

Forest School Handbook

Stoke-by-Nayland C of E Primary School



Nurturing curiosity, collaboration and compassion in nature.



Contents

Page	Topic
3	What is Forest School at Stoke-by-Nayland - Our Vision and values
3/4	The Forest School ethos and principles
4	Environment
4/5	Staying Safe
6/7	Where our sessions take place
7/8/9	Our Forest School Code of Conduct
	Policies and Procedures
9	<u>Health and Safety</u>
10	• Accident and Emergency
11	• First Aid
11/12	• Tool Use
13	• Weather
13/14	• Risk Management
14/15	• Risk Assessments
15/16	• Risk Benefit Analysis
16/17/18	• Fire Safety
18	• Cooking and Food Hygiene
18/19	• COSHH
19/20/21	<u>Safeguarding</u>
22	• Child Protection
22	• Behaviour
22	• Anti-bullying
22/23	• Data Protection and Confidentiality
23	• Lost or missing child procedure
23	• Social Media
23	• Staff ratios, roles and responsibilities
23/24	• Volunteers, DBS checks and visitor protocol
24/25	• Equal Opportunities

What is Forest School at Stoke-by-Nayland - Our Vision and values

Forest School means many things to many people. The Forest School Association defines it as "an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees." (Forest School Association 2020).

It is a specialised learning approach that has the learner at the centre, whatever their age. At Forest School the learners are all seen as equal, unique and valuable, which here at Stoke-by-Nayland C of E Primary School is central to our ethos.

At Stoke-by-Nayland our vision has been to create an environment where the children feel inspired and supported to be their natural, curious selves. We want to support our children to work together towards challenges and connect and care deeply about the world in which we live. This is in line with our Forest School Big Ideas of compassion, curiosity and collaboration.

We want the children to not only be content in their space but be take ownership of their Wild Garden and understand that their explorations and ideas are valued, celebrated and a big part of our learning journey.

Our Forest School values have been offered and agreed by children throughout the school. At the beginning of each session we will take time to remind ourselves of these before we transition into our wild space. This helps us all to take ownership of our space and behaviour in this space.

At Stoke-by-Nayland C of E Primary School we offer a broad and balanced curriculum to develop the whole child. Forest School will offer the same broad range of experiences designed to develop the whole child; physically, intellectually, emotionally, socially, spiritually and morally.

The Forest School ethos and principles

The ethos of Forest School stems from respect for young people and their capacity to engage and maintain interest in their world. It focuses on the right to play, take risks and to access their natural world. During Forest School sessions young people are supported as they experience a range of emotions through challenges and social interactions which build resilience and allow them to nurture their natural curiosity over a period of time.

Forest School is a long-term process delivered by a qualified practitioner in a woodland or natural area which promotes the holistic development of the learner and provides opportunities to take supported risks appropriate to themselves and their environment. Forest School uses a range of learner-centred processes and reflective practise.

Forest School sessions takes place in a safe environment where regardless of age or role individuals are treated as an equal. The session leader facilitates, rather than teaches by providing opportunities and encouragement for children to learn through play and exploration. Forest school sessions should be led by trained forest school leaders who have an understanding of both practical skills and activities along with the ability to adapt activities to learners with different learning styles and differing physical and emotional needs.

Forest School promotes child-initiated learning, it creates a world where children are believed to be competent to choose and drive their own learning and development at a pace which is appropriate and meaningful to them. They are free to explore and discover whilst learning how to manage appropriate risk and challenge which is vital in their decision-making. The adults are there to support the children, guide if asked, look out for dangers and most importantly celebrate the learning taking place.

Environment

Central to our Forest School experience is the environment. Children experience the wonders of nature, through the seasons. This enables them to build a strong, positive relationship with their natural world helping them to make sense of the wider world.

With a love of nature at the core of our Forest School we will aim to mitigate the impact we have on our site through discussion, education and ownership. We have clear pathways and an established wild area which we will support the children to develop their understanding of the importance of this space. We maintain established deadwood habitats and areas and have a designated areas to dig and explore, planters to grow produce to harvest and eat. We compost and reuse the compost for planting and will be installing water butts to reduce our impact and to collect water for watering planted produce. We clear leaf litter from the pond area and allow the wild areas to die back naturally without interference. The site will be rested over the summer to allow it to regenerate. We enter our Wild Garden being mindful of the environmental impact that we have upon this space and aim to reduce our impact by keeping to pathways, taking only what we need and ensuring we are conscious of the wildlife we are lucky enough to be amongst.

Staying Safe

During Forest School session children can learn a great deal from their mistakes and enjoy risky play activities and challenges. They are supported to learn to respect risk and danger through play which will help them to cope with risks and hazards later in life. They learn how far they can go before they feel unsafe, understand their limits and gain the confidence to be able to say "No thank you, I am not ready or that's enough for me," without feeling pressurised by their peers. They can do all of this in an environment where they feel respected as an equal.

All of the activities have been risk assessed to minimise the dangers and all adults participating in Forest School are required to read the risk assessments and protocols. We regularly review and update the risk assessments as required. A site risk assessment is carried out before each session to look for natural or foreign hazards in the environment and individual risk assessments are put in place for children whose medical condition or whose behaviour requires it.

Where our sessions take place

Most of our Forest School activities will be held within the school grounds in our wild garden or in the Wildlife area. Occasionally, we may visit Rowley Woods, our local community woodland.

Wild Garden



Main School Playing Field



Our Forest School Code of Conduct

Our code of conduct is relevant to all participants, adults and children and is framed to create a safe and nurturing learning environment.

Boundaries

During their first Forest School session children will learn where the physical boundaries for activities are and any no-go zones. Each group will work together to generate an agreement for safe and happy learning and children will understand that they are expected to follow them. This will include an agreed call back sign to enable speedy return if needed or wanted by the Forest School Leader (crow call).

Entering the Forest School site

At Forest School we learn to respect the world around us. When we enter the site we will be aware that we share the space with plants, birds and animals and we need to work in a way that will not damage or harm anything.

Toileting

Children will be encouraged to use the toilets before a session starts. They may go to the toilets by using the side door at any point if they need to just as they do during outside PE lessons. Younger children will be supervised if they are in need of support.

Collecting natural materials

Natural materials are collected for art, sculpture and woodland craft. Children are encouraged to look for the materials themselves but leaders will supervise to check that nothing harmful is gathered. When collecting materials we are mindful of taking only what we need and not disrupting habitats. Children are not allowed to eat anything gathered on foraging trips without adult supervision.

Carrying larger materials

Children will be taught how to lift, roll drag or pull heavier materials safely using hands or ropes, keeping a straight back and bending the knees.

Digging

When investigating the environment, children may carefully move logs or stones to look for insects, taking care not to harm the creatures or destroy their habitat. They can dig under the soil using their fingers or small sticks but they may not use tools to dig deep holes. Deeper digging opportunities are included in the planting areas and in the tyre digging area.

Using tools

Children will be taught the correct way to use tools at Forest school. This will include the use of safety equipment, like gloves or goggles, posture and awareness of others around them. Some tools will have a marked zone for their use and tool use will be under strict adult supervision. We focus initially on selecting the correct tool for the activity and carefully carrying and storing our tools.

Tree climbing

Climbing trees is a good opportunity for children to learn to manage their own risks. They will be shown how to climb safely, checking the ground below for sharp objects, looking for a safe path of ascent and descent, numbers in the same tree and which trees are suitable for climbing. Children are permitted to reach their own limits to a maximum of 1.5 metres. Adults will supervise tree climbing activities and ensure that children are wearing appropriate clothes and shoes. The Forest School leader will assess the trees to check for rotten or broken branches.

String, ropes and knots

Children will learn a useful selection of knots for different uses. Adults will supervise activities where ropes are tied to trees for tarps or shelters. Children are also shown how to use ropes and string to move or carry materials.

Eating and Drinking

Children will be encouraged to bring their water bottles with them. Anti-bacterial hand wash, wipes or sanitiser gel will be provided for hand washing before eating or drinking any snacks during Forest School. This will include food the children have cooked on the fire. Food allergies will be noted as part of the risk assessment for the cooking activity.

Leaving the site

At the end of each session there will be a short time of reflection before the participants leave the site. All personal belongings must be taken away, any craft created can be taken home, and the site must be left clean and tidy ready for the next group.

As the Forest School provision at Stoke-by-Nayland develops we will be looking to establish a fire circle and begin fire lighting (see our 3 year development plan for details)

The Fire Circle

For everyone's safety, no one is allowed to walk or run inside the fire circle even if there is no fire lit. We use log stools to mark out our circle and to sit on. If anyone wants to move around the circle or change places, they must step out of the circle and walk around the outside. The fire is kept within a wooden square in the centre of the circle. Children may be invited to approach the square for cooking or fire lighting but only under adult supervision.

Fire Lighting

A fire can only be lit if our fire safety equipment is present and correct. The Forest School Leader will always take the lead during fire lighting. All helpers will be briefed prior to a fire lighting session to set out protocols. A lit fire will never be left unattended. Open fires will only be lit in the fire square or in the raised fire pits.

Collecting wood

Wood is collected for fire lighting from the field and wild life area. We look for four different sizes of wood: matchstick, pencil, thumb and wrist sized. We try to use freshly fallen wood to protect creature habitats.

Our Policies

- Health and Safety
 - Accident and Emergency
 - First Aid
 - Tool Use
 - Weather
 - Risk Management
 - Risk Assessments
 - Risk Benefit Analysis
 - Fire Safety
 - Cooking and Food Hygiene
 - COSHH
 - Insurance
- Safeguarding
 - Behaviour
 - Anti-bullying

- Child Protection
- Data Protection and Confidentiality
- Lost or missing child procedure
- Social Media
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- Equal Opportunities

Health and Safety

The aim of the Governing Body is to provide a safe and healthy working and Learning environment for staff, pupils and visitors.

The Governing Body accepts that it has a responsibility to take all reasonably practicable steps to secure the health of pupils, staff and others using the school premises or participating in school-sponsored activities.

The Governing Body believes that the prevention of incidents, accidents injury or loss is essential to the efficient operation of the school and is part of the good education of its pupils.

The Governing Body will take all reasonable steps to identify hazards and reduce the risks from them to a minimum. All staff and pupils must appreciate, however, that their own safety and that of others also depends on their individual conduct and vigilance while on the school premises or while taking part in school-sponsored activities.

The following points refer specifically to Forest School Sessions:

- The trained and named Forest School leader is always in charge of Forest School sessions.
- The trained and named Forest School leader has the overall duty of care for the children in Forest School, but all adults are required to assist in keeping children safe
- Risk assessments must be read, signed and dated by adult leaders to show they will comply with the operating procedures
- A First aid kit, emergency bag and mobile phone will be taken to every session
- Adult supervision of tool use to be kept to agreed ratios: 1:1 for EYFS and KS1, 1:2 for KS2.
- The Forest School leader is responsible for the maintenance of tools and equipment prior to their use by children
- The Forest School leader is responsible for teaching and monitoring the safe use of tools
- The Forest Leader will be responsible for the pre-visit check of the Forest School site prior to a session.

Accident and Emergency First Aid

The Forest School Leader is first aid trained and holds the Emergency First Aid at Work qualification and the Forest School First Aid Certificate which covers outdoor first aid and emergencies.

The Forest School Leader carries an Emergency Bag to all activities which includes an outdoor First Aid Kit and Burns Kit.

Our Equipment

The Forest School leader will organise an Emergency Bag and a Kit Bag for every session. The contents for each bag may vary depending on the activity, time of year and weather conditions.

Essential items that should be included in the Emergency Bag are:

- ✓ First Aid Kit (checked and restocked if used)
- ✓ Emergency Procedures list
- ✓ Medical details and emergency contact details
- ✓ Mobile phone
- ✓ Accident report sheets
- ✓ Medication for participants (with parental permission)
- ✓ Drinking water

Other items

- ✓ hand gel
- ✓ spare clothes
- ✓ bivi bag
- ✓ roll mat

Accident and Emergency Procedure

All staff and participants will be briefed on what to do in the case of an emergency. A signal will be given to gather with a member of staff, be silent and wait for instructions. The Forest School Leader will assess the situation, the nature and extent of the injury/accident. They will ensure the rest of the group are safe from danger and adequately supervised. An accident form will be completed later.

In the event of an injury:

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

- In serious cases, the Emergency Services will be contacted (see below) using the emergency phone carried by the Forest School Leader. Then the school will be notified. The school office will be responsible for contacting the injured party's emergency contact.

- The rest of the group will be supervised away from the incident and if in danger, will be moved to safety.
- One member of staff from school will meet the ambulance at the school entrance and direct the crew to the incident site.
- If the injured party is taken to hospital, one member of staff will go with them and the injured party's emergency contact will be updated about the situation by the school office staff.
- In minor cases, the Forest School Leader will arrange to contact the injured party's emergency contact so that they can be collected and taken to hospital, doctor or home - as appropriate.

Emergency Contact Numbers:

Ambulance/Fire Brigade = 999

School Office = 01206 262418

School post code - CO6 4QY

Emergency Procedures for all staff

In the event of an emergency:

- assess the situation for danger to yourself or the group
- administer first aid as necessary
- ensure the participants are safe and away from the incident area
- assess the casualty and make them as comfortable as possible given their circumstances
- if appropriate contact emergency services
- phone the casualties emergency contact
- ensure the rest of the participants are kept safe, warm and occupied and contact their emergency numbers as soon as possible
- do not under any circumstances post on social media or speak to the press

Tool Use

Using a range of tools in Forest School helps children to develop physical skills and how to manage risks safely. Tools may not be used at every session and they will only be used for particular purposes appropriate to the age and level of skill of the child.

Participants will only be involved in using sharp tools/fire when the Forest School Leader deems that they are confident and competent at working in the woods. When tools such as penknives and small saws are used the younger participants will always be appropriately supervised.

With older groups, tools will be used after individual risk assessments of each child have been carried out to determine the degree of supervision necessary. Children will always be in

sight of an adult. Proper instructions will have been given and safety issues discussed prior to the use of any tools. Where appropriate, participants will use safety and protective gear such as gloves etc

Tools used will include:

- • Loppers
- • Knives
- • Secateurs
- • Bow saws/woodlander saws
- • Palm drills
- • Draw knives

The Forest School leader will ensure that tools are stored, maintained and transported safely. Tools will be kept packed away in a locked tool box until needed.

Tool Rules

Before and after each session the leader will check:
Are all tools in good working order? Checking for damage
How many tools are available? Counting in and out
Are the tools stored securely?
When tools are being used the leader will:
Give a safety talk to introduce each tool and remind children of safety considerations at each session
Children only access tools with adult support
All tool use is supervised by an adult including carrying and collection
We all walk when carrying tools
Children are made aware when tools are in use
A tool safety zone will be established when tools are in use
All tools are used under adult supervision with the ratios of 1:1 for EYFS and KS1 children and 1:2 for KS2 children

Weather Watch

The Forest School leader will check the weather forecast before every session to ensure that the planned activity remains safe. Messages will be sent to parents via the school Facebook page and Tapestry Journal if additional clothing is required.

Assessments of weather conditions will be taken prior to a visit and if the weather is too extreme the session will be cancelled. Where possible, alternative indoor provision will be arranged. If the weather deteriorates suddenly during a session, the adults will decide

whether to leave the site, use alternative accommodation or return the children to their setting. When windy and there is a danger of falling branches, the children will be taken to an alternative space within the school grounds or the session will be cancelled. The children are asked to always have Wellington boots in school and suitable warm/waterproof clothing. If possible the setting will provide them with any missing essential items and we have a supply of clothing available to families who may not have the appropriate clothing within the school.

Risk Management Policy

Stoke-by-Nayland C of E Primary School aims to develop children's self-esteem, independence and motivation to learn in a safe environment. In order that these aims can be met, the Forest School Leader will:

- Consistently apply the 5 step approach to risk assessment for all Forest School activities:
 - Look out for hazards
 - Decide who may be harmed and how
 - Evaluate the risks and decide whether existing controls are adequate or whether more should be done
 - Record findings, including daily amendments to standing risk assessments based on site visits and observations
 - Review assessments on a regular basis (or if circumstances change, which may affect the rigour of the assessment) and revise if necessary
- Carry out site risk assessments where the activities will take place on a seasonal basis
- Daily pre-visit checks will be carried out by the Forest School Leader on sites to be used prior to a day's activities, as near to the start of the activity as is reasonably practicable.
- Complete an Activity Risk/benefit assessment for every activity to be undertaken at Forest School.
- Ensure all staff and have read the relevant risk assessments prior to the session.
- Stop activities, if in the opinion of the Forest School Leader, weather conditions such as high winds or the threat of electrical storms make practice unsafe.
- Inform staff, volunteers and children of potential hazards and methods of working in order to minimise their risk further.
- Involve staff, volunteers and children in risk assessment, as appropriate, as part of learning.
- Ensure that all staff and children are aware of the emergency procedures for the Forest School site.
- Be responsible for teaching children adequate skills in order to keep themselves safe, particularly in relation to the use of hand tools and fire.
- Ensure children and adults will have access to drinking water during sessions.
- Ensure a nil-by-mouth policy is adopted in all Forest School sessions - except for food cooked as part of a fully risk assessed Forest School activity.

Our Risk Assessments

Forest School sessions at Stoke-by-Nayland are held within our school site in our wild garden and growing area and at times on our main field/playground area. The site is checked for hazards before each session. The common risks that we may encounter are detailed below and separate risk assessments are completed for activities and tool use which vary from session to session.

Hazard/Risk	Harm	People at Risk	Measures to be taken	Responsibility
Animal droppings	Contamination and disease	All	Pre-visit check by FSL	FSL
Boundaries	Escaping children	Children	Sessions to take place within school grounds and if accessing the wider playground area, clear boundaries in place	FSL
Climbing Trees	Falls	Children	Outdoor First Aid trained adult always present. Adults support children to manage their risk and stop when they feel unsafe	All staff
Trees branches	Branches falling or breaking when climbing	All	Pre-visit check and continuous risk check to look for dead wood hanging in trees, dead branches and damage to trees. Remove hanging dead wood Remind children of risks.	Leader prior to visit and all staff on visits SLT
Tree stumps or roots	Tripping and landing on them Falling off stump	All	All participants reminded to walk around with care under the trees Show new participants the exposed roots and inform of danger Remind children to take care on tree stump and look before leaping off	All
Tree sticks	Poking, scraping, hitting	All	Establish safe stick rules. Sticks for playing are arm length maximum Sticks for den building to be dragged to site check around before lifting	All
Berries and other seeds on flora	Poisoning	Children	Inform children not to pick and eat any berries without an adult present. Remind children not to put anything in mouths. Wash hands carefully before eating.	All
Fungi	Poisoning	Children	Remind children to look and not touch fungi, toadstools or mushrooms	All
Nettles	Stings and allergic reactions	All	Make participants aware of nettles and other weeds Keep central play area clear of nettles and weeds All participants to wear long trousers	FSL before all visits and during visits
Wasps, bees, ticks and mosquitoes	Stings and bites	All	Check area for nests - particularly the willow as wasps are attracted to it in June/July Avoid contact with bees/wasps	Leader prior to visit and all on visit Guidance for

			Leader with Outdoor First Aid always present. Call 999 if anaphylactic reaction to sting Children to wear long trousers. Parents reminded to check for ticks after visit	parents re ticks in communicatio ns
Inappropriate behaviour	Disruption to the activity. Physical harm to self Causing accidents to others Deliberate harm to others Compromise of safety rules eg by fire or with tools	Children	Leaders to watch for sign of frustration or aggression. Practice de-escalation techniques. Staff to radio office or SLT to assist or remove participant Staff to remove other participants to safety if required.	All adults
Tools	Cuts Grazes Amputation Puncture wounds	All	Tools stored away from site. Tools taken to session kept in in locked storage until needed. Used on a one to one basis or in small group dependant on age and activity. Strict supervision by all staff Children taught safe and correct use of different tools. Separate risk assessments for tools in handbook.	All
Separate Risk Assessment for Fire, Fire Lighting and Cooking to be included once Fire Area establish				

All activities are risk assessed online using the Suffolk County Council Evolve Risk Assessment system and agreed by the Head teacher.

Risk/benefit analysis

Although Forest School can present risk, it also provides a wonderful platform for children to explore their natural environment and take on challenges and develop their confidence. All risks the children may encounter present benefits and in Forest School we celebrate the learning experiences that these risks prevent.

Potential Risky Activity	Benefits	How can we make it safer?
Climbing Trees	Confidence and sense of achievement, understanding of assessing risks for themselves and setting challenges.	Outdoor First Aid trained adult always present. Adults support children to manage their risk and stop when they feel unsafe. Children taught to check a tree is safe, branches are secure and there are no objects beneath to fall onto.

Poisoning from berries and other seeds on flora or fungi	Exposing children to a wide range of local flora inspires a respect and love of nature.	Remind children not to put anything in mouths during a session. Support children with berry and plant identification and educate children on the risks of ingesting berries, seeds and fungi. Encourage children to look but not touch fungi and to always wash hands carefully after attending a session and before eating.
Stings and allergic reactions from nettles and plants	Developing self-awareness and managing their own risks. Developing their knowledge of a range of plants and how to remain safe around them.	Make participants aware of nettles and other weeds Keep central play area clear of nettles and weeds All participants to wear long trousers and long sleeved tops.
Stings and bites from wasps, bees, ticks and mosquitoes	Developing an awareness of insects that we share our world with. Developing a respect for different species and what to do to manage the risk of being stung or bitten.	Check area for nests - particularly the willow as wasps are attracted to it in June/July Avoid contact with bees/wasps Leader with Outdoor First Aid always present. Call 999 if anaphylactic reaction to sting Children to wear long trousers and long sleeved tops Parents reminded to check for ticks after visit
Using Sharp Tools	Developing motor skills and resilience, gain an understanding of safe tool use, establish the importance of teamwork, learn to manage their own risk	Tool talks to be given before use, children supervised when working with tools, use of safety gloves, blade covers, safe storage of tools modelled and supported. Tool maintenance to be developed. High ratios for tool work to be adhered to.

Fire Safety Policy

Campfires are an important part of Forest School and are used in many sessions. Stoke-by-Nayland aims to establish a fire area and has incorporated development of a fire area into the three year development plan. The below guidance is provisional and will be review as this area develops.

Location

Only the camp fire area will be used for fires. The area will always be kept clear of low branches. Campfire area is enclosed by logs to make a firepit to prevent the spread of fire.

Positioning of Children and Adults

Fire areas will be surrounded by seating logs at least 1.5metres from the firepit. Exit paths are available at each corner.

When the campfire is in use, children are not permitted to cross the area immediately surrounding the fire without permission.

Children will be taught how to change seats by standing, stepping over the log and then walking around the outside of the seating area. They must never cross the inner area.

Children must walk around the outside of the seating logs, and step over them to sit down. A fire will not be lit with a group until all children have demonstrated that they do this at all times.

Once seated around the campfire, the children must remain seated until directed by an adult to move.

Long sleeves and trousers must always be worn

Children are not permitted to throw anything onto the fire

Advice on the appropriate way for dealing with smoke will be given to the children

If there is a clear wind direction, seating in the line of smoke is to be avoided.

If wind direction is variable, the leader should rearrange the seating if at all possible.

Fire Lighting

Training has been provided to the Forest School Leader regarding the correct way to construct and light a fire

Safety and Responsibility

- *A Fire Blanket, bucket of water and Burns kit must be sited close to the camp.*
- *Only adults are permitted to light fires, unless children are under the direct supervision of the Forest School Leader*
- *No flammable liquids are to be used to accelerate fires*
- *No plastics are to be burnt*
- *If sessions involve children adding fuel to the fire, this must be done with one to one adult supervision.*
- *Sticks/wood must be placed, not thrown, from the side of the fire. The hand should never go near the fire*

Extinguishing

- *All fires must be extinguished at the end of a session*
- *Whenever possible, all fuels should be burnt off to ash*
- *The Forest School Leader should ensure that any large remains of wood, especially when using logs, are separated from one another*
- *At the end of the session, the fire must be doused down with water using a watering can and rose and stirred until all smoke and steam has ceased*

- *Large build ups of potash, from several fires, need to be dispersed. This must only be done when it has totally cooled, preferably the following day. It should be finely scattered through the woodland to enable natural decomposition.*

Food Hygiene

Stoke-by-Nayland C of E Primary maintains high food hygiene standards in relation to the purchase, storage, preparation and serving of food.

- A full activity risk assessment will be completed for any activity involving the preparing and/or consuming of food items. This will include attention to the purchase, storage, preparation and serving of any food items to prevent the growth of bacteria and food contamination.
- Cooking on a campfire will be undertaken only by a member of staff in possession of a Level 2 Food Hygiene Certificate
- Food/ingredients will be stored at correct temperatures prior to the session and checked to ensure they are in date and not subject to any contamination by pests, mould etc. A cool box will be used to transport and store any ingredients requiring refrigeration prior to use at the Forest School site. All such ingredients must be used within 2 hours.
- Unrefrigerated food will be served to children within 4 hours of preparation
- All utensils, crockery etc will be checked to ensure they are clean before use.
- Waste food will be disposed of promptly
- When food items are to be consumed during a session, warm water with anti-bacterial soap will be provided for hand washing. One hand towel will be provided for every 6 adults and children. Children and adults will be required to wash their hands immediately prior to preparing and/or eating food.
- All medical records must be checked to ensure that no food item or ingredient is given to a child or adult with an allergy to it.
- Cooked food will not be reheated.

Campfire Cooking Policy

Cooking on the campfire will only be undertaken by a member of staff in possession of a Level 2 Food Hygiene Certificate. The Food Hygiene policy will be followed when cooking on a campfire. A risk assessment will be completed for all activities involving cooking on the campfire. All hair will be tied back and loose clothing secured prior to cooking on a campfire.

COSHH

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

Procedure

Thorough site specific assessments the areas will be cleared or students will be warned of particular micro-organisms. 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 <https://www.hse.gov.uk/coshh/>

Safeguarding Policy

Stoke-by-Nayland C of E Primary School is committed to safeguarding and promoting the welfare of children. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2020)
- Keeping Children Safe in Education (2021)
- SCC (Suffolk County Council's) Model Child Protection Policy based on the above DFE guidance

The aim of this policy is to ensure that:

- ✓ all our pupils are safe and protected from harm.
- ✓ safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- ✓ adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection

The full policy can be found on our website

http://www.stokebynaylandprimaryschool.org.uk/images/Safeguarding/Stoke_by_Nayland_C_of_E_Primary_School_Child_Protection_Safeguarding_Policy_September_2021.pdf

All staff involved in Forest School session will receive yearly training and regular updates in relation to safeguarding the children in their care. The following information addresses key points relating to safeguarding procedures during a Forest School session.

Forest School aims to create a positive atmosphere of support where the children learn to become independent in their physical skills and thought processes. They learn to trust their own ideas, believe in their capabilities and recognise their own needs. They understand that support comes from trusted adults and friends alike as they are nurtured to develop positive

relationships with themselves and other people. Everyone is equal. It is a safe place and in such an environment children may feel able to disclose information which they have kept to themselves. Any member of staff or adult helper who hears something that concerns them should follow the reporting and recording procedure that is in place in school.

All staff should:

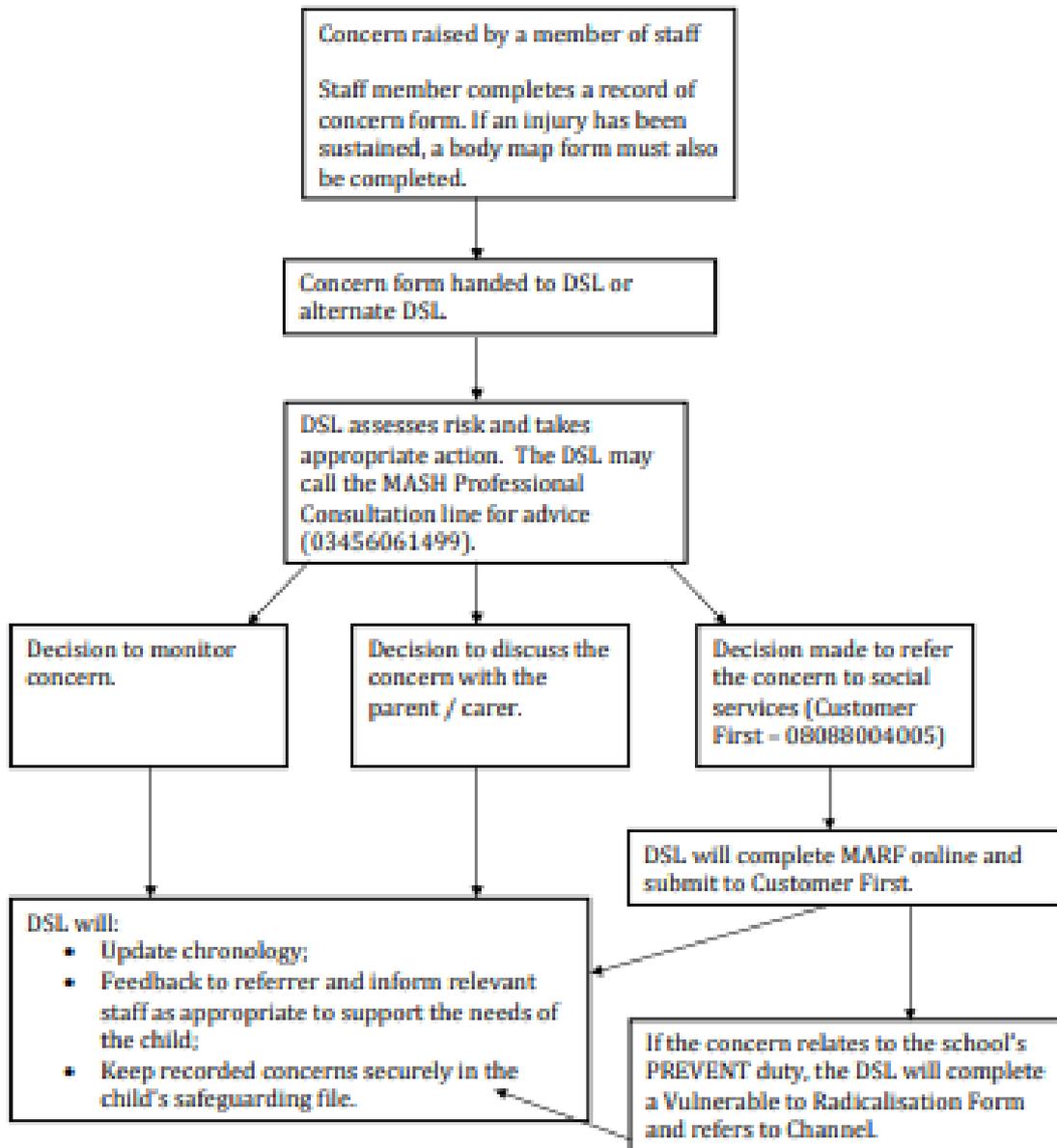
- ✓ create a safe space for the child to share
- ✓ stay calm and reassure the child
- ✓ tell the child that you know how hard it must have been to confide in you
- ✓ listen carefully and tell the child what you are going to do next
- ✓ allow the child space to talk without adding any leading questions
- ✓ tell the Designated Safeguard Lead (DSL) or deputy if the DSL is unavailable
- ✓ record the information in detail using a Record of Concern form (ROC) as soon as possible and use the child's own words where possible.

All staff should not:

- Promise confidentiality i.e. 'I can keep it secret'
- Investigate the concern yourself
- Take notes whilst the child is speaking or ask them to write it down

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH.

Safeguarding Referral Flow-chart



Behaviour

We want each Forest School session to feel safe and secure for all. All staff members involved have a responsibility to ensure the children's behaviour does not impact on their safety or that of other's. When the children attend Forest School sessions, the Forest School leader will talk with them about how to keep safe and will support them to create an agreement for us all to follow to keep everyone safe. This will be used to remind children of our shared agreement at each session and may evolve as a result of group discussions and shared ideas as we spend more time in our wild garden. Good behaviour is to be modelled by the Forest School leader and other staff members at all times and children are shown respect and feel that their unique contributions are valued. If children exhibit unsafe behaviours the Forest School leader may decide to stop them from using tools and other risky equipment and they may ask the child to engage in finding a solution to ensure they are working towards tool safety. Children will be praised for positive contributions, showing that we value and respect them. They will be encouraged to take appropriate risks in a safe way to develop their resilience, confidence and positive behaviour and self-esteem.

Bullying

During Forest School sessions any instances of bullying will not be tolerated. Forest School sessions aim to ensure that a supportive, caring and safe environment is provided in which everyone involved should be free from fear of being bullied. If an incident of bullying is reported it will be dealt with in a sympathetic way and recorded and addressed in line with our school behaviour policy.

<http://www.stokebynaylandprimaryschool.org.uk/images/pdfs/policies/behaviourpolicyJuly2020.pdf>

<http://www.stokebynaylandprimaryschool.org.uk/images/Policies/2021/Anti-BullyingPolicy.pdf>

GDPR and Confidentiality Policy

Forest School at Stoke-by-Nayland C of E Primary takes data security and confidentiality very seriously. This not only ensures that we comply with GDPR and other Data Protection regulations but means that all children, adults and parents/carers can be confident that any confidential information shared will be respected.

The personal information held will include emergency contact details, medical details, photographic permissions, first aid permissions and any special requirements such as medical, allergy, learning difficulty or physical impairment.

Personal information is available on request to those responsible for the child provided they are the parent or carer or other legally responsible adult such as a teacher.

Any information concerns or evidence collated under child protection rules for a child's safety will be kept in a confidential file and only shared with permitted authorities such as the MASH team or in a school situation the school's designated safeguarding lead (DSL). Such information would not be made available to any unauthorised person or staff member

working with Forest School at Stoke-by-Nayland who is not directly involved with the child. No information provided will be shared, sold or lent to any other organisations.

The full Data Protection policy can be found on the school website

<http://www.stokebynaylandprimaryschool.org.uk/images/pdfs/policies/DataProtectionPolicyDec2019.pdf>

Missing Child Procedure

Stoke-by-Nayland C of E Primary School puts the safety of its children foremost and to achieve this we have high fencing around the perimeter of our school with all gates having coded access only.

In the event of a child discovered missing from a group, a whistle will sound for all children to gather in our growing area. One adult will check the wild garden and growing area while another checks the school field and playground area. The third member of staff will keep the children occupied with an activity.

The Forest School Leader will use a mobile phone to contact the main school building in case the child has gone back into school for toilets or any other reason.

If after 5 minutes the child has not been located, the school office will dial 999 to alert the police, then contact parents to inform them of the situation.

Staff will record details of the situation, including the last known position of the missing child and any timings. These will be recorded on the emergency procedures sheet.

Social Media

Photographs from Forest School sessions will only be shared on the school Facebook page, on displays within school or for school advertising with the express permission of the parents or carers. The Forest School leader will always check each child's photograph permission details before sharing any photographs. Photos may be shared on children's Tapestry learning journals with parents to show the children's learning experiences. These are added to the learning journal in line with the photograph permission granted by each parent or carer.

Staff, Ratios and Roles and Responsibilities

All staff at Stoke-by-Nayland C of E Primary School have an enhanced DBS checks in place and the staffing ratios for Forest School are one adult per eight children. The Forest School Leader on a one to one basis, will oversee all activities that involve making fire or using tools. Two other members will then be able to ensure the safety of the remaining pupils.

Volunteers and visitor protocol

At Stoke-by-Nayland we welcome visitors to our Forest School sessions and Eco-club. We have strong relationships with our local community and our village elders and on occasion they will join us to share skills and support the development of our wild garden. All visitors enter

the school site through the school office where they are signed in. Volunteers who regularly support Forest School sessions are asked to complete a DBS check whilst visitors are supervised at all times and not left alone with children during sessions.

Equal Opportunities Policy

Our school's mission statement talks of instilling courage, creativity, compassion and curiosity and always striving to be the best we can be. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter.

The school policy can be viewed in full at:

http://www.stokebynaylandprimaryschool.org.uk/images/Policies/2021/Equalities_Policy_2021.pdf

The policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This policy outlines the commitment of the staff and Local Governing Body to promote equality and eliminate discrimination and other conduct prohibited by the Equality Act 2010. This involves tackling the barriers that could lead to unequal outcomes, ensuring that there is equality of access and that the diversity within the school community is both celebrated and valued. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and the wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Stoke by Nayland C of E Primary School we promote equality irrespective of gender, age, disability, race and nationality, religion or belief or other protected characteristics under the 2010 Equality Act.

What does equality at Forest School look like?

Aims and objectives

- We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide in our Forest School sessions. We recognise that doing this may entail treating some pupils differently.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the Forest School sessions.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups and provide a safe space for discussions and

debate where appropriate for children to explore their understanding of discrimination.

- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

I have read and understood the information within the Forest School Handbook

Print Name	Signature	Date

The Forest School Handbook will be reviewed yearly by the Forest School Leader and all staff and volunteers who will be supporting Forest School sessions will be asked to sign to say that they have read and understood the content.

Forest School Handbook Created - April 2022
Due for review April 2023

