



Forest
School
Handbook
of Policies
and
Procedures

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Background and Introduction

Stanley Grove Primary and Nursery School believes strongly in the benefits of outdoor learning for children. Forest School sessions are to be offered as part of the development of our outdoor learning provision.

This Forest School handbook contains information, policies and procedures relating to the running of Forest School sessions at Stanley Grove. It was adapted for use from the Forest School handbook developed by Jon Attwood, Louise Emerson and Beatrix Oliver at the Forest of Avon Trust and the Norfolk County Council Forest School policy handbook.

It must be read by all staff and volunteers taking part in Forest School sessions prior to participation. The handbook is subject to annual review and to immediate review if an incident indicates the need for this.

Forest School Policy.

Most of our sessions will be held at Stanley Grove School during school hours with our own students. However, there may be times when we go to other sites to run the sessions. This policy is designed to cover both of these possibilities.

Our Aim

We aim to give children and practitioners a shared understanding of the ethos of a Forest School experience. This powerful approach enables young children to be independent, self-motivated, courageous and considerate. It sets them up for life-long learning. It particularly supports the development of self-esteem and self-confidence.

There are many important issues to be considered and we aim to remain true to the Forest School ethos and approach.

Environmental Considerations

Forest School has environmental awareness at the heart of its ethos. Wherever possible environmentally friendly products and recycle materials should be used when appropriate. Good practice should be modelled by adults showing children that the world in which we live should be cared for. Involving children in site checks and planning environmental games will help support this.

Health and Safety Considerations

Stanley Grove's Health and Safety Policy sets out a clear statement of intent regarding the School's approach to the health and safety of its children, staff and visitors to the School.

The following is a list of additional measures relating directly to Forest School sessions:

The Forest School Leader (FSL) is in charge of the session.

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

- Whenever the group is off site the Forest School Leader will inform the land owner and his staff of the groups whereabouts and for how long we intend to stay.
- The Forest School Leader or Assistant will carry a First Aid kit.
- The Forest School Leader or Assistant will always carry an Emergency Bag.
- The Forest School Leader will always carry a mobile phone and will ensure that there is easy access to a land line if the group is out of range.
- In the event of an emergency, the Forest School Leader will ensure that the School contacts the emergency services. If contact with the School is lost the Leader will contact the emergency services.
- The Forest School Leader will review the risk assessments before every session.
- Tools will only be used under direct adult supervision.

Risk assessment:

A site risk assessment is carried out every week and a check made before every Forest School session in our School grounds. Additionally an activity risk assessment will be in place for any activity that may require it, such as stick whittling, wood cutting, shelter-building, and fire-lighting. Risk assessments will be carried out for children whose behaviour or medical condition demands them. The Forest School leader carries out a site risk assessment before every visit to an external site. If the site to be visited is further afield a transport risk assessment will also be carried out. See individual risk assessments for:

- The site.
- Individual tool usage.
- Camp Fires.
- Rope and string usage.
- Den building.
- Collecting natural materials.
- Adverse weather conditions.

First Aid:

The Forest School Leader has a Paediatric and Outdoor First Aid certificate and will follow Stanley Grove's First Aid policy. A First Aid kit will be taken to all Forest School sessions on or off the school site. All staff will be made aware of any significant medical conditions of anyone in the group and the necessary individual equipment such as inhalers and epi pens will be taken into woodland. See First Aid policy.

Safeguarding children and confidentiality.

The staff at Stanley Grove consider their duty of care to the children as paramount. The FSL will adhere to the Stanley Grove Safeguarding Policy. (See Safeguarding Policy)

In addition, adults working within Forest School need to appreciate that when children feel comfortable and content and when their instinct to trust and take risks is encouraged, they may be moved to disclose information which they might otherwise keep to themselves. Any volunteer or member of staff who finds that a child is telling them something which concerns them should follow these steps:

- Listen, but ask no leading questions.
- Remember not to promise to 'keep a secret'.
- Comfort the child if appropriate.
- Inform the Child Protection Officer as soon as possible and make a written record of the concern.

Equality and Inclusion

Stanley Grove has clear policies on Inclusion, Special Educational Needs and Equality and Diversity. They will be adhered to during the Forest School sessions.

We are committed to providing a secure environment in which children can flourish and where their contributions are valued.

During the Forest School sessions all children will be treated equally, and included in all of the activities. No form of discrimination will take place.

Children and parents are encouraged to provide suitable outdoor clothing and to be aware that they are likely to take some of our mud home with them after a session at school. We have a limited number of spare wellies and waterproof clothes. We encourage a measure of risk-taking, always under close adult supervision, and actively foster friendships and collaboration between children who do not always get along in the usual course of events. Forest School activities are designed to produce success and enjoyment, even if this seems to be of a transitory nature. Risk assessments and reasonable adjustments will be made for children with medical needs, disabilities or challenging behavior who may need one-to-one supervision, but their entitlement to Forest School remains the same.

The legal framework for this guidance is:

- Race Relations Act 1976
- Race Relations Amendment Act 2000

- Sex Discrimination Act 1986
- Children Act 1989
- Special Educational Needs and Disability Act 2001

Cancellation Procedure

We will endeavour to run Forest School sessions whenever planned however there may be times when Forest School sessions have to be cancelled due to unforeseen circumstances. These may be:

- Staff illness which prevents staff / child ratios being met.
- Severe weather conditions.
- Any situation that poses a health and safety risk.

In the event of these situations arising we reserve the right to cancel the session on the day. We will ensure that:

- Cancellation decisions are made as soon as possible and that the school, staff and volunteers are made aware via telephone.

Evaluation Procedure

In order to develop the Forest School programme and to ensure good practice is maintained a number of evaluation tools are recommended. Evaluation of the activities undertaken will include:

- Evaluation of session – looking at what dispositions and attitudes are being developed.
- Evaluation from children.
- Evaluation from all staff involved in Forest School.

Policy agreed:

Date:
Head teacher
Governors
F.S.L.

To be reviewed:

Daily Operating Procedure.

Before every Forest School session the Forest School Leader will:

- Undertake a site check to ensure that it is safe to use.
- Check the weather forecast on the BBC weather website to ensure it is safe for the session to go ahead and that appropriate clothing / equipment is taken.
- Inform the school office and the land owner of the groups whereabouts, whether on or off the school grounds, and how long they intend to be there.
- Review the risk assessments for the activities to be undertaken in the session.
- Ensure all adult helpers have signed and dated the Forest School hand book, Code of Conduct and appropriate risk assessments.
- Collect and count all tools required for the session and ensure that all tools are in good working order.
- Take the Emergency Bag to the site including the First Aid ensuring it contains personal medication for individual children if necessary; essential survival equipment, a contact list for each child, the site address and grid reference, a laminated copy of the Forest School handbook and the schools telephone number.
- Have a fully charged mobile phone with the number of the school, school secretary and head teacher in the contact list.

Emergency Bag equipment.

The contents of the emergency bag will vary depending on the location of the session, the group, time of year and the weather conditions. Contents may also vary as a result of additional risk assessments. Below are essential items that will be taken to every session.

Essential Items:

- First Aid and burns kits, solely for Forest School use. FSL to ensure it is stocked appropriately for number of people out during sessions and the remoteness of site. Kit to be checked and restocked regularly especially after it has been used.
- Fire safety equipment: water, fire blanket.
- Accident sheets.
- Clean water.
- Emergency whistle.



- Medication for individuals, clearly labelled, staff trained to administer it and parental consent received.
- Emergency procedures list.
- Risk assessments.
- Fully charged mobile phone or two-way radio if the site does not have mobile signal. The numbers of the school, school secretary and head teacher should be added to the contacts list.
- Red triangles with site name on them.





If session in to be held off school grounds.

- Medical information and emergency contact details of all in group including adults.
- Hygiene bag containing wet wipes, hand gel, nappy sacks and toilet paper, trowel, spare pants and trousers for younger children.
- Sun cream, parental permissions required to be applied.
- Emergency bivvy bag.
- Roll mat and blanket.
- Thermos of hot water.
- Chocolate/sugary food.
- Torch.
- Knife.
- Emergency shelter.

Stanley Grove Forest School Code of Conduct.

To be read in conjunction with the individual risk assessments and Forest School Handbook.

<p>Physical boundaries Everyone to be made aware of how far they can explore before a session begins. Practice the 'stop and return to base' signal.</p>	 <p>Elm leaf</p>
 <p>Sycamore Leaf</p>	<p>Playing with sticks The general rule is children can pick up sticks no longer than their arm's length and no thicker than their wrist. Encourage the children to think about how close they are to other children. Longer sticks can be dragged or carried with a child at both ends. Sticks must not be thrown. Sticks should not be snapped off living trees.</p>
<p>Playing with stones Collecting and making patterns with stones and even 'gentle' throwing as part of a target game are fine. Throwing stones at people, birds, animals or property is not permitted.</p>	 <p>Willow leaf</p>

 <p style="text-align: center;">Birch Leaf</p>	<p style="text-align: center;">Digging</p> <p>Digging is allowed only in the designated area in our school grounds. Children can look carefully for insects and their habitats using little sticks and fingers.</p>
<p style="text-align: center;">Tree climbing</p> <p>Adult: child ratio must be 1:1. Check ground cover for sharp objects and check 'climbing trees' for loose and rotten branches. Children are allowed to explore to their own limits to a maximum height of 1.5 metres. Adults should be near enough to catch if a child should fall but far enough away to not be invasive.</p>	 <p style="text-align: center;">Horse chestnut leaf</p>
 <p style="text-align: center;">Oak Leaf</p>	<p style="text-align: center;">Rope and string use:</p> <p>The children are encouraged to use rope for nature crafts and the collection and transportation of materials. They are not allowed to tie each other or themselves up. Knots will be taught and practised by the children.</p>
<p style="text-align: center;">Collecting wood:</p> <p>Wood for fires should be collected in four thicknesses: matchstick, pencil, thumb and wrist thickness. This is a great sorting activity and children should be given a chance to do it even if a fire is not to be lit.</p>	 <p style="text-align: center;">Pine leaf</p>



Ash Leaf

Carrying & transporting materials:

Children are to carry, roll, lift, drag and pull materials, either by hand or using ropes. The safe way to lift; by bending your knees and keeping a straight back will be modelled by all adults. Heavier objects can be rolled, dragged or carried by more people.

Toileting:

Children must go to the toilet before leaving the school building. If they need to go during the session they will be taken by a responsible adult in groups of no more than 2 at a time. If the session is off the school ground, see toilet policy.



Holly Leaf



Blackthorn

Eating and drinking:

Remind the children not to eat anything found in woods, such as berries or seeds. Remind them not to put their fingers in mouths and noses. Before eating and drinking, the children should wash their hands with wipes or soap and water.

Fire pit and log circle:

At school we have a permanent fire pit and log circle. No one may enter the log circle unless invited to do so by an adult. No running around or through the log circle. Fire circle to be kept free from trip hazards. To move around the fire to a new stool you must step out of the circle and walk around the outside of the log circle.



Bramble bush



Hawthorn leaf and flower

Using Tools

Tools are counted in and out and are kept in a designated spot. Children are not allowed to help themselves. Tools are given out for a purpose and all adults should model their correct use, storage and transportation at all times. Tools are used well away from other active children and only walking is permitted when carrying them. See individual tool procedures.

Leaving the site:

'Leave only footprints' is our general policy. Shelters should normally be demolished and imported materials taken back to school at the end of each session. Occasionally some large items may be left tidily for the next group, permission from the land owner having been received. Natural crafts items may be taken off site.



Elder leaf and flower

What is Forest School?

The UK definition of Forest School was formulated in 2002 and is said to be:

'An inspirational process that offers children, young people and adults regular opportunities to achieve, develop confidence and self-esteem through hands-on learning experiences in a local woodland environment.'

This particular style of outdoor learning was brought to the UK in the early 1990's from Scandinavia and has been adopted by various local authorities across the country since then. An Open College Network (OCN) qualification in Forest Schools was developed in 2003 and by 2011 the UK Forest Schools Association developed the 'Six principles and criteria for good practice.'

These are:

Principle 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.

Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.

Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.

Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

Principle 5: Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

Principle 6: Forest School uses a range of learner-centered processes to create a community for development and learning.

Ways in which Forest School sessions can benefit children.

Physically

Children have the space and freedom to move and run to develop gross and fine motor skills and stamina. It gets them into the habit of enjoying being outside exploring. They will hopefully continue this habit throughout their lives which should help with the current obesity crisis. Physical activity increases bone density and being outdoors helps provide the body with vitamin D. We have recently been told most of the population of the U.K. is deficient in this.

Developing resilience

At Forest School, we work with what we have and while there is a structure, there is a fluid approach that allows us to explore whatever opportunities arise and what the children find interesting. The weather might not always be ideal; making things and cooking on a fire can be challenging in these circumstances, but if things don't go well, it's ok, we have time to have another go. These activities are fun and meaningful and the children generally want to do them, so if they do not go well at the first attempt, they want to try again. This helps children develop resilience and that 'can do' attitude which is so important to being successful in life.

Enhancing confidence and self-Esteem

Children have the freedom, time and space to learn and demonstrate independence, e.g., when you achieve something that is difficult that you feel is meaningful such as making a fire, cooking, looking after the natural world, it boosts confidence and self-esteem.

Motivation

The natural world tends to fascinate children. It isn't as constructed or as ordered as indoors. It changes and brings new and exciting challenges each time you visit. The children are generally keen to participate and concentrate over long periods of time which can be different from being in the classroom.

Social skills

Whilst playing, communication, teambuilding and language skills are developed. They have the freedom to be loud, talking is encouraged, and singing around the fire is almost mandatory. We have a 'talking stick' which we use during Circle Time to help us all to develop our 'time to talk – time to listen' skills.

Risk management

We often hear that we are a risk averse society whose life opportunities are reduced as we live fearfully. At Forest School, children can take risks within a secure environment. When children are exposed to acceptable levels of risk they learn to assess it rather than always avoid it and are more likely to manage risk better in the future.

Behaviour

Being in the wood has a calming influence on the brain. Research repeatedly shows that children's behaviour is improved both in the forest and back in the classroom.

Independence

From deciding what you need to wear, putting on wellies, to whittling a stick, Forest School sessions promote independence.

Communication

The wood provides multi-sensory experiences and this helps develop children's language and provides a rich source of material to include in their writing back in the classroom.

Natural Environment

Children learn to appreciate, respect and care for the environment and hopefully continue to look after their world in the future.

What do the children do during a Forest School session?

Each session begins and ends with circle time. The leader suggests activities dependent on the ability and experience of the children. They develop the suggested ideas, or may discover something that stimulates their imagination more and explore that.

Forest School activities include:

- Woodland management and nature exploration.
- Building dens and other structures.
- Learning how to create, work with, manage and extinguish fire.
- Cooking on fires.
- Team building games.
- Natural crafting and art work.
- Using tools, such as knives and saws.
- Scavenger hunts and tracking games.
- Celebrating seasonal celebrations.
- Sensory activities.
- Using a Kelly Kettle.
- Rope and string work.
- Art and sculpture work.
- Developing stories and drama.
- Meeting imaginary characters.

Ecological Impact Assessment and Management Plan

Human beings have an ecological impact on the natural world. Forest Schools aim to strike a balance between the negative impact we cause with the benefits to us all of being outside. (See the attachments for further details)

We hope to develop a high level of respect for the natural world within the whole school community. We want to build on our award winning REDUCE, REUSE, RECYCLE work by using environmentally friendly products and reusing items where possible and minimising the amount of non-recycleable waste we produce.

Where will our Forest School Sessions be held?

Our sessions will generally be held within the school grounds, either on the school field or in the wildlife area. Both of these areas are being developed to introduce more flora and fauna while being aware of the need to protect space for other school related outdoor activities such as playtime and sport.

Description of our woodland

The woodland space used for Forest School at Stanley Grove is set within the school's grounds; the playing field and the 'Wildlife Area'.

The field is surrounded on 3 sides by farm land with one public access footpath running along the length of one side of the field between the hedge and field. It has security fences and gates to two sides, a red brick wall separating it from the school buildings on the third and a thick bramble hedge surrounding an old wooden fence on the fourth side. There are a few gardens running up to the security fence on one side.

There is a large grassed area in the middle that has historically been used as the school playing and sports field.

There is a narrow edge of broadleaved trees down one and a quarter sides which incorporates the corner. We are creating a path marked with bark chippings from a recently felled dead tree through this space. The area is currently used exclusively by the school community.

Flora

Trees within the woodland are broadleaved and consist of mainly sycamore, hazel, crab apple and eating apple trees in the wildlife area. There is a large horse chestnut tree at the front of the school, a stunning flowering cherry in the Early Years unit and several large willow trees. We have recently planted a living willow dome.

Other plants in the area include ivy, buddleia, nettles, brambles, ivy, valerian, lavender, rosemary, dandelions and daisies.

Fungi has not been seen this year in the field.

Moss is present in the grass in the woods and also lichen on some of the trees.

Fauna

Many birds visit us. Our caretaker regularly sees a couple of pheasant. We have crows, starlings, wood pigeons, sparrows, blackbirds, a robin and the occasional seagull. A family of sparrows nested in the Early Years shed last year and pair of mallard ducks delight everyone when they take their babies for a walk around the playground.

We have several hedgehogs on site and a fearless squirrel who has been caught eating out of the bins before school starts. We have had evidence of cats having visited and reports of a rat under the decking area.

Behind the school is a farm with chickens and horses and bats are regularly seen in the local area.

There is an old sunken sink in the wildlife area which must have been used as a miniature pond but no evidence of frogs or toads have been found.

Insects are everywhere in the woodland and wildlife areas; we have an old insect door which can be lifted to see the slugs, snails and woodlice hiding underneath. Worms are in abundance, inside and outside our wormery. We recently built a bug hotel and have seen ladybirds, wasps, bees and lacewings, moths and butterflies.

History of site

The school has been on the site for a hundred years.

Long term vision

The school has a long term vision for the area to be used by the whole school for Forest School sessions and other outdoor learning.

We hope to:

- ensure that the whole school has regular access to the outdoor environment.
- expand the woodland area by adding 30 more trees to the corner of the wood to thicken it in Autumn 2016.
- develop the small sensory garden in Early Years to include the whole school area.
- continue to encourage wildlife into the area by planting wildflowers, providing more hibernation areas and nesting boxes, specifically for bats and hedgehogs, as well as winter food and water during severe winters.
- start keeping chickens at school.
- develop a wetland area to attract more biodiversity to the site.
- continue composting our food waste in the wormery and build more compost bins.
- harvest some willow for wood crafts.
- create an allotment area and develop a 'From Welly to Belly' scheme for the children.
- hold Forest School sessions out of school hours.
- build our own round house on the site.

Role of the Forest School Leader:

The Forest School Leader (FSL) will have a level 3 Forest School Leader qualification, DBS clearance, a current Food Hygiene Certificate, Paediatric and Outdoor First Aid qualifications.

The Forest School Leader will have the overall responsibility for:

- Risk assessments for each session.
- Pre-visit site checks.
- Continuous safety monitoring.
- Planning for sessions, differentiation for individual children's needs.
- Ensuring necessary equipment is present and in good condition.
- The first aid kit and administration of first aid.
- Supervision of tools use, cleaning and storage.
- Organising emergency procedures.
- Instructing the group on safety, rules and boundaries.
- Evaluating the sessions.

Staff/ students / volunteers will:

- Read and sign the Forest School handbook.
- Have DBS clearance.
- Model good practice throughout the session.
- Carry out delegated roles and responsibilities.
- Extend children's learning where appropriate by asking extending questions, support children to manage their own risk.
- Remind children of rules and boundaries.
- Be aware of dangers within Forest School.
- Monitor levels of safety at all times.

- Support the Forest School leader to run the sessions.
- Report any concerns to the Forest School Leader as soon as possible
- Help evaluate the session with the FSL.

Personal Protective Equipment Information.

This document covers clothing and safety equipment.

USE OF PERSONAL PROTECTIVE EQUIPMENT IN FOREST SCHOOL

Forest School situation	Personal Protective Equipment
Winter – or other cold weather at different times of the year.	<p>Suitable clothing to keep warm and dry - layers work well.</p> <p>Base layer - vest or tee shirt, thick socks or two pairs of thinner ones or woolly tights.</p> <p>Middle layer – long sleeved top and long trousers.</p> <p>Top layer – fleece or jumper</p> <p>Outer layer – Waterproof coat and trousers, wellingtons with thick socks or other water proof shoes, gloves, (water proof if possible) hat, buff or scarf, water proof work gloves.</p> <p>Having a change of clothing can be helpful.</p>
Summer – hot weather - noting that the weather can be very changeable in this country and a beautifully warm and sunny day can change very quickly into being cold and wet.	<p>Suitable clothing to keep cool (and possibly dry) layers work well.</p> <p>Base layer – Socks, vest not necessarily required.</p> <p>Middle layer – lightweight long sleeved top and long trousers (arms and legs should be covered to prevent scratches and stings)</p> <p>Top layer – fleece or jumper</p> <p>Outer layer – Waterproof coat and trousers, wellingtons or other water proof shoes, sun hat, work gloves.</p>

	Having a change of clothing can be helpful
Collecting natural materials	Suitable clothing to protect arms, legs and feet; Long sleeves and trousers. Sturdy footwear. Possibly work gloves.
Using a bow saw to cut a length of wood	Suitable clothing to protect arms, legs and feet; Long sleeves and trousers. Sturdy footwear. Work glove – to be worn on the hand holding the wood, no glove to be worn on the hand holding the saw.
Using a bill hook to take the side branches off lengths of wood	Suitable clothing to protect arms, legs and feet; Long sleeves and trousers. Sturdy footwear. Work glove – to be worn on the hand holding the wood, no glove to be worn on the hand holding the bill hook.
Campfire cooking	Suitable clothing non- flammable or fire resistant clothes made of natural fibres if possible. Sturdy footwear. Long hair tied back Hand washing facilities , water, soap, antiseptic hand wash. Water for fire safety. Fire blanket
Walking to the woodland	Suitable shoes and clothing for the season / weather as above. High visibility jacket / tabard depending on the location of the site.
Transporting logs	Suitable clothing to protect arms, legs and feet; Long sleeves and trousers. Sturdy footwear. Work gloves Rope to attach to the logs to drag them.

Using Tools Procedures.

Main principles:

- Everyone at the Forest School session will be taught a safe way to use, transport, pass and store the tools used.
- All tools will be counted out at the beginning and back in at the end of each session in which they are used.
- When not in use the tools will be kept secured away in a locked shed.
- Before each tool is to be used it will be checked for damage and working order.
- Tools are only used for a specific purpose.
- All adults should model correct and safe tool use, storage and transportation at all times.
- When using a tool, they are used well away from others in the group, in a 'blood bubble' ensuring that others are aware that a tool is in use.
- Only walking is permitted when transporting a tool.

Please see below for usage procedures for individual tools.

Procedures – Using Hand Tools

Tool	Vegetable peeler
Purpose	Usually to peel vegetables but can be used effectively for removing bark from sticks and general whittling.
Use at Forest School (activity ideas)	General whittling, getting used to holding a sharp blade and altering the shape of a stick. Making a skewer for marsh mallows. Removing bark from a stick to make bark rope.
Safety Equipment or Design Feature	A blade without a pointed end, designed to cut thin slices. Can be used in left or right hand.
PPE	A work glove can be worn on the hand holding the wood.
Adult : Child ratio	Age / experience and dynamic of the individual group dependent. 1 – 1 initially in early years increasing to 1-2. Increasing in older years when confident and competent.
Transporting	Carry with the peeler held down by the side of the body.

	When transporting a tool, a person may only walk.
Working Space	Maintain the 'blood bubble' (a clear area around each person at least an arm's length plus two tool lengths)
Body Stance	Seated on a log or other stable seat.
Method of Use	<p>Sit on a stable seat.</p> <p>Take peeler in dominant hand and stick in non-dominant hand.</p> <p>Rest non-dominant hand on the thigh of the opposite leg with the stick pointing downwards.</p> <p>Draw the peeler firmly down the stick away from the body removing a thin strip of bark.</p> <p>Rotate the stick in the non-dominant hand and repeat until the bark is removed or the stick has reached the required thickness.</p>
Checking	Before and after use ensure that the blade is moving freely (if not a fixed blade) and is free from bark, wood, mud and rust.
Cleaning	Wipe clean after each use with a thick cloth.
Maintenance	Occasionally wipe with a tool oil or spray with WD40 to prevent rusting.
Storage	Store in the dedicated 'peeler box' in the locked tool box along with the other tools.

Procedures – Using Hand Tools

Tool	Fixed blade knife
Purpose	For cutting, gutting, shaping and modelling.
Use at Forest School (activity ideas)	To whittle wood and make tools.
Safety Equipment or Design Feature	Short, strong blade with a rounded end to reduce the risk of stabbing injuries. Hard protective sheath.
PPE	A work glove can be worn on the hand holding the wood.
Adult : Child ratio	Age / experience and dynamic of the individual group dependent. 1 – 1 in early years, increasing in older years to 1 – 2 when confident and competent.
Transporting	A knife may only to be carried while in its sheath. The knife is to be held by the side of the body with the sheathed blade pointing behind and downwards. When transporting a knife, a person may only walk.

Working Space	Maintain the 'blood bubble' (a clear area around each person at least an arm's length plus two tool lengths)
Body Stance	Depending on what is being done with the knife, the user should either be sat on a stable log or be kneeling next to a stump to be used as a work bench.
Method of Use	<p>Kneeling working on to a stump as work bench. The knife should be held in the dominant hand and the wood in the non-dominant hand with the wood resting on the log pointing downwards resting on the log, if possible jammed up against a notch in the wood for added stability, Hold the knife firmly and draw it down the wood away from the body towards the stump, removing a thin piece of wood. Repeat this action, rotating the wood, until the desired shape is achieved.</p> <p>Seated on a log. Hold the knife in the dominant hand with the piece of wood in the other hand. Rest the hand holding the wood on the opposite thigh with the piece of wood pointing downwards. Hold the knife firmly and draw it down the wood away from the body towards the ground, removing a thin piece of wood. Repeat this action, rotating the wood, until the desired shape is achieved. The sheath should be placed very close to the person using the knife so the blade can be covered when not in use.</p>
Checking	<p>The blade should be checked before and after each use for signs of blunting / rust. The handle should be checked to ensure that it is not loose and has no splits, cracks or splinters.</p>
Cleaning	The knife should be wiped clean after use.

Maintenance	The blade should be sharpened regularly on the sharpening stone and oiled periodically.
Storage	Store in the dedicated 'knife box' in the locked tool box along with the other tools.

Procedures – Using Hand Tools

Tool	Bill hook
Purpose	For cutting wood. A tool in between a knife and an axe.
Use at Forest School (activity ideas)	Splitting wood and making tools.
Safety Equipment or Design Feature	The bill hook has a wooden handle.
PPE	Work glove for the hand holding the wood. Sturdy footwear, long sleeved top and trousers.
Adult : Child ratio	Age / experience and dynamic of the individual group dependent. 1-1 or 1-2 if two children are working together for example when making a mallet.
Transporting	Only to be carried with the blade covered. Carry with the blade held down by the side of the body. When transporting a tool, a person may only walk.
Working Space	Maintain the 'blood bubble' (a clear area around each person at least an arm's length plus two tool

	lengths) except for when two people are working together, for example when making a mallet.
Body Stance	Kneeling on one knee in the 'respect position'. The knee on the ground being the right knee if the tool user is right handed or the left knee if the tool user is left handed.
Method of Use	<p>Two people working together to split wood using the bill hook and a mallet.</p> <p>Agree on a word to indicate that the bill hook is ready to be hit by the mallet. E.g., 'hit' or 'strike'. Place the wood of wood to be split on a stable wooden surface such as a stump or log.</p> <p>The person holding the bill hook will place the blade in the place they want to make the cut, holding the hook by its handle and the end of the blade (with the point pointing downwards).</p> <p>When the wood and blade feel stable give the mallet user the signal to tap the blade edge once.</p> <p>After each tap (strike) the bill hook user will check to make sure the blade is positioned securely before the next tap from the mallet.</p>
Checking	<p>The blade should be checked before and after each use for signs of blunting / rust.</p> <p>The handle should be checked to ensure that it is not loose and has no splits, cracks or splinters.</p>
Cleaning	The blade and handle should be wiped clean after each use.
Maintenance	The blade should be lightly oiled to prevent rusting, the handle should also be oiled occasionally with linseed oil to prevent it from drying and cracking.
Storage	Store in the locked tool box along with the other tools.

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Procedures – Using Hand Tools

Tool	Bow saw
Purpose	For cutting wood.
Use at Forest School (activity ideas)	For cutting wood into shorter lengths to make tools and shelters.
Safety Equipment or Design Feature	Hand guard on the frame, metallic / plastic strip to cover the saw teeth .
PPE	Work glove for the hand holding the wood.
Adult : Child ratio	Age / experience and dynamic of the individual group dependent. 1 – 1 in early years. 1 – 2 if two people are using the saw together increasing in older years when confident and competent.
Transporting	Only to be carried while its cover strip is in place. Carry with the blade held down by the side of the body. When transporting a tool, a person may only walk.

Working Space	Maintain the 'blood bubble' (a clear area around each person at least an arm's length plus two tool lengths)
Body Stance	Kneeling in the 'respect position' if being used at ground level. Feet shoulder width apart, one foot in front of the other to give a stable base if cutting higher up off the ground.
Method of Use	<p>When being used by two people. Place the wood to be cut on a stable stump off the ground. One person holds the handle in the hand guard the other holds the frame on the bend. The wood being cut should be held firmly with the gloved free hand. Keeping the saw frame upright, the bow is drawn 3 times, in slow fluid movements, across the wood towards the person holding the hand guard and then lifted off in order to make an indentation in the bark to reduce the risk of the blade slipping along the wood. Once the indentation is made, the bow can be drawn in both directions across the wood until it has been cut to the desired depth.</p> <p>When being used by one person. As above, except the individual holds the hand guarded end of the frame only.</p>
Checking	The blade should be checked before and after each use for signs of missing teeth, blunting, rust and to ensure it is attached securely to the frame. The frame should be checked to ensure its functional integrity. NB Different blades are available for wet and dry timber.
Cleaning	Wipe with a thick cloth to ensure no wood or sap remains on the blade.

Maintenance	Oil occasionally.
Storage	Store in the locked tool box along with the other tools.

Procedures – Using Hand Tools

Tool	Mallet, wooden or rubber.
Purpose	For striking another tool or peg.
Use at Forest School (activity ideas)	To strike a bill hook edge when making tools. To secure a peg into the ground when erecting a shelter.
Safety Equipment or Design Feature	The rubber mallet has a rubber handle to aid comfort in the hand and avoid splinters.
PPE	A work glove may be worn on the hand not holding the mallet.
Adult : Child ratio	Age / experience and dynamic of the individual group dependent. 1 – 1 in early years increasing in older years when confident and competent.
Transporting	Carried with the mallet being held down by the side of the body. When transporting a tool, a person may only walk.
Working Space	Maintain the ‘blood bubble’ especially above and below (a clear area around each person at least an arm’s length plus two tool lengths,)

Body Stance	Kneeling in the 'respect position'.
Method of Use	<p>Two people working together to split wood using a mallet and bill hook. Agree on a word to indicate that the bill hook is ready to be hit by the mallet. E.g., 'hit' or 'strike'. Only use the mallet when the agreed signal has been spoken. Strike once and wait for the next verbal signal.</p> <p>An individual using the mallet to drive something, a peg for example, into the ground. Hold the mallet in the dominant hand. Hold the peg to be driven into the ground in the gloved non dominant hand. Ensure the peg is still and stable. Strike the peg once. Ensure the pegs position and stability is acceptable. Repeat process until the peg has reached the required depth.</p>
Checking	The mallet head and handle should be checked before and after each use for signs of damage. Ensure that the head and handle are securely attached and has no splits, cracks or splinters (if wooden).
Cleaning	Wipe down with a cloth if any obvious debris is visible.
Maintenance	No specific maintenance required except regular function check.
Storage	Store in the locked tool box along with the other tools.

Procedures – Using Hand Tools

Tool	Secateurs
Purpose	Cutting and pruning.
Use at Forest School (activity ideas)	Cutting green wood for crafts such as willow weaving.
Safety Equipment or Design Feature	Blade lock to ensure the blades are locked shut after use.
PPE	Work gloves may be worn.
Adult : Child ratio	Age / experience and dynamic of the individual group dependent. 1 – 1 in early years increasing to 1 – 2
Transporting	Only to be carried with the blades locked together. Carry holding the handles with the blades locked together held down by the side of the body. When transporting a tool, a person may only walk.
Working Space	Maintain the ‘blood bubble’ (a clear area around each person at least an arm’s length plus two tool lengths)

Body Stance	<p>Kneeling in the 'respect position' if being used at ground level.</p> <p>Feet shoulder width apart, one foot in front of the other to give a stable base if cutting higher up off the ground.</p> <p>Sitting on a stable seat holding the wood with the non- dominant hand across to the dominant hand side of the body.</p>
Method of Use	<p>Approach the branch to be cut.</p> <p>Unlock the blade lock.</p> <p>Hold the branch to be cut with the gloved non-dominant hand.</p> <p>Ensuring that fingers holding the wood are well clear of the blades, squeeze the handles together in a fluid movement.</p> <p>Put the branch down.</p> <p>If the blades have not already locked themselves together, put the safety lock on before attending to the cut branch.</p>
Checking	<p>The blades should be checked before and after each use for signs of blunting / rust.</p> <p>The handles should be checked to ensure that they are not loose and have no cracks.</p> <p>The safety lock should be checked to ensure that it is working.</p>
Cleaning	<p>After each use the blades should be wiped down with a thick cloth.</p>
Maintenance	<p>The blades and moving parts should be oiled occasionally to prevent rusting.</p>
Storage	<p>Store in the locked tool box along with the other tools.</p>

Procedures – Using Hand Tools

Tool	Hand / palm drill
Purpose	Drilling holes in wood.
Use at Forest School (activity ideas)	Drilling holes in order to hang an ornament or to tie something together, e.g. a wooden book cover.
Safety Equipment or Design Feature	Smooth, rounded handle to prevent splinters.
PPE	A work glove can be worn on the hand holding the wood.
Adult : Child ratio	Age / experience and dynamic of the individual group dependent. 1 – 1 in early years increasing in older years when confident and competent.
Transporting	Only to be carried with 'bit point' pointing down and backwards. Carry with the tool held down by the side of the body. When transporting a tool, a person may only walk.
Working Space	Maintain the 'blood bubble' (a clear area around each person at least an arm's length plus two tool lengths)

Body Stance	<p>Kneeling in the 'respect position' if being used at ground level.</p> <p>Feet shoulder width apart, one foot in front of the other to give a stable base, if the tool is being used higher up off the ground.</p>
Method of Use	<p>Mark a centre place where you want the hole to be. Place the wood to be drilled on a flat, solid, stable surface such as a wooden stump.</p> <p>Take the drill bit in the dominant hand and hold the wood with the gloved hand.</p> <p>Ensure the gloved hand is a clear distance away from the drill bit.</p> <p>Push the point of the drill bit into the mark and rotate the handle clockwise until the required depth has been achieved.</p> <p>Remove the drill bit from the wood.</p>
Checking	<p>The drill bit should be checked before and after each use for sharpness and rusting and to ensure that it is attached securely to the handle.</p> <p>The handle should be checked to ensure that it has no splits, cracks or splinters.</p>
Cleaning	<p>After use the bit should be wiped clean with a damp cloth.</p>
Maintenance	<p>Occasionally oil lightly to prevent rusting.</p>
Storage	<p>Store in the dedicated 'hand drill box' in the locked tool box along with the other tools.</p>

Procedures – Using Hand Tools

Tool	Loppers
Purpose	To cut larger thickness of wood.
Use at Forest School (activity ideas)	In order to remove low level branches that may cause a health and safety hazard.
Safety Equipment or Design Feature	Extendable handles to allow for greater reach.
PPE	Work gloves can be worn by the person holding the branch.
Adult : Child ratio	Age / experience and dynamic of the individual group dependent. 1 – 1 in early years increasing to 1 – 2 in older years if two people are working together.
Transporting	Carry holding the handles with the blades closed together, held down by the side of the body blades pointing backwards. When transporting a tool, a person may only walk.
Working Space	Maintain the ‘blood bubble’ (a clear area around each person at least an arm’s length plus two tool lengths) unless two people are working together.
Body Stance	Legs shoulder width apart, dominant foot in front of the other to create a solid base.

<p>Method of Use</p>	<p>When two people are working together. Approach the branch to be removed. Agree a verbal signal for when the branch should be cut, i.e. 'cut'. Identify a place along the branch where the cut should be made. One person to hold the branch, well away from the identified cut place, with two hands separated along the length of the branch in order to be able to hold it securely once it has been cut. The lopper user places the opened blades around the branch ensuring that they are not standing directly underneath the branch. The branch holder calls the signal to cut when they are confident that they have a good grip. The lopper user brings the handles together in a smooth fluid movement, cutting the branch from the tree.</p> <p>When one person is working alone. As above but ensuring that there is a clear fall area for the branch.</p>
<p>Checking</p>	<p>The blade should be checked before and after each use for signs of blunting / rust. The handles should be checked to ensure that they are not loose and are not damaged.</p>
<p>Cleaning</p>	<p>After each use the blades should be wiped down with a thick cloth.</p>
<p>Maintenance</p>	<p>The blades and moving parts should be oiled occasionally to prevent rusting.</p>
<p>Storage</p>	<p>Store in the locked tool box along with the other tools.</p>

Procedures – Using Hand Tools

Tool	Flint and steel
Purpose	Making a spark to start a fire.
Use at Forest School (activity ideas)	Fire lighting.
Safety Equipment or Design Feature	Non slip handle.
PPE	None.
Adult : Child ratio	Age / experience and dynamic of the individual group dependent. 1 – 1 in early years increasing in older years once competent and confident.
Transporting	Carry in water tight tin held down by the side of the body. When transporting a tool, a person may only walk.
Working Space	Arm's length.
Body Stance	Kneeling on one leg, 'respect position', ensuring that the toes on the foot of the kneeling leg are curled under to allow the person to step back from the fire immediately.

Method of Use	<p>Gather fuel for the fire in size order; cotton wool or other tinder, small twigs and sticks increasing in size.</p> <p>Holding the handle of the steel firmly over the cotton wool or other tinder.</p> <p>Draw the flint down the length of the steel with a slight flicking action in order that the sparks it creates catch on the tinder.</p>
Checking	<p>The flint and steel will wear away with use.</p> <p>The handle should be checked to ensure that is securely attached to the working parts of the tools.</p>
Cleaning	<p>Wipe clean if necessary.</p>
Maintenance	<p>Keep clean and dry.</p>
Storage	<p>Store in the dedicated 'fire box' in the locked tool box along with the other tools.</p>

Campfire Procedure.

“My fire squirmed and struggled as if ill at ease...the flames, now rushing up in long lances, now flattened and twisted on the rocky ground, roared as if trying to tell the storm stories of the trees they belonged to, as if the light given out was telling the story of the sunshine they had gathered in centuries of summers.”

John Muir. Father of the National Parks

Why do we have campfires at school?

Campfires are magical. Ever since we first discovered we could manipulate fire, it has been used to dispel the unknown maleficence of the dark and has become a symbol of security and power. Fire is used to cleanse, protect, cook, comfort and deepen friendships. It is used in ceremonies and stories have been told in its flickering light throughout time. Many of us have lost our deep connection with fire, but it springs back into being the moment we sit quietly around a campfire, contemplating its dance.

Safety First

Fires can be dangerous. In order that a positive Risk / Benefit ratio is achieved, everyone who works with the fire will be familiar with and abide by our Campfire Risk Assessment.

What will the children learn from working with campfires?

The Characteristics of Effective Learning are most often associated with Early Years, however the need to develop these characteristics does not stop as children progress through the different Key Stages. They are the building blocks of learning. They are not necessarily concerned with what the children learn but how the children learn. They do not deal in specific learning objectives, rather the attributes required to enable a child to be a self-motivated, interested, lifelong learner.

Please see the Characteristics of Effective Learning section in relation to campfires.

NB: The word ‘play’ is used in the COEL. We do not ‘play’ with fire at Stanley Grove: we work with it.

Procedures – Camp fires

<p>Pre fire considerations.</p>	<p>Weather conditions.</p> <ul style="list-style-type: none"> • Wind speed and direction. <p>Purpose of the fire.</p> <ul style="list-style-type: none"> • Fires use resources and have an ecological impact. Is the fire justifiable? <p>Ecological impact.</p> <ul style="list-style-type: none"> • Evaluate the amount of dry, dead wood before having a fire. • Collect only the minimum amount required for any given fire. Dead wood is important in woodland ecology. It provides homes for mini beasts and beds for fungi, so a lack of it is bad for any woodland habitat. • Reserve specific areas for dead wood conservation. <p>Fire site.</p> <ul style="list-style-type: none"> • Fires alter the pH of the soil which can be harmful to some plants. Guard against this. • Fire can travel underground to roots even after appearing to be extinguished and can reignite. Ensure this is prevented. • Fires should be lit only on parts of the site that aren't particularly ecologically interesting or unique.
<p>A safe site for a campfire</p>	<ul style="list-style-type: none"> • In a clearing at least 5m away from overhanging branches. • The ground is cleared of any leaves, twigs and other woodland debris until the soil is reached. The fire will be lit within a 'hot zone', a fire safety area marked out with stable logs. • A seating circle, using logs for sitting stools, may be built at least 1.5 meters away from the fire, <p>At Stanley Grove we have a permanent marked out fire pit with log circle.</p>
<p>Safe behaviour</p>	<ul style="list-style-type: none"> • No one will enter the fire safety area without

<p>around a campfire</p>	<p>being invited to do so by an adult.</p> <ul style="list-style-type: none"> • No hot, burning or smouldering wood will be moved outside the 'hot zone' • There will be no running around the fire circle. Nothing can be brought into the fire safety area unless an adult authorises it first. • Nothing is thrown onto a fire. • No plastic or flammable liquids are to be used around the fire. • If you wish to move around the fire to a new seat you must walk outside the seating circle. • If the 'stop immediately' signal is called, everyone must Stop! Immediately! • Singing is an essential ingredient of a good campfire.
<p>Wood collection for a fire</p>	<ul style="list-style-type: none"> • Can be undertaken by everyone. • It should be sorted into equal thicknesses; very dry needle sized material to be used as tinder to catch light with a spark, match stick sized for kindling, thumb and wrist sized to build the fire once it is burning well. • Sticks which are carried should be shorter than the child's arm length and no thicker than their wrist. They should be encouraged to be aware of how close they are to other people. • Longer sticks can be dragged or carried between two people. • Sticks should not be snapped off living trees.
<p>Setting the fire</p>	<ul style="list-style-type: none"> • Can be done by the adult and the children under direct supervision. • There are several ways to set the fire, all have merit and should be considered. • If a flint and steel is being used to light the fire you should be aware that there will probably be movement and disruption to the wood as the steel is struck.
<p>Second check immediately before lighting the fire</p>	<ul style="list-style-type: none"> • Make sure all long hair is tied back. • No loose flammable clothing is being worn. • All safety equipment, fire blanket, water and sand is in place. • The fire safety area is clear.

	<ul style="list-style-type: none"> • The wind is not too strong. • Everyone present is following instructions and behaving appropriately.
The safe lighting of a campfire	<ul style="list-style-type: none"> • 1:1 adult : child ratio. • The wood will be sorted into size order with the tinder in a pile in the middle of the hot zone. • If using the flint and steel, the steel is struck close to the tinder until it is ignited by a spark. • Slowly, larger pieces of wood are added until the fire is burning well.
To safely manage and maintain a campfire	<ul style="list-style-type: none"> • An adult will be responsible for it at all times and the fire will never be left. • Children can 'feed the fire' under direct supervision of an adult, by 'placing', not throwing, the sticks onto the fire. • A blow tube may be used as bellows to introduce more air / oxygen to a dying fire by a suitably experienced person, who will ensure that there is no one at the other side of the fire who might be in the line of any hot ash / smoke. • The fire will be managed to ensure the flames never reach higher than the adult's knees or break through the set wooden boundaries. • The fire will only be burned long enough to complete the set task in order to prevent unnecessary burning of wood.
Safely extinguishing a campfire	<ul style="list-style-type: none"> • Will be undertaken by the adult or with a 1:1 adult to child ratio. • The fire will be extinguished by removing one or more of the elements required for the fire to burn; fuel, heat, oxygen. • The fire will have been allowed to burn itself out as far as possible. • The ash will be spread out around the fire pit to more quickly reduce its heat. • Water or sand will be poured over the ashes from a height of no more than 30 - 40cm so ash doesn't fly around.
In order to leave a	<ul style="list-style-type: none"> • The fire must be completely extinguished

<p>permanent campfire site safe</p>	<p>and cooled.</p> <ul style="list-style-type: none"> • The area must be cleared of any debris that might pose a reigniting hazard. • If turf has been removed to make the pit, as at our school, it should be replaced and firmed into place. • At Stanley Grove the wooden seating and logs used to mark the 'hot zone' can be left in situ, at other sites it might be more appropriate to move them once they are completely cooled.
<p>In order to remove evidence of a temporary fire</p>	<ul style="list-style-type: none"> • Allow the fire to burn as much of the wood and charcoal as possible, then it should be completely extinguished and allowed to cool. • If the ground is baked hard it should be broken up with a stick and more water added so it can seep into the ground. • The cold, wet charcoal from the camp fire should be spread around the immediate area. • The site of the fire should then be covered with the material you cleared when preparing the site for the fire. • If turf has been removed to make a fire pit, it should be replaced and firmed into place. • All logs used to mark out the site should be taken back to where they came from after ensuring that they have not been touched by the fire.

Hygiene Procedures.

As the majority of our sessions will be held on school premises during school hours, we will have access to toilets. However, we will take soap and water for hand washing prior to snacks to the camp site so we don't have to go back into school.

Eating and Drinking

- Nil by mouth while exploring the woodland, unless an activity such as blackberry picking has been planned.
- Children will be reminded not to put their fingers or hands in their mouths or noses.
- Children will wash their hands with either water and soap (or wipes if off the school site) before having snacks.

Toileting

All children will be expected to go to the toilet before leaving the school building.

The main school building has a key pad entry system and the Garden Room is often used for meetings so an adult will be required to go with the child to unlock doors.

For off-site sessions without toilet facilities, the following procedures will be followed.

- Everyone to use the toilet before leaving school.
- A suitable toilet location will be identified in advance of the session which will provide privacy and a toileting bag will be placed there.
- The group may be introduced to wild toileting, if so they will be encouraged to use a trowel to bury faeces, or they may go to the toilet onto newspaper which will then be collected in a paper bag and burnt on the fire at the end of the session or carried back to school and disposed of.
- The emphasis will be on discretion and encouraging children to do as much as possible independently.
- If a guardian/carer/parent who knows a child is not available to help with their toileting, they will be supported by two DBS checked members of staff.

- Hand washing facilities should be available but if this is not possible wet wipes and cleaning gel can be used. All wet wipes should be placed in bags and disposed of off-site.

Off-site toilet kit contents:

- Toilet paper
- Wet wipes and cleaning gel
- Nappy bags
- Small trowel
- Tarpaulins to make a modesty screen
- Spare pants and jogging bottoms if younger children are in attendance.

Behaviour Procedure

The Forest School sessions will adhere to the schools behaviour policy. In addition the ethos and objectives of Forest School will be upheld.

Forest School aims to promote:

- Self-esteem.
- Confidence.
- Awareness of one's own abilities and limitations.
- Respect and care for oneself, other people and the natural environment.
- Co-operation.
- Non-violent communication.

Forest School Ground Rules will be discussed and agreed upon with all members of the group during the first session.

- These should include:
 - Respect for oneself, each other and the environment.
 - Listening carefully to instructions when they are given.
 - No physical or verbal violence.

Consequences of breaking the rules should be clearer stated and agreed upon.

Behaviour expected from FSL, staff and volunteers.

- Being a positive role model especially in terms of respecting each other and
- the environment.
- Encouraging and demonstrating caring and nurturing behaviour.
- Have a common sense approach to safety.
- Avoid coercive or manipulative behaviour management based on negative messages. This style of behaviour management damages morale, motivation and self-esteem and is at odds with the ethos and objectives of Forest School.

Encouraging Positive Behaviour

While it is useful to have background knowledge of a child's behaviour in class, they will be welcomed to the Forest School sessions with a 'clean slate'. The Forest School movement doesn't believe that any child is inherently naughty and believes that the greater freedom, trust, practical skill development and physical nature of the activities undertaken will allow a child

to engage in a positive and enthusiastic manner avoiding the need to make poor behaviour choices.

We will use circle time to reiterate the importance of treating people as you would like to be treated. Each child will have the opportunity to speak while everyone listens, by holding the talking stick. They will be encouraged to say how they wish to be treated and have the opportunity to listen to the feelings of others. The aim is that once they understand one another better they will become more supportive and cooperative.

If a situation arises that threatens the safety of an individual or the group, it should be verbally de-escalated as soon as possible. The exact nature of how this happens will depend on many things but might include the following steps:

- Establish the facts of the incident and recount it in simple language and without judgement. If possible mutually agree on these.
- Remind the children involved of any guidelines they have not followed
- Inform the school office and call for help if needed.
- Listen to the child/children involved, gently removing them from the group if necessary.
- Give space and time for them to calm down.
- When the situation is more relaxed, ask about how they feel about the incident, empathise with them to help them to express themselves and take responsibility for their feelings and actions.
- Ask them to imagine how they think their behaviour has affected everyone.
- Help them establish what their needs were at the time and how they were not being met.
- Discuss what their needs are now and encourage them to consider the needs of everyone else present.
- Help them to express any requests they might have in clear and positive language. These can be requests of themselves, others, situations or of the environment.
- Encourage discussion of more positive strategies to manage similar situations without resorting to unhelpful behaviours.
- Monitor the child's behaviour and create a risk assessment if the behaviour warrants this. A higher staff : pupil ration might be required to support the child at Forest School depending on the situation.

Physical intervention will only ever be used in order to avert immediate danger to someone. Any occasion where physical intervention is used will be recorded in an Incident Report and parents/carers will be informed on the same day as the incident.

Emergency and Serious Incident Procedures.

The majority of our sessions will be held on the school site and we shall follow Stanley Grove's First Aid and Emergency and Serious Incident procedures. The following policy, which pertains particularly to Forest School, includes holding the session off site.

Summoning help.

- The FSL will have a charged phone with them at all times with the school office, school secretary and head teacher's number in the contact list.
- The strength of the telephone signal will be ascertained on a pre-session visit.
- When on the school site we will have a red triangle with either 'Field' or 'Wildlife Area' written on them with which a child can summon help if we are unable to contact school on the telephone. They will knock on the window of the Early Years Unit as the main school has key pad codes on the doors and may be locked. If there is no answer there or in the Early Years playground, they will go to the back door of Class 6.
- If off-site the school the FSL will have the address, post code, grid reference and the camps location in the woodland.
- The school will have the FSL's mobile number.

First Aid

Follow Stanley Grove's First Aid Policy and Procedures document.

- Any illness or injury to be treated by a qualified first aider.
- Check D-R-A-B-C and administer first aid.
- Remove others in group from the situation, ensuring they are safe.
- Notify the school office and if necessary call for further assistance, or notify emergency services.
- Have attendees (including staff and volunteers) medical details available in medical bag.
- School will notify parents/guardians/family as appropriate.
- An accident form must be completed for all accidents, however minor, and a copy kept in school and one sent home with the child.
- All accidents at Forest school are to be reported to the head teacher.

Missing Child

It is extremely unlikely that a child will go missing during a Forest School session held on the school site as the site is secured with locked gates.

If the session is held offsite follow the school's policy for a missing child including the following considerations for Forest School.

Preventative measures

- The session boundaries will be chosen, clearly marked and made known to everyone in the group.
- A head count will be done at the beginning and end of the day and after every activity that involves splitting the group up.
- The group will be made aware of and practice the 'stop and go back to base' signal.
- The group will practice shouting 'I'm here!' in response to the 'this is not a game, come out' call.
- We encourage a collective responsibility for each other's safety and concerns about someone's whereabouts should be reported immediately.

If there is a concern that a child has gone missing:

- Everyone will be immediately called back to base.
- A head count will be undertaken and the missing child determined.
- The time will be noted.
- The FSL must ensure the safety of remaining pupils. At least two adults must stay with them at all times.
- One or more adults should immediately start searching for the missing child, calling and whistling.
- If the missing child is not found within 5 minutes, the FSL must contact school and they will contact the emergency services and give the groups location, grid reference and FSL's telephone number.
- School will liaise with the police about contacting the parents/carers.
- Leaders must write down a description of what the missing child was wearing, any distinguishing features and any medical or special needs.
- Any information on their last known location and time should be noted.
- It is important to ensure that all the other safety checks are not forgotten upon leaving the site. Fire extinguishing and tool check lists should be completed.
- Any enquiries from the press or other persons should be referred to the head teacher.

Stranger or Uninvited Person

This is not a situation we should ever encounter during a Forest School session held on the school site as the site is secured with locked gates.

- Gather all the children and staff together.
- Challenge intruder, asking them to leave immediately.
- If in any doubt as to the safety of the situation, one person to discreetly call school or the emergency services.
- Inform the school office and Child Protection Liaison Officer.
- If a child is involved the police must be called, and the child/children involved are to be removed from situation and made to feel safe.
- Parents/guardian should be briefed by Forest School Leader or other in accordance with advice of the Police as soon as possible.

Death or Serious Incident

- Follow First Aid procedures.
- Remain with casualty and remove others in group from the situation, ensuring they are safe.
- Immediately notify school office.
- School to inform emergency services, specifically the police.
- The police will notify the parents/guardians/next of kin.
- Record the details of the incident as soon as is practicable.
- Gain advice on follow up from the police.
- Report to RIDDOR and Ofsted.

Characteristics of Effective Learning		
Campfires. Including preparation, building, lighting, managing and extinguishing.		
<u>Playing and Exploring</u> <i>Engagement</i> Finding out and exploring - Showing curiosity about objects, events and people - Using senses to explore the world	<u>Active Learning</u> <i>Motivation</i> Being Involved and concentrating - Maintaining focus on their activity for a period of time - Showing high levels of energy, fascination	<u>Creating and Critically Thinking</u> <i>Thinking</i> Having their own ideas - Thinking of ideas - Finding ways to solve problems - Finding new ways to

<p>around them</p> <ul style="list-style-type: none"> - Engaging in open-ended activity - Showing particular interests <p>Playing with what they know</p> <ul style="list-style-type: none"> - Pretending objects are things from their experiences in play - Taking on a role in their play - Acting out experiences with other people - Be willing to 'have a go' <p>Initiating activities</p> <ul style="list-style-type: none"> - Seeking challenge - Showing a 'can do' attitude - Taking risk, engaging in new experiences, and learning by trial and error 	<ul style="list-style-type: none"> - Not easily distracted - Paying attention to details <p>Keeping on trying</p> <ul style="list-style-type: none"> - Persisting with activity when challenges occur - Showing a belief that more effort or a different approach will pay off - Bouncing back after difficulties <p>Enjoying what they set out to do</p> <ul style="list-style-type: none"> - Showing satisfaction in meeting their own goals - Being proud of how they accomplished something, not just the end result - Enjoying meeting challenges for their own sake rather than external rewards or praise 	<p>do things</p> <p>Making links</p> <ul style="list-style-type: none"> - Making links and noticing patterns in their experience - Making predictions - Testing ideas - Developing ideas of grouping, sequences, cause and effect <p>Choosing ways to do things</p> <ul style="list-style-type: none"> - Planning, making decisions about how to approach a task, solve a problem and reach a goal - Checking how well their activities are going - Changing strategy as needed - Reviewing how well the approach worked
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