettle can be used either with its' firepan on a level, clear piece of ground or placed directly onto the campfire.
- Only adults are to light the fire in the firepan.
- The Kelly Kettle must be filled on the ground and not overfilled. The cork can be placed in at this point to prevent any debris getting in.
- The cork should be removed prior to placing it on the fire.
- The Kelly Kettle is placed on fire using a fire glove.
- The Kelly Kettle is taken off the fire using a fire glove (hold each side of the handle and lift off. Do not place hand above chimney).
- A fire glove is used to feed wood through the chimney.
- Only FSL/adult are able to touch the kettle when it has been on the fire.
- The FSL or adult must stay with the campfire/Kelly Kettle while it is lit/boiling.
- When pouring the water out, support the base by holding the cork chain in one hand and the handle in the other.
- Always have water nearby in an emergency.
- Always have first aid box nearby.

Extinguishing the fire

- All fires must be extinguished at the end of a session.
- Where possible, the fire should be burnt off to ash.
- At the end of the session, the fire must be doused with water and stirred until all smoke and steam has stopped.
- Once cooled, it can be finely scattered throughout the woodland to enable natural decomposition.



First Aid Policy & Procedure

The Forest School Leader who is Level 3 trained is also first-aid trained. It is their responsibility to ensure that their certificate is kept up-to-date. All volunteers or adults will be advised on who is first aid trained and what to do in the event of an accident. For any Forest School session, a first aid kit will be hung on the hub tree. However, it is only the first aid trained adults that will be able to administer first aid to the child.

Minor First Aid

Any minor first aid will be given on site by the first aider present. The first aider will record the event in the accident record book (EYFS unit have a separate accident log that will also need to be filled in if the child is from Reception or Nursery) and once the session has ended the accident reported to the class teacher who can, if necessary, inform the parent at the end of the day.

Serious injuries

The first aider will assess the situation and make sure that the casualty is in a safe position. Any other adults/children will be given instructions by the first aider about when to notify an ambulance if needed and what help they can give. This help may be in the form of contacting the school office/Reception in which case children will be allowed back into school in pairs to send messages. The rest of the group should carry on the activities where appropriate or return to school if necessary. In addition see 'Accident and Emergency Procedures'.

Clifton Primary School's Asthma Policy and Administering Medicine Policy should also be fully understood by First Aiders.

First Aid Kits

The FSL will ensure that the First Aid and Burns Kit are onsite each session:

<u>First Aid Kit Contents</u>	<u>Burns Kit List</u>
1 First Aid Guidance Leaflet 40 Adhesive Plasters (Sterile) 1 Sterile Eye Pad 2 Medium Sterile Dressings 1 sterile finger dressing 2 large sterile dressing 2 Non woven Triangular Bandages 2 Conforming bandages 5cm x 4m 4 Low adherent pads 5cm x 5cm 1 Microporous tape 1.25cm x 5m 1 bag of 6 Safety Pins 10 Alcohol free wipes 3 pairs of Disposable Glove 1 Resuscitation face shield 1 pair of 6inch paramedic scissors 2 20ml Eyewash/ wound wash 1 Tweezers 1 foil blanket	1 x Guidance Leaflet 1 x Burnshield Dressing 20cm x 20cm 1 x Pair Of Scissors 2 x Burnshied Dressings 10cm x 10cm 1 x Bag Of Safety Pins 15 x Burnshield Burn Blotts 3.5ml 1 x Pair Of Vinyl Gloves 2 x Large Sterile Dressings 1 x Microporous Tape 2.5cm x 5m Alternatively, hold the burn over a bucket and use a jug to keep pouring clean water over the wound.

Accident and Emergency Procedures

All staff and volunteers will be briefed in what to do in case of an emergency. A signal will be given to stop the activities, gather with a member of staff, be silent and wait for instructions. The Forest School leader, who is First Aid trained, will assess the situation and the nature and extent of the injury/accident. They will ensure that the rest of the group are safe from danger and adequately supervised. The FS leader will attend to the casualty, giving first aid where necessary. A school incident report will be completed later at the school office.

In case of injury: If anyone sustains an injury or illness which cannot be treated by first aid on site and requires medical assistance:

- In serious cases, dial 999 (Forest School Leader will have phone on them at all times). Notify school office by phoning them. The school will be responsible for notifying the parent.
- Supervise the rest of the group away from the incident and if in danger, to safety.
- Get one adult to meet ambulance at Fitton Crescent who will then direct the crew to the incident site.
- If the injured child is taken to hospital, one member of staff will go with them and the child's parent will be updated about the situation by the staff remaining at school.
- In minor cases, the Forest School Leader/Office will arrange to contact the parent of the injured child so they can be collected and taken to the hospital, doctor or home.

In case of fire: If there is a fire at the school, then a member of staff will be sent to the Forest School area to alert the group. The children will be gathered at base and counted. Then they will be escorted to the playground/field where the school is assembling. Children will rejoin their classes so they can be checked against the register.

In case of behaviour: If the behaviour of a child reaches a point where the other children are not deemed safe, then the FSL will make the decision to take the other children back into the school. The FSL will shout, 123 Base, gather the children together and return into school. At this point, 2 adults must remain with the child while the rest of the group return into school. Once inside, the adult will contact the office or head teacher.

In case of intruder (human or animal): The Forest School area is a fenced area with one external gate that leads onto Fitton Crescent and another gate that leads onto the playing field (which is also a gated area). At the other side of the playing field, there is another padlocked gate (this will be kept unlocked during Forest School sessions) before you can get to the school building. The area is also surrounded by a 7-foot fence.

In the very unlikely event that an intruder enters the area, the FSL/adult will call 1,2,3 base and all children will return to the fire circle. The children should be counted at base and then escorted back to school via the playing field gate. If it is deemed safe to do so, then 2 adults should challenge the intruder, asking them to

leave immediately. The intruder should be escorted from the site via the Fitton Crescent gate. One adult should then inform the School Office and Child Protection Officer of the event, while the other adult returns to the session.

If a child has been involved, then the police must be called and the child/children involved are to be removed from the situation and made to feel safe. Parents/guardians should be briefed by the FSL or in accordance with advice of the police.

In case of lost or missing child: The Clifton Primary Forest School site is enclosed by a 7 foot fence. There are two gates which are always kept locked. In the unlikely event of a child going missing, gather all children to the fire pit area by shouting, "1, 2, 3 base'. Children are reminded of this rule at the beginning of each session. Children will be counted. A member of staff is then left with the remaining children while other staff undertake an immediate search of the Forest School area. If after 5 minutes, the child has not been found then the emergency services will be contacted using the FSL's phone. In addition, a call will be made to the school office to inform them of the incident.

Safeguarding Policy

Child Protection policy

The school's Child Protection Policy is to be followed in all cases. Below is advice given in that document.

Due to risk taking and trust being an integral part of Forest School, children may feel comfortable and content enough 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:

- Listen to the pupil but ask NO leading questions. Allow the child to lead the discussion but do not press for details.
- Keep calm and offer reassurance. Accept what the child says without challenge.
- Make no promises and you cannot keep a secret. The child will need to understand that there are limits to confidentiality at the start of the disclosure.
- Inform the Child Protection Officer at the school.
- Once the session has finished, keep an accurate, written 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. Keep the record secure and hand it to the CPO.

SEN and Disability Discrimination Policy

In accordance with the school's Disability Discrimination policy and SEN policy and the SEN and Disability Act 2001, the FSL will ensure the following:

- 1) That all children and adults who participate in Forest School sessions are welcome irrespective of race, colour, creed or impairment.
- 2) That where needed adjustments for disabled pupils are made so that they can still enjoy and achieve at a Forest School session.
- 3) That all children are set challenging targets that enable them to succeed.

- 4) That all children can participate regardless of their disability or medical needs.
- 5) That all children appreciate and value the differences they see in each other.
- 6) That all children feel secure and know that their contributions are valued.
- 7) That the class teacher or relevant professionals have been liaised with prior to any FS session starting.
- 8) That any additional supervision needed for particular children is sustained.
- 9) That all activities will be inclusive but with appropriate differentiation.

Equal Opportunities Policy

In accordance with Clifton Primary School's Equal Opportunities Policy, the FSL will aim to ensure the following:

- That no young person will receive less favourable treatment on the basis of, nor suffer disadvantage by reason of: age, class, sexuality, ethnic origin, nationality or race, family status, disability, mental or physical ability, religion or political belief.
- That the diverse culture and educational needs of children are acknowledged.
- That our (FSL and volunteer's) expectations, attitudes and practices do not prevent a child from fulfilling his or her potential.
- That anyone wishing to work in, or volunteer for Forest School sessions will be given an equal chance to do so if they have an up-to-date CRB check.
- That there is no gender bias in any of the materials or learning styles used in Forest School sessions.
- That children are grouped together by criteria other than gender or race e.g. age, ability, friendship.
- That all children receive rewards and sanctions in the same way.
- That children and staff are encouraged to respect and value each other, and build and maintain co-operative working relationships both within school and in the community.
- That any discrimination that does arise is handled sensitively and discussed with the child and the class teacher. Where needed, SIMS is used to record any issues that arise.

Parental/Carer Communication

At the start of any block of Forest School sessions, parents will be informed that their child will be taking part in the activity. The letter asks parents for permission to be part of the activity, suggests suitable clothing, and known allergies. If the form is not returned, it is assumed that the parent is happy with the child taking part in the activity and that there are no allergies.

In addition to the communication above, parents will be invited to share a Forest School session with their child. These are aimed to be held once a term.

Ratios

One of the main principles of Forest School is the high ratio of adults to children. Clifton Forest School aims to have a ratio of 1:6 (adult:child). Obviously, if more adults are available then this is advantageous to the session.

While using tools, the adult to child ratio is increased. This will be achieved by following these guidelines:

Round-ended knife – ratio 1:2

Billhook – ratio 1:1

Bow Saw – ratio 1:1 (1:2 when children are competent and for teamwork)

Fixed Blade knife – 1:1

Secateurs – ratio 1:1 (1:2 when children are competent)

Hammers – 1:6 (focused group activity)

Use of photographs and digital recording media

All parents when registering their child/children at Clifton Primary School, sign a form about whether they wish their children to be photographed or videoed. The information on this form also covers Forest School sessions as it is another school activity. Where permission is refused, the FSL and volunteers will not photograph that child unless it is for EYFS assessment purposes.

All photos taken at a FS session, should be downloaded immediately and stored on the t-drive at school. No adult is allowed to take photos of children and keep them stored on their own cameras or digital recording media.

Health and Safety Policy

The school's Health and Safety Policy will be followed. This is 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 list of additional measures relating to Forest School sessions:

- Forest School sessions are always run by a Level 3 Forest School Leader who is responsible for leading every Forest School Session.
- Every adult assisting the Forest School Leader understands that they have a responsibility to take all reasonable measures to safeguard each child participating in Forest School activities.
- The Forest School Leader will always inform the office of when and where Forest School sessions are to be held.
- The Forest School Leader will always carry a First Aid kit which will contain all of the essential items listed above.
- In an emergency the Forest School Leader will be responsible for contacting the emergency services. A message must also be sent to the school office if this happens.

- The Forest School Leader will review the site risk assessments and activity risk assessments prior to each Forest School session. In addition, they will be responsible for conducting a visual risk assessment of the site upon arrival and ongoing risk assessments during each activity. Other adults will also do ongoing risk assessments during each activity.
- Tools and equipment will only be used in the ways specified in the 'Essential equipment and tool safety policy.'

Behaviour Policy

To ensure that all children can develop their self-esteem, independence and confidence in Forest School sessions, the Forest School leader and any other volunteers/adults:

- will provide positive encouragement and praise for good behaviour
- will promote a calm environment where all feel happy, safe and secure
- will ensure a fair and consistent approach to behavior
- will model positive behaviour
- will ensure small achievable tasks are set which are still challenging
- will involve children in a variety of engaging activities/opportunities

In addition to these expectations of how the adults will act, children will also be expected to follow two basic rules:

- 1) listen carefully and respond to instructions and requests, especially those concerning safety
- 2) have an acceptable attitude towards one another, the environment and all equipment.

At the start of each group of sessions, expected behaviour will be discussed and agreed with the children. This will be reviewed and revisited when needed during the course of the sessions. Usually if the behaviour of the child is unacceptable then the Forest School leader or adult will try and re-engage the child by reminding them of the rules agreed by the group. If the unacceptable behaviour continues then the child will be taken to a time out zone for 3 minutes. However, if the behaviour of a child is placing the group or an individual at risk, then the child will immediately be escorted away from the group to a designated time out zone.

Within Clifton Primary School, there are several children who have specific behavioral needs. For these children, a specific plan will be discussed with the class teacher so that the child can successfully take part in the sessions.