



Asquith Primary and Nursery School Forest School Handbook Three Tree Forest

Reviewed Sept each year.



Next Review Sept 2022

Contents

Forest School Leaders

Ethos

Forest School at Asquith

Session Routines at Asquith

Boundaries at Forest School

Health and Safety - for everyone

Risk Management - Risk Assessment and Benefit Analysis

Staff and Helpers/Volunteers

First Aid

Serious incident Kit or Emergency Bag

First Aid Kit

Accident and Emergency Procedure

Lost or Missing Person Procedure

Use of Tools

Fire Procedures

Campfire Cooking Procedures and food hygiene

Food, cooking, hygiene and allergies

Waste Procedures

Weather Checks

Cancellation Procedure

Toileting Procedure

Parental Consent

Use of Photographs

Transport to and from woodland site

Equal Opportunities Statement

Compliments and Complaints Procedure

Safeguarding Children Policy

Positive Behaviour/Anti-Bullying Policy

Special Educational Needs

Forest School Leaders

Mrs Corinna Brown - Undertaking FSL training

Miss Nicki Kyte - Undertaking FSL training

Forest School Ethos

The Forest School ethos has 6 principles published by the Forest School Association in 2011 (www.forestschoollassociation.org/what-is-forest-school/) and these are:

- FS is a **long-term process of regular sessions**, rather than a one-off or infrequent visit; the **cycle of planning, observation, adaptation and review** links each session.
- FS takes place in a **woodland or natural environment** to support the development of a relationship between the learner and the natural world.
- FS uses a range of **learner-centred processes** to create a community for being, development and learning.
- FS aims to promote the **holistic development** of all those involved, fostering **resilient, confident, independent and creative learners**.
- FS offers learners the opportunity to take **supported risks** appropriate to the environment and to themselves.
- FS is run by qualified **Forest School practitioners** who continuously maintain and develop their professional practice

Forest School at Asquith

At Asquith Primary School we strive to provide opportunities and experiences for all children. Forest Schools is an exciting opportunity for children to experience nature and learn outdoors.

At Asquith we use our Three Tree Forest (TTF) area and spill over into the playground when we need more room for games. We set up our Story Circle on the playground too, just next to the TTF Storage Shed.

At Forest School the children learn in the outside natural environment, from first-hand experiences. They develop self-esteem, independence and confidence through outdoor child-led play in nature. Obviously we do not have an extensive natural area but we do bring in many natural resources from the woodland community such as leaves, twigs, conkers, pine cones to help the children have access to real natural aspects to their play and learning.

Forest School takes a holistic approach to learning and development and offers a mixture of learning the skills of problem solving and creativity as well as some more specific bush craft style skills (e.g. knot tying, den building, fire lighting and tool use).

We only use tools or fire when the children are emotionally and physically ready for activities that require the use of woodland tools or a community fire and when adequate adult supervision is available.

At Forest School we look to develop a connection to and love of nature, through play and observations through the seasons in our Three Tree Forest. The children are given time and space to explore and discover things for themselves that will help them to achieve more when they are back in the classroom and in their own life beyond school.

Our Forest School sessions are planned by the Forest School Leaders (FSL) and designed to meet the needs of individuals to ensure that children grow in self-confidence, as well as developing their physical, emotional, cognitive and social skills. Children often adapt these sessions and go down their own learning route, to do what interests them. This is when they learn best, when the sessions are child lead.

Earlier sessions will concentrate on safety; establishing boundaries and routines and allowing time for the children to become comfortable and confident in the TTF.

As the children develop in confidence and familiarity with the environment, we will extend the focus of sessions linking to skill development and reinforcement, promoting nature connection and developing relationships within the group.

Session Routines at Forest School

Before the session

- A session plan including full kit list, will be completed by the FSL, taking into account observations from previous sessions, things that interest the children and any learning points based on the children's reflection time during previous sessions.
- Activity risk assessments will be completed or updated for the planned activity.
- The FSL will check that there are enough adults present in school for the planned session to go ahead.
- The TTF site will be visited to allow the Daily Risk Assessment (DRA) to be completed and the site to be set up.
- Equipment required for the session will be assembled, checked and prepared to be taken to the TTF, alongside checking against activity risk assessment/benefit assessments.
- All documentation will be held in the red FS Folder including DRA, RA's, register, photos permission, medical information, First Aid forms. This folder is kept in the Forest School drawer but must always be in the TTF site when a session is running.

- Immediately prior to the start of the sessions children will be registered by the class teacher, they will go to the toilet, get changed into their outdoor gear and line up ready for Forest School.

During the Session

- A headcount will be done to make sure every child has arrived at TTF and rechecked when the group is brought back together.
- Sessions will be started by going over the FS boundaries and how we stay safe when undertaking any of the activities on offer.
- Risks will be continually assessed, and action taken to reduce or remove any risks that become apparent as the session evolves.
- Children will be given the opportunity to reflect on their learning and the sessions to say what they feel went well and what they enjoyed/got the most out of/what they might like to do in the future.

After the Session

A headcount is taken at the end of the session before they return to the classroom.

- Children will be escorted by the FSL back to the classroom, to help with hand washing, wellies, outdoor clothing. Unless tools or fire have been used which means the FSL needs to ensure these items are dealt with safely and should not be left unattended.
- After the children have left the TTF area, the FSL will count any tools to check they have been returned. Tools will be cleaned, sharpened if necessary and returned to the tool box or bag, which will be returned and locked in the Midday Shed. All other equipment will be put away inside greenhouse, the TTF Storage Shed or the TTF area itself, including the fire circle/seating, the den building tripods and covering the tables and workbench with the protective plastic.
- A session evaluation will be completed, by talking to the other staff present. This will assist with planning for the following session, taking into account the views of the children, other staff in the session as well as observations made by the FSL.
- Planning for previous sessions will be kept in a purple folder in the FS drawer.

Boundaries at Forest School

We establish a set of rules or boundaries when children first join in Forest School based around a five point star, an item made by the Forest School Leader, using FS skills, tools and knots.

- Listening - if we listen, we are showing respect, which is really important in Forest School. We also will not miss out on any instructions or things that will help us.
- Stay safe - we need the children to stay within the Forest School boundaries. If we cannot see them, we cannot keep them safe. We also talk to them about other ways they need to stay safe for example looking out for roots so they do not trip, slipping in the mud, not touching prickly plants or fungi.
- Team work - respecting and being kind to each other is really important to keeping us all safe and to become part of a FS community. We give Forest School high fives when we see children helping each other. We also talk about looking after the environment and creatures around us.
- Being Curious - children will be encouraged to ask questions of the adults around them, other children or themselves. Encouraging children to have a go at things, challenge themselves and also reflect on their actions and be proud of their achievements is really important.
- Having FUN!

We use the phrase "No picking, no licking, no kicking!" to encourage the children to respect the plants and trees around them by not picking anything that is living, no licking their fingers or anything they are holding plus no kicking reminds them to look after the world around them, including fungi, insects and plants/trees.

Health and Safety - for everyone

We ask everyone to take responsibility for their own health and safety and the health and safety of others who may be affected by what you do. WE talk to the children about their safety and how they can stay safe and keep others safe. We practice our routines to ensure they can remember and that they know WHY we do things in a certain way.

- We ask everyone to take individual responsibility to follow health and safety procedures and work in accordance with instruction and training received.
- Everyone must co-operate with Forest School Leaders, other adults, supervisors and managers on health and safety matters.
- Everyone must not misuse or recklessly interfere with anything provided to protect health, safety and welfare.
- We ask that everyone promptly report any unsafe conditions or practices and use work equipment and personal protective equipment in accordance with instruction and training they receive
- We ask that everyone support us in achieving our health and safety targets
- In summary everyone must play their part to maintain a safe and healthy Three Tree Forest learning space.

Risk Management – Risk Assessment and Benefit Analysis

Risk is an important part of the ethos of Forest School – that life is about risk and how we manage that risk is a fundamental life skill that young people need to have.

Some activities in Forest School have a higher risk than other school activities, like sitting in the classroom. That does not mean the children should not have that experience for example using tools or building a den. The benefits of taking part in certain activities can outweigh the possibility that something harmful *might* happen.

This does not mean that we have a complacent attitude towards risk; the exact opposite. The safety of children and staff is vital and the duty of care we have towards the young people is **always** being considered. However within a Forest School setting we have responsibility not only to keep young people safe, but also to help them to learn to manage risks for themselves.

Risk management is all about identifying and managing any significant chance of harm by

- Consistently applying the 5 steps process to risk assessment
 - Looking out for hazards
 - Deciding who may be harmed and how
 - Evaluating the risks and considering if adequate control measures are in place or what else we need to do to make a situation/activity safer. Then actually **doing** those things.
 - Record findings based on site visits and observations.
 - Make amendments to risk assessments when needed and through a thorough process of annual review.

At Forest School we conduct four types of risk assessment:

- **Generic Site** – carried out **annually** or seasonally. This should take into account all four layers within a woodland and general users of the woodland.
- **Daily** – includes weather, wild factors and any changes noted on the day. This can include assessments on individuals attending the session. This should be carried out by the forest school practitioner prior to each session.
- **Generic Activity/Experiences** – we have risk assessments for specific activities we do such as collecting natural materials or for when we use tools or fire with children as part of our standard operating procedures.
- **Ongoing Dynamic** — involves professional judgements during the session in response to changing situations.

Additional Helpers should be encouraged to read the risk assessment for the activities on the day and supported by talking through potential hazards and methods of working in order to minimise risk.

Activities will be stopped by the FSL if weather conditions such as winds or storms make practice unsafe.

The FSL will ensure children and helpers are aware of emergency procedures for FS site.

The FSL will include staff and children in undertaking risk assessments as appropriate as part of their learning, especially teaching them skills to keep themselves safe, particularly in relation to tools and fire. Or for example asking them to mark where fungi are as part of the discussion about being safe around certain plants, so they understand where these fungi are and what they look like.

The FSL will make sure children know not to eat anything when at FS unless part of an organised risk assessed cooking activity.

Staff and Helpers/Volunteers

- The recommended ratio is one adult to 6 children in Nursery and one adult to 10 children elsewhere in school.
- Prior to adults delivering a Forest School session they are asked to familiarise themselves with this handbook. One of the Forest School Leaders will then clarify any further questions they may have and discuss the issue of confidentiality during forest school sessions.
- Any volunteer is only part of the Forest School session after completing an Volunteer Application Form and undergoing checks are required by the Schools Safer Recruitment and Selection Policy.

First Aid

A member of staff who holds a paediatric first aid certificate will attend FS sessions. They will carry out the First Aid and undertake with the FSL, all medical equipment checks as detailed below.

Serious Incident Kit or Emergency Bag

A serious incident kit or emergency bag, is kept for serious incidents and has to be checked and replenished after every use. A logbook, which has to be completed after a serious incident will clearly state when the incident kit was last used and it will have been signed and dated to verify that it has been checked.

First Aid kit

The First Aid kit needs to be regularly checked and re-stocked. The kit should contain the following items, paying due consideration to the size of the group:

- Gloves (in sealable bags, which can then be used for safe disposal of soiled items)
- Swabs
- Bandages (cotton, in various sizes)
- Plasters
- Micro-pore tape
- Accident book
- Emergency procedures, containing emergency and missing person scripts. (See appendix for blank form which needs to be completed with site details, such as access, map and co-ordinates prior to session)
- Medical information for everyone taking part including adult helpers and leader of sessions.
- Mobile phone - adult helpers should all carry a mobile phone and numbers have to be exchanged amongst adults prior to session
- Sterile water (for washing out wounds or eyes)
- Designated first aid water for different purposes, 0.5 litre of fresh tap water
- Scissors
- Medication for individuals
- Emergency fire/burns kit

Accident and Emergency Procedure

Supported and taken from Asquith Health and Safety Policy.

Firstly any member of staff who witnesses an accident, incident or near miss or to whom one is reported must record this in the Accident Report Book as soon as possible, which is located in the KS1 Office; it is also vital that this record is drawn to the attention of the Head or Deputy in their absence, to ensure it can be further reported or investigated for trends.

This will ensure that if the accident is due to faulty equipment or working practices, action can be taken to removed or isolated the hazard and people warned until modifications or removal can be made.

Address and telephone number of nearest Medical Centre or NHS GP	PC24 Kings Mill Hospital
Address and telephone number of hospital with accident and emergency facilities	Kings Mill Hospital, 01623 622515

All staff, volunteers and participants will be aware of what to do in the event of an emergency in the TTF.

Prior planning will mean help is always nearby:

- Have a ratio of 1 adult to 6 children in Nursery and 1 adult to 10 children elsewhere in school.
- Carry a mobile phone (with the school telephone listed as a contact) and a whistle to attract attention.
- Plus we have a red 'Forest School' card. We use this to attract attention when help is needed from others in school. This is because you cannot always get through to the school when you ring.

If an incident takes place

- Children will be called back to the story circle, using 1,2,3 Come Back to Me, so as not to cause panic. This should mean all children stop what they are doing and return to the fire circle.
- As a back up, a whistle will be blown as a further signal to stop what they are doing, return quickly to the circle and wait quietly for instructions. A headcount will ensure they have all returned and are safe.
- The FSL will assess the situation, nature and extent of the accident/injury including checking the child/ren's for injury including consciousness, broken bones, cuts and grazes.
- FSL should also check the child/ren's medical form/s and administer first aid.
- The FSL will ensure the rest of the group is adequately supervised and safe from danger. This may mean they are taken indoors, back to the classroom.
- In the event of an injury, first aid will be administered and accident forms completed as described previously in this Handbook.
- At least 1 adult to stay with the injured party at all times.

If the assistance of the Emergency Services is required the following should happen

- Emergency services will be contacted by the FSL using 999. Have
- Location : Asquith Primary School
- Postcode : NG18 3DG
- School telephone number :01623 454969
- and child's medical details readily available.
- The school will then be notified, so that the school office can contact the injured party's emergency contact.
- Member of staff from school to 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

- In minor cases the child's emergency contact will come into school to accompany child to hospital, doctors or home as appropriate.
- School office to update the emergency contact of the injured party if required.
- As standard practice all incidents where the emergency services had to be called out are formerly reviewed with the Head and any adults involved takes part, in order to review our practice and provide quality assurance.

Lost or Missing Person Procedure

Children are instructed that they have to stay within the TTF boundaries; we say do not go out of the gate from the Astroturf. Temporary boundaries may well be discussed during individual sessions, but that gate is the main entrance/exit from the area used for Forest school sessions.

Children will be requested to return to the Story or Fire Circle by using the "1,2,3 Come back to me" signal. A whistle will be blown if they do not return immediately gather around the designated site.

- In the event of a suspected lost or missing person the whistle is blown three times.
- A five minute interval is immediately timed by the FSL.
- FSL will decide if the staff ratio permits for another adult to search the immediate area.
- School Office will be contacted to request additional help - either by using the red 'Forest School' card or ringing the office using the FSL phone.
- Once the five minute interval has expired FSL will contact emergency services, using the procedures/information set out above.

Use of Tools

A FSL will only plan sessions that need to use tools once they have assessed that the children/group are ready, both physically and emotionally, for those activities and that they are responsible enough to use the tools safely.

Tool training with children will always take place prior to working with tools, where the children are told about the different parts of the tool, where the sharp bits are, how to hold, carry and pass the tool, how to use it safely (maybe with a partner), how to use it around other people and where to put it when they have finished via a Tool Talk.

They are also taught the RESPECT position, a one knee, knelling position which it is easy to get up from. We use this position when using some tools and also around a fire.

Risk-Benefit Assessments (RBA) are held for all activities using tools which outlines the storage and carrying of tools in a container, tool maintenance and the necessary working area around children using tools.

The RBA also shows how tools checked over, counted in and out at the start and end of the session to ensure they are all back in their container, how they are carried plus being stored in a locked shed.

When not in use the tools are to be stored in a tool bag in the Midday Supervisors Shed, which has a lock. The FSL has a key to this shed. The shed has signage to remind users that the Shed **MUST** be locked at all times. Inside it reminds them that this is because sharp and expensive tools are stored in that Shed.

The FSL is responsible for the safe usage, storage and maintenance of all tools, as well as ensuring a thorough risk assessment has been completed for the tool, the activity and the area where tools will be used.

At Asquith we have

- bow saw / wood saw - tool bag in Midday Shed
- bill hook - tool bag in Midday Shed
- sheath knife - tool bag in Midday Shed
- loppers - tool bag in Midday Shed
- secateurs - separate tool box in Midday Shed
- hammers - tool box in Midday Shed
- screwdrivers - tool box in Midday Shed
- awl/bradawl - tool box in Midday Shed
- wooden mallets - greenhouse
- fire strike - fire kit box in Midday Shed
- fire bowl - Midday Shed

Tools are always checked and counted out before each session; numbers are noted on the Daily Risk Assessment. At the end of a session the tools are recounted and compared to the DRA number taken out on site to ensure none are missing.

Tools are maintained by the FSL, to keep them sharp and therefore as safe as possible. A sharp tool is safer to use than a blunt one.

Any additional safety equipment needed when using tools such as rigger or fire gloves will be identified in the activity risk assessment.

Tool training and assessment of individuals capacity to use tools should always take place prior to children working with tools; making sure that children know how to carry, pass and use tools by making sure they understand and can participate in a tool

talk. Only once the FSL is assured the children/the group are capable of using the tools correctly and that there is a purpose for the tools will the activity be introduced.

Activity risk assessments are completed for all activities involving the use of tools, which will include an assessment of the ratio of adult to children, depending on the age and capability of the children in the group.

Fire Procedures

Campfires for warmth, community group creation and cooking are an important part of a Forest School and at Asquith we aim to ensure that all adults and children participate in these sessions safely and with as little risk to their health and safety as possible.

Fires will only take place in the campfire area. At Asquith we have no space where we can leave a permanent fire area set up, so the fire circle is set up for each session on the astroturf using the following procedure.

The camp fire/fire circle area will always be set up in the same way to ensure consistency for adults and children.

- The fire pit space is set up with logs to create a 1 metre square, **even when no fire is planned**, to ensure children learn and remember how to move around the fire circle. We have a 'tripod' that we stand in the fire pit to represent the fire, as a visual reminder.
- Seating is placed 2 meters away from the fire pit. We use upturned buckets at Asquith so the seating is individual, to allow easy accessibility around the seating. This seating is set up or checked by the FSL prior to the session, making sure the fire circle area is 5 meters across.
- Children and adults are taught to approach the circle from the same direction each time and to walk around the circle in the same direction. We use the song, "This is the way we make a line... walk around... find a seat... all sit down." to approach the fire circle, move around it, find a seat and we practice moving around the circle and exchanging seats to keep reminding everyone of this process.
- Children nor adults are **not allowed** to walk across the fire circle, even when there is no fire, except the person responsible for looking after the fire, usually the FSL. The children are taught to stand up, step back from the circle and move around the outside at all times. Obvious! at the beginning of a block

of baseline sessions, the children are learning this so we remind them in a kind way, encouraging them to help each other, playing their part as a good Forest School Team.

The FSL is responsible for all fire lighting and extinguishing, using the training they have received about the correct way to construct, light, manage and extinguish a fire.

As we don't have a permanent fire site, we use a fire pit/bowl, which is stored in its own bag, in the Midday Supervisors Shed, when not in use.

Safety and responsibility

- A bucket of fresh water to immerse burns into and burns kit must be on site, in addition to the regular first aid kit.
- Only adults are permitted to light fires, unless children are under the direct supervision of the FSL, undertaking a set risk-assessed activity, such as learning how to use fire sticks to create sparks and light a cotton wool ball.
- Everyone should tuck in long hair/ties/scarves and roll up or fasten other loose clothing.
- No flammable liquids will be used as an accelerant.
- No waste or plastic will be burnt on the fire, only the fuel/wood provided by the FSL.
- If sessions involve children adding fuel to the fire, this will be done under direct supervision of the FSL and everyone will use fire gloves to add fuel to a fire.
- Sticks/wood must be placed, not thrown on to the fire, from the side. Fire gloves should be worn to add fuel to the fire, with the hand never going near the fire.
- Keep fires approx 4m from any shelter built from easily combusting materials.
- **Never leave a fire unattended.**
- Water and fire blanket or a soaked bath towel in a bucket will be available to extinguish the fire.

Extinguishing a Fire

Putting out a fire is an important part of Forest School, as it signifies the end of the session. We do this carefully and safely by ensuring ...

- The fire is allowed to burn down towards the end of the session, so the embers are cooling and only ash remains.
- We use a ceremony to involve all participants, by each pouring a *small* amount of water onto the cooled site, as part of a closing ceremony.
- We add small amounts of water to the fire, starting from the outside and spiralling inwards to make sure there is little steam generated.

- The FSL should be able to place their hands on the cold fire pit/area to ensure all the heat has been removed from the fire site.
- Any fuel that does remain, is removed, once cool. Ash is dispersed or removed from the site. We have numerous compost bins for the disposal of this ash.

Campfire Cooking Procedures and food hygiene

At Asquith we have high standards of food hygiene linked to the purchase storage, preparation and serving of food.

We will ...

- Complete a full activity risk assessment involving the preparation/consuming of food including the purchase storage, preparation and serving of such items.
- At least 1 staff member will have completed their Food Hygiene certificate when cooking on a campfire, ensuring food hygiene regulations are followed.
- Food will be stored at the correct temperature prior to the activity and dates checked to make sure the food is fresh.
- Serving items will be clean.
- Children and adults are to wash hands before handling and eating food.
- Medical details will be checked to ensure no child is given any items they are allergic to or unable to eat for other reasons like religious reasons or food choices like vegan/vegetarian. This information should be contained on the FS consent form completed by parents, or taken from the school's medical details forms, held in each class register.
- Split open food and check it is cooked before consumption.
- When cooking with a stick use green wood and remove bark before cooking using a knife and scraping action.
- Don't re-heat cooked food.
- Avoid foods that need a lot of fat to cook in case of pan fire and oil spitting.
- Everyone should tuck in long hair/ties/scarves and roll up or fasten other loose clothing.
- Waste food and packaging will be disposed of in the TTF black bin and the bag changed following the end of the days session/s.

Food, cooking, hygiene and allergies

We talk to the children about keeping themselves safe in the woods and this means they should not eat or drink anything unless told by an adult it is safe to do so (restricted to snack times usually).

We also explain to the children that there are things in the woods that are poisonous and so we remind them not to put their fingers and hands near their mouths and noses where possible.

Handwashing will be done before any snack is offered.

Parents/carers are asked about any food allergies their child has at the start of each academic year. This list is held in the front of the class register and should be checked before a forest school session where food will be given/offered.

We will check snacks for key allergens.

Any snack time is a social occasion at Forest School, where everyone eats together.

Any cooking that is done over the fire by the children such as roasting marshmallows will have an individual risk assessment with processes outlined within that assessment.

Waste Procedures

It is inevitable if we are using open fires, preparing and cooking food as part of our forest school activities, that a certain amount of waste will be produced but to minimise our own impact and to embed good practice the following procedures should be followed.

Bin bags should be carried on all forest school activities where waste is expected. If there are recyclable materials amongst the waste, it is best to sort them at this stage so they can be placed in the relevant recycling bin. The school currently has bins for paper/card/tins/hard plastic, soft plastics, compost, plus we recycle glass.

There are bins in the Three Tree Forest for waste, compost and sharp items.

We will concentrate any activity which is likely to generate waste into one area. Using a cheap tarp on the floor, can help to avoid waste becoming lost in the leaf litter/trees.

Ideally take all litter and food waste away from Three Tree Forest site to dispose of when walking back to the School building.

Water is likely to be used for food preparation and for cleaning. Water that has simply been used for rinsing uncooked fruit or vegetables can effectively be disposed of on site to water the plants growing around the Three Tree Forest, with minimal environmental impact.

Grey water through contamination with soaps and food stuffs, needs to be disposed of more carefully down a sink or outside drain back at School.

We generally wipe and rinse hands rather than washing fully on site so limited grey water will be created. We will wash fully once back to the school building.

Weather Checks

The Daily Risk Assessment of the site prior to taking out a group, should include a consideration of the local weather forecast and the likelihood of the weather

deteriorating during the session. Try and leave cancellation as late as possible, weather forecasts can be wrong or can change!

The Beaufort Scale is used to determine wind speed and can be used as a guide as to whether a session should go ahead or not. However there is no blanket policy about cancelling a Forest School session as it depends on the site being used.

Three Tree Forest does not have many trees to fall over or to lose branches. Regular tree surveys are completed through the Site Manager to determine safety, as we are on the school site.

Of course it is vital we think about :

- In windy conditions keep a watchful eye on the surrounding tree branches.
- Be aware that it is possible for tree limbs and branches to drop on any day.
- If tree removal work has been completed since the last strong wind, this may mean remaining trees are at higher risk of losing branches, as they have been newly exposed to the wind.
- Check young people's clothing before going out on cold days.
- Have spare outdoor clothing in the kit bag.
- If the children are getting too cold either warm them up through exercise, shared shelter or going inside.

Cancellation Procedure

In cases of severe weather such as high winds or electrical storms where a session cannot take place other members of staff will be told as soon as possible.

Forest School will also be cancelled if minimum adult to child ratios can not be met or if the FSL is absent.

Toileting Procedure

Children are toileted before going outside. However, if necessary they can be escorted to the toilet in the Community Room or in the toilets back in school.

Parental Consent

- We have a parents/carers leaflet about FS which includes information about what children should wear for the session, such as long sleeved tops, warm clothes, wellies, sun hat etc depending on the weather/season. App messages will also be sent with this information.
- Parents/carers maybe asked to complete the established full parental consent form prior to sessions beginning, this form will be given to parents when tools or fire are due to be used in Forest School sessions. This contains individual's

details, such as contact address and phone number, medical history and doctor's contact number and address.

Use of Photographs

Parents/carers at Asquith Primary School are asked to give their consent for photographs each year. This list is held in the front of the class register. A copy of this list will be held by the FSL alongside parental consent forms or medical information sheets for each group, to make sure a child is not photographed without permission.

Transport to and from woodland site

Three Trees Forest is on our school site so this is where most sessions will take place. We walk down to the TTF area in single file singing 'This is the way we make a line ... walk around'. However, should we go off site for any reason children need to be familiar with walking in this way or in pairs depending on the situation.

Equal Opportunities

We aim to be able to provide access to and provision of the same experiences and outcomes to all children in our care.

We have a supply of wellies, waterproof coats and trousers for use in the sessions for child who do not come with these items, as this lack of outdoor wear could limit some children's enjoyment and learning when in the TTF.

For further details please access Asquith Primary School's Equality policy.

Compliments and Complaints Procedure

Asquith Primary School has a Complaints Policy, which the staff operating the Forest School will follow.

If parents/carers/volunteer wishes to make a complaint or pass on a compliment they can talk to the class teacher or Forest School Leader initially. If this can not be resolved at this level the Complaints Policy will be followed.

Safeguarding Children Policy

At Asquith we have an effective Safeguarding Policy that should be adhered to when in Forest School at all times. It should be considered in exactly the same

way as anywhere else in school by being aware of indicators of abuse, reporting any incidents in the same way.

All staff and volunteers have a duty to make sure that our children are safe when involved in Forest school activities.

We will do this in particular by

- Ensuring the environment in the TTF where the children learn and play is safe.
- Ensuring we practice safe recruitment when checking volunteers who wish to work with children in our Forest School sessions in line with the Schools Safer Recruitment and Selection Policy, including using a Standard Volunteer Application form and the correct vetting procedures depending on if they are a supervised or unsupervised volunteer.
- Be fully aware of procedures for identifying and reporting cases of abuse. When in Forest School it may be that a child might disclose an incident or experience more readily than in the classroom, as it is more relaxed. However this should be dealt with in the same professional manner as if this disclosure occurred elsewhere in school - make notes as soon as possible after a disclosure and complete the necessary CPOMs log, reporting the disclosure to the Designated Safeguarding leads.
- Supporting pupils in line with agreed child protection plans.

Positive Behaviour/Anti-Bullying Policy

Asquith Primary School has a strong commitment to the personal and social well-being of all pupils and we encourage positive behaviour at all times.

In the TTF we aim to provide a calm, safe positive learning environment which maximises learning time and opportunities for everyone. Our space welcomes diversity and is free of any threat or fear and as a prerequisite to effective learning and development.

The FSL will do this by ...

- Creating a positive environment to encourage caring for each other and our environment, creatures within that environment and our FS equipment.
- Letting the children know what we expect of them and their behaviour and be consistent in the discussions about the standards of behaviour we expect.
- Reminding the children about safety measures in place and how they can be responsible for their own and others safety too.
- Ensuring there are activities that children will want to choose to do, thinking about their preferred learning styles.
- Allow children time to discuss behaviour difficulties between themselves when possible, give them opportunities to resolve any small difficulties without adult

intervention. The FSL/other adults may offer ideas or suggestions about how they could work better together but will try not to impose restrictions without allowing the children to self-regulate themselves.

- Allowing time for self-reflection about their own learning and allow them to have time to /opportunity to discuss their feelings; pride in what they have achieved; frustration when things have not gone to plan.
- Allowing time for community development within our sessions, promoting effective relationships within the group.
- Provide a positive role model for children, encouraging all adults to do the same, by treating everyone with respect, using praise and positive language and giving positive reinforcement of good behaviour.

We are very aware of the negative impact which bullying can have on children and young people's learning, development and general wellbeing, so if a child's action is placing them or others in danger then we will work in line with the Schools Behaviour Policy

- Verbal warning is given, to help the child understand why they cannot continue behaving in that way.
- Take the child back inside school to work in another classroom.
- In severe cases a member of the SLT will speak to the child.
- Parents will be sent behaviour letters and conversation will take place with the class teacher and the child to see how they can resolve this. The FSL will be involved, if appropriate.
- If behaviour incidents cannot be resolved, the child will not attend Forest School sessions in the future. This will be reviewed weekly to ensure the child is not missing out on Forest School Learning, when their behaviour in school has improved.

We also recognise that some children with complex needs might struggle to comply with the School Behaviour Policy so we will look to the child's individual behaviour plan to support the child, manage their behaviour and maximise their learning while in the Three Tree Forest, by working with the other adults who support that child.

Special Educational Needs

To end this handbook we are coming right back to the beginning. We started by saying how Forest School uses learner centred process to help children learn. We are ending by considering how we can meet the School's SEN objectives of ensuring all children can access the curriculum, which includes FS learning.

- The TTF site is as accessible as it can be for children with special needs, including physical needs. Care would need to be taken for wheelchair users

to get around some areas but it could be more accessible if the need arose, for example by moving the workbench.

- The FSL will talk to the class teachers before each group of sessions to make sure the FSL is aware of any needs in the group, take advice during planning the baseline sessions to make sure these sessions are accessible for each child. Discussions about the children have *before* and partnership work between the adults *during* the sessions means that the appropriate provision will be made to ensure the session met the needs of each child.
- The TTF will be an environment where children feel safe to voice their opinions about their own needs. In our introductory/baseline sessions about boundaries in the FS session, we talk about asking questions of others and our self to make sure we understand what is happening and what we can or not do. Being CURIOUS is vital in Forest School and individuals are all curios about different things!
- FS could be considered part of our differentiated learning opportunity for children with special needs - to help a child's academic learning by offering learning in a different environment and in a different style, we often find those children who struggle academically, can come alive in FS sessions.
- The way we plan sessions in FS is similar to the way School considers the progress of its SEN pupils - Assess, Plan, Do, Review. At Forest School we reflect on the learning and progress in the last session to plan the next, so a system of looking at past progress and enjoyment is key to what we do next, for the group and individuals.