



Forest School Information, policies and procedures handbook. September 2017

Pupils are supported well in their emotional growth and develop self-reliance through activities such as the 'forest school', where they learn a range of skills through activities in the school grounds." Ofsted March 2013.





Building Foundations Together
for a Bright Future

Buxton Primary Forest School



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Introduction to Forest Schools.

Pupils are supported well in their emotional growth and develop self-reliance through activities such as the 'forest school', where they learn a range of skills through activities in the school grounds." Ofsted May 2013.

What is Forest Schools?

The ethos of Forest school is based on a fundamental respect for children and young people and their capacity to investigate, test and maintain curiosity in the world around them. It believes in children's right to play; the right to access the outdoors (and in particular a woodland environment.); the right to access risk and the vibrant reality of the natural world; the right to experience a healthy range of emotions, through all the challenges of social interaction, to build resilience that will enable continued and creative engagement with their peers and their potential.

Forest school is based more on the process of learning than it is on the content - more on the how than the what.

This means that genuine forest school practice steps boldly out of the shadow and limitation of planned activities and ventures collaboratively into the realms of the unplanned, unexpected and ultimately unlimited. Children and young people are given encouragement to direct their own learning- this often requires catalyzing on the part of the forest school leader either through stimulating play in the outdoors or through scaffolding a child learning, but mostly through simply observing how children are in the outdoors.

Significantly, and on many levels, a woodland environment is central in supporting this very dynamic approach to learning ;the passage of time from the changing of the seasons, to the contemplation of an ancient tree; the dynamic nature of an outdoor environment-an infinite source of smells, textures, sounds and tastes; a range of visual stimuli from near to far, high to low, very big to very small; and the infinite layers of historical, cultural, spiritual and mythological significance that speak of our deep relationship with trees and woodland through the ages.

(Above extracted from FSTC)



At Buxton Primary School the focus of Forest Schools is firstly, to develop children's collaborative working skills, self esteem, confidence and practical skills, which can then be transferred to the classroom. Secondly, to make learning practical, fun and enjoyable so that children develop an enjoyable attitude towards school and learning.

Provision.

At Buxton Primary School, we aim to offer every child the experience for 1 ½ hours per week, for at least a term or equivalent over their school year. This will be rotated to give children the opportunity to experience the changing seasons. In addition to Forest schools we encourage outdoor cross curricular learning throughout the school.

Communication.

To enable the successful operating of Forest Schools, key stakeholders (Head teacher, Governors, Parents) will be informed of the aims, objectives and outcomes in a variety of ways periodically throughout the year.

Environmental Impact

At Buxton Primary School we aim to teach children about caring for the environment in a variety of ways from creating habitats to using non-native species for craft activities. There is a woodland management plan in place, with objectives to minimise the impact of activities on the site. We aim to balance the benefits the woodland provides the children with care for the environment.



Forest School Rules.

In the first Forest School session, children become involved with the setting and understanding of the Forest school rules to ensure their safety. At the beginning of every session a quick recap of the rules is reinforced by the children.

Green Guidelines

Walk within the Forest School Area

Keep everything out of your mouth

Stay within the boundary

Kneel near the pond

Do not throw anything

Drag sticks behind you

Care for nature

Ask an adult before you use an tool and follow the tool rules

Have FUN!

Always wash hands following a session.

It is important that the adults involved try to help children understand the importance of these rules, and support children in understanding that Forest School will become too dangerous if these rules aren't followed, which may mean that Forest School sessions have to end.



Staff and helpers at Forest Schools.

Jo Buchanan Forest School Leader (Class Teacher)

Forest School OCN Level 3 in Forest School Leadership
First Aid in the Outdoors (2 Day)

Amanda Haslam- Forest School Leader

Forest School OCN Level 3 in Forest school Leadership
First Aid in the outdoors (2day)
Challenging behaviour in the outdoors Level 3 OCN

Other Staff

Who have been trained as OCN Level 1 Forest Schools assistants:

Belinda Hannant (Teaching Assistant)

Gail Swann (Teaching Assistant) Paediatric First Aid trained + 4 day First Aid trained Sept 2013.

Lisa Fruish (Teaching Assistant)

Rebecca Weir (Teaching Assistant) 4 Day Intensive First Aid trained.

Julie Pound (Teaching Assistant) Paediatric First Aid Trained

Jolanda Ayling (Teaching Assistant) Paediatric First Aid Trained

All Teachers and Teaching Assistants received a Twilight Training Session on the Key principles of Forest Schools and its' purpose delivered by Birchwood Learning on 5th October 2016

Forest Schools is carried out with an adult to child ratio of at least 1:6, but additional adult support will be provided where appropriate for children who have disability or SEN needs. When using tools, a definitive adult to child ratio is determined, please see section on tool policies. A separate activity risk assessment will be carried out for each activity, when any hazards associated with that activity are at risk of causing harm, ratios for each activity will be determined by the type of activity, the competence of the children and the level of risk involved. All staff and helpers supporting the Forest School leader are DBS checked and many of the support staff has completed level 1 forest school training. All Staff are first aid trained and Mrs Buchanan and Mrs Haslam have completed a specific outdoor Forest School first aid qualification. All staff and adults involved in Forest Schools, are required to sign and date a form to show that they have read this handbook, appropriate risk assessments and understand to comply with the safety guidelines.



Health and Safety.

At Buxton Primary School, the health and safety of the children, staff and visitors is our primary concern. The following policies within this handbook are in addition to the main school policies and do not replace them. They are the minimum requirements for the safe running of Forest Schools.

Forest Schools is held on the school premises, within the nature area, and is attended by children from the school. It is covered by the Norfolk County Councils School's liability Insurance, which also covers the main school. Insurance Policy number : QLA-09AC02-0013.

The forest school leader is responsible for the safe running of Forest Schools therefore, has a duty of care for the children. However all adults are required to take all reasonable steps to ensure children are safe. Before a session commences all staff involved in the sessions have access to activity plans and risk assessments associated with the activities.

Site Risk Assessment

Before a site is used a risk assessment will be carried out by a Forest School Leader. The site risk assessment will be approved by Miss D Leahy (Headteacher) and updated as and when there are any permanent or seasonal changes to the site which are not recorded on daily site assessment below.

Daily site risk assessment -

A daily site risk assessment (safety sweep) will be carried out before the site is used to ensure that there are no changes to the site which could cause harm. This should be taken with extra caution following high winds and other bad weather. It should be carried out by the forest school leader who will make the decision whether PPE should be worn when carrying out checks. Following the daily site risk assessment the FS leader will carryout anything that is needed to make the site safe (e.g. remove any hazards, mark off any unsafe areas). At the same time will consider specific circumstances which make it appropriate to cancel a Forest School Session.

Activity risk assessment - When planning activities for Forest Schools, any hazards associated with that activity, that are at risk of causing harm, should be considered. These should be recorded on an activity risk assessment with suitable control measures taken to control and minimise the risk. Due to the nature of Forest Schools the children may come up with a new activity during a session and therefore reasonable steps will be taken to ensure the activity is safe. An activity risk assessment form will be completed asap following that session.



First Aid.

A small First aid kit is accessible to the adults. In addition to this a **full emergency bag is on site and can be found in The Base camp area.** Access to the emergency bag is permitted only to the Forest School Leader and other teaching assistants not to volunteers, visitors or children.

The Emergency Bag contains the following;

- First Aid Kit (see contents in column right)
- Burns Kit (cling film/scissors/latex gloves)
- Survival bivvy bag
- Blanket and Roll mat
- Fire blanket
- Torch.
- Small tarp.
- Tissues and paper towels in plastic bag
- Hand wash gel
- Baby wipes
- Fresh water in container
- Spare socks, waterproofs/trousers and hat (size appropriate for group)
- Sugary snack.
- Emergency action plan and incident book.
- Casualty monitoring card.
- Emergency 999 script.
- Sun cream (with opened date recorded on)

Full First Aid kit will contain

- instant ice packs
 - antiseptic wipes
 - eye irrigation solution sachets
 - jumbo plasters
 - medium plasters
 - small plasters
 - triangular bandages
 - large self-adhesive wound dressings
 - small self-adhesive wound dressings
 - crepe bandages
 - pairs of protective gloves
 - eye pads
 - roll micro pore tape
 - CPR face shield
 - Foil Blanket
- The forest school leader will ensure this is adequately stocked and replenished.

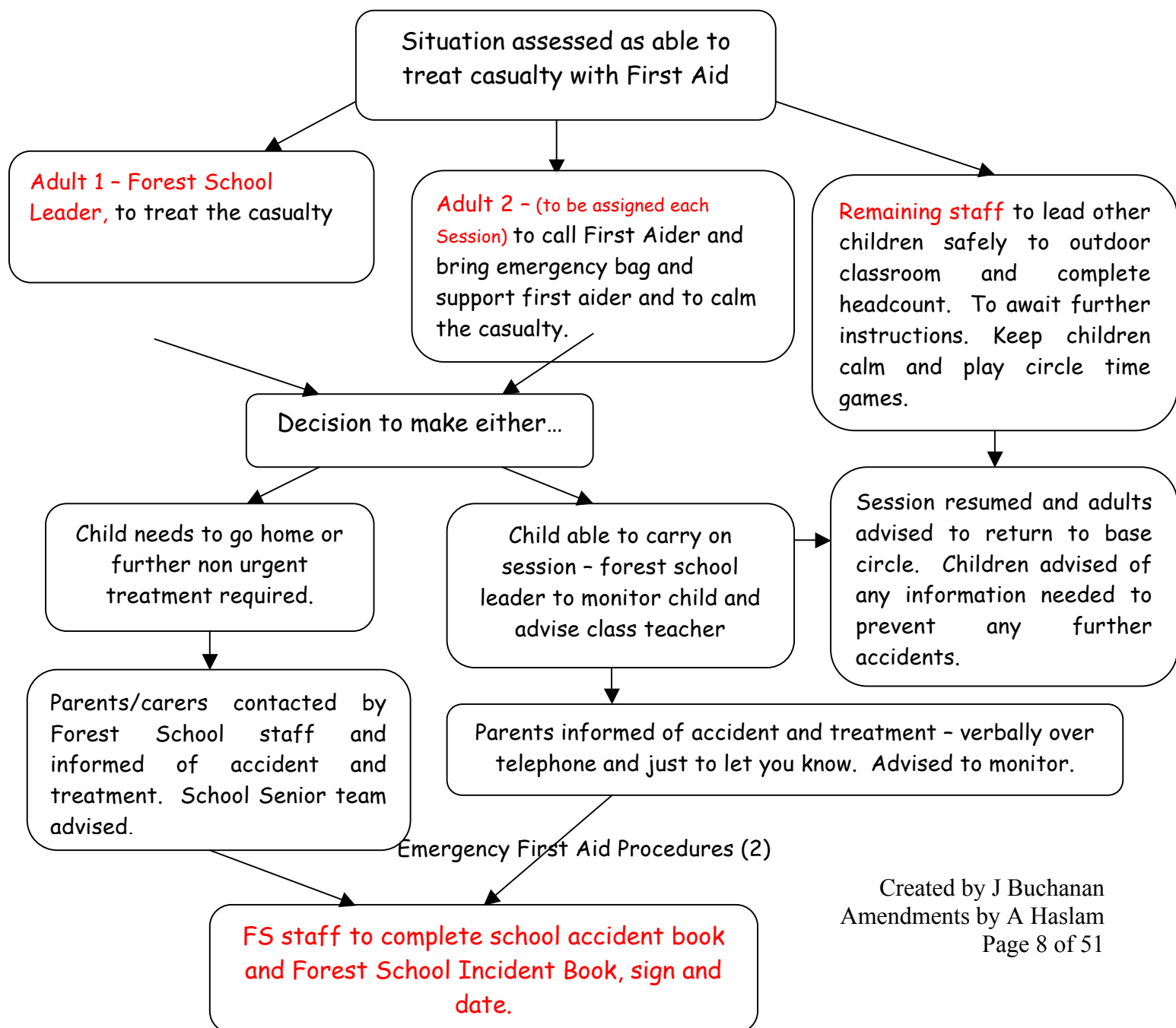
In addition to this a summary of medical information relating to each child and/or specific care plans are carried by the FS leader. Doors to the school are unlocked to ensure that full access is available to any medication required (e.g. inhalers, epi-pens). Staff will be advised of any specific medical information they should be aware of. The leader will also ensure a mobile phone and walkie talkie are available in the area during each session.



Emergency First Aid Procedures (1)

In the event of an emergency the following will happen;

- Emergency Whistle blown
- Children advised of tools down by other adults in surrounding areas and to await further instructions.
- Forest School Leader to assess situation and remove any hazards.

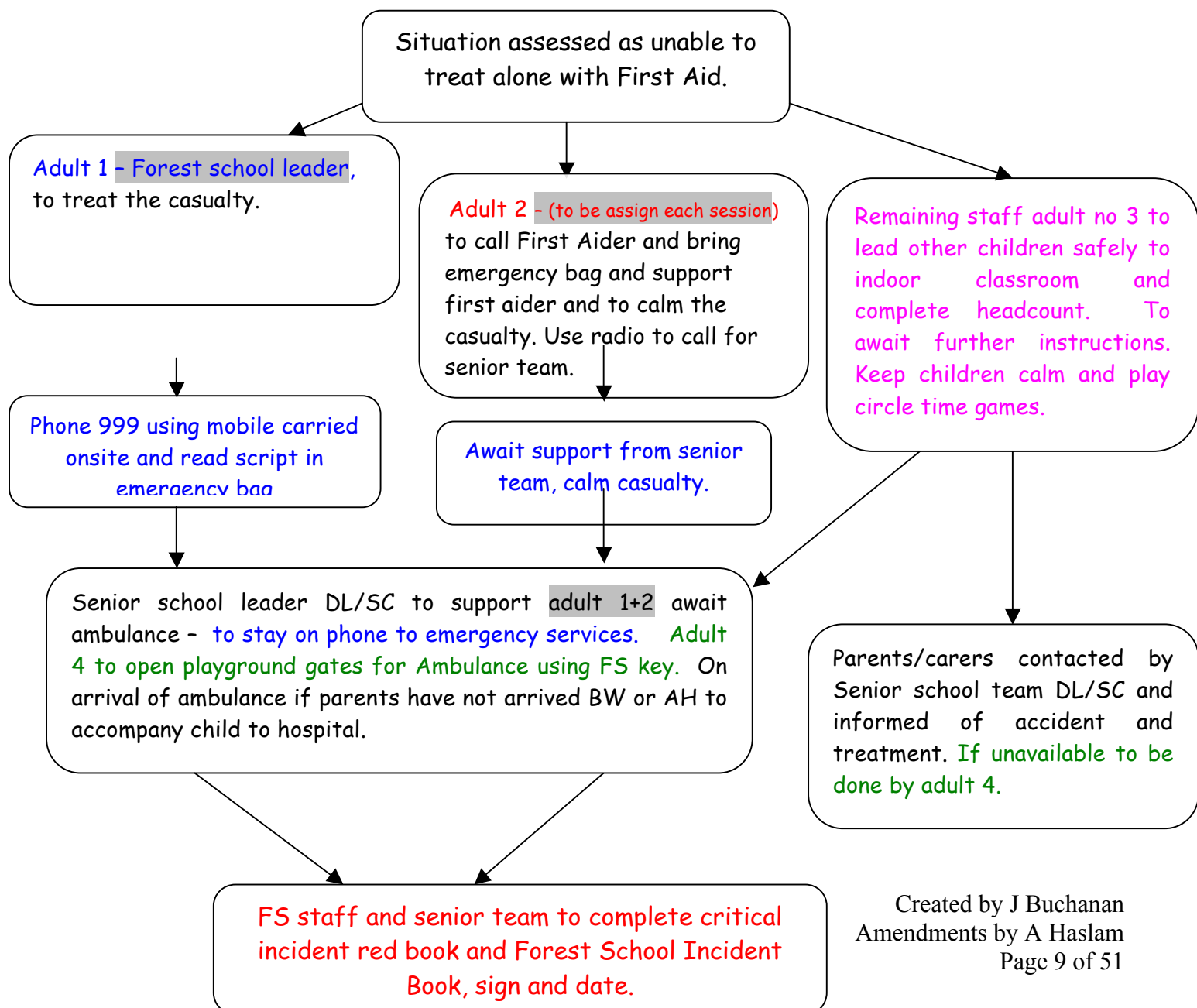


Emergency First Aid Procedures (2)



In the event of an emergency the following will happen;

- Emergency Whistle blown
- Children advised of tools down by other adults in surrounding areas and to await further instructions.
- Forest School Leader to assess situation and remove any hazards.





Daily Operating Procedures.

What to do before the session;

Before a session takes place the Forest School Leader will carry out a daily risk assessment of the area and will take any necessary action to ensure the site is safe before use.

The Forest School Leader will list resources required for the session on the planning. The resources will be checked out by the Forest School Leader using the check list and all tools will be checked before use by the Forest School Leader following the tool policy procedure. All tools and resources are left in locked storage until required for use at the beginning of a session. Sometimes children are encouraged to help carry and transport resources safely to the session.

The Forest School Leader will provide activity risk assessments (see risk assessments) to all staff and volunteers at the session, to ensure that staff and volunteers are aware of any hazards associated with an activity and the measures in place to control the risk. Before the session staff and volunteers will be briefed on the intended structure of the session and their responsibilities.

Transport at the beginning of the session

When on the school site children will be brought to the outdoor classroom after registration by the class adults joining the session be made aware of the ratios. The class adults will advise the forest school leader of any changes in expected numbers. The children will change into waterproofs and appropriate footwear. The beginning of the session will follow a similar pattern each time (coming together time to recap rules and boundaries.

What to do during the session;

It is the responsibility of ALL adults to make on-going risk assessments. Regular head counts are carried out and if there is 'any' doubt the game 1-2-3- where are you is played to bring out children from hiding places. If any child is unaccounted for then the missing child procedure is followed. The adults should follow the roles of the adult guidance (see page 29-30) keeping in mind the purpose for the high adult to child ratio.



Daily Operating Procedures

What to do after the session;

At the end of the session children are called using either the Forest School bird whistle or 1-2-3-where are you game. Children will be encouraged by supporting adults to work together to return resources safely, to a central location, ready for returning to storage. Children will then group in the Forest School seating area, where a head count will take place. A reflection session or game will take place, sometimes followed by a song. Children will be lead to the outdoor classroom to change out of waterproofs. Another headcount will take place before the children leave the outdoor classroom. On the school the class adults will then escort the children back to their classroom.

The remaining staff will stay onsite to gather resources and take back to the locked storage, where they will be checked back in using the check list by the Forest School Leader, who will be advised immediately if any tools/resources are missing and go and check the area.

Evaluation for next session;

During and following a session, Forest School assistants will ensure they provide their observational notes to the Forest School Leader to enable them to plan, according to the children's needs, for the next session.



Cancellation Policy.

Weather conditions;

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

- In the case of high winds of 25mph or more determined by the met office online.
- In the case of extreme temperature determined by a met office amber weather warning.
- In the case of extreme cold of below '0' a session will be cancelled if it is near to this we will ensure children are appropriately dressed, sessions will be made shorter and activities will be planned to ensure children are kept moving.

Staff ratios:

A session may need to be cancelled due to staff illness or other circumstances if this is going to compromise the adult to child ratios. If a staff member is unable to attend a session for any reason they should inform the forest school leader ASAP.

Unfortunately, cancellation decisions may be on the morning of the session, but the forest school leader will endeavour to give as much warning as possible to supporting staff and helpers. In the case of a cancellation, consultation with the class teacher will determine whether an indoor nature or skills related session (such as knot tying and crafts), or an outdoor learning session away from trees if the weather is suitable.



Toileting Policy.

Children will be encouraged to use the toilet before beginning a session, firstly to avoid too many trips during the session and to avoid having to take off all the waterproofs again! Adults and children are advised that tool use will be stopped during toilet visits due to the ratio of staff remaining.

Should a child need to go to the toilet during a session they will enter the building next to fireflies' classroom and use the key stage 2 toilets. If children are able they will escort themselves to the toilet with an adult watching from the forest school gate. If an adult needs to escort a child the forest school leader will be informed.

If in the rare occasion a child should have a toileting accident on site, then the adult and child will advise the Forest School Leader who will advise Adults and children that tool use will be stopped whilst an adult leaves the site due to the ratio of staff remaining. The adult and child can return to the session when they are ready and advise the FS leader so that a usual session resumes.



Parental Consent and confidentiality.

At Buxton Primary School we aim through our confidentiality policy to ensure that staff, parents, governors and pupils are aware of the schools confidentiality policy and procedures and are aware of their responsibilities in relation to it. Any confidential information regarding children/adults is followed in the same procedure as set out in the school's confidentiality policy.

In relation to forest schools, medical information for each child is obtained at the beginning of the school year from the parents/carers and is kept in locked storage, in the schools main office with restricted access. The Forest School leader is given a summarised list of specific medical needs for individual children (e.g. Asthma, Epilepsy, allergies). At the start of the school year parents/carers are provided with information outlining the ethos of Forest School and proposed activities. They are required to sign a consent form to allow their child to participate in Forest Schools. (See appendix) On the consent form as a cautionary measure parents are reminded to advise us if there are any further medical reasons or phobias that could affect their child's well being and experience of Forest Schools. The consent forms are kept in individual files in locked storage once medical information has been summarised onto the Forest School Leaders Form.

All information about individual children is private although specific medical information that could affect a child's well being and safety at Forest Schools is shared with Forest School staff that have a need to know, to ensure the best care and safety for children in our care. A summary of medical information and any medication required is kept in the Forest School Emergency bag at each session. Access to the emergency bag is permitted ONLY to the Forest School Leader and other teaching assistants NOT to volunteers, visitors or children. In between sessions this medical information is kept in locked storage.

Emergency contact information is kept within the school office and can be obtained quickly via radio or dashing into school.



Clothing policy.

Forest School leaders carry items of spare clothing in the kit bags and we are building a bank of spare wellies. As a responsible person, the Forest School leader has the right to exclude any child they think is inappropriately dressed for Forest school activities. Children will be provided with waterproof dungarees or trousers to protect themselves and clothing from the elements. Available is a limited selection of wellies, spare clothing, coats, socks and gloves should the children not have any. However for their own comfort children are encouraged to provide their own extra layers in winter. Some possible items the children could wear:

Winter

- Vest or T-shirt
- Long sleeved top
- Hooded top / fleece or thick jumper
- Waterproof jacket
- Thick socks (thermal or two pairs of thin ones)
- Trousers
- Wellington boots
- Hat, gloves and scarf.

Summer

- Long sleeved T-shirt or top
- Light trousers (Arms and legs must be covered in the woodland)
- Socks
- Trainers, sturdy shoes or Wellington boots. (Sandals, crocs and flip-flops are not suitable.)
- Sunhat

Participants are also responsible for providing and applying their own sunscreen themselves in line with the usual school practice. If insect repellent is required the usual 'administration of medicines' procedure will be followed.



Tool Handling policy

Tool usage

Children will not be using tools until the children are ready in everyway; emotionally and physically. Specific tool policies are in place for each tool that may be used within Forest Schools; these can be found in the appendices. The policies cover specific ratios for tool usage and any PPE required for adults or children whilst using the tools. All tools are initially modelled by the Forest School Leader to children and adults as set in the ratios determined by the tool policy. All Adults participating must receive basic training on the safe use of tools before being allowed to use them with children.

Tool Maintenance

As tools are prepared for the beginning of a session, tool safety checks are completed by the Forest School Leader. If any tools are deemed unsafe for purpose, they are marked with fragile tape and are moved to the designated damaged tools area, in the locked shed so they are not used.

Through safe modeling of tools, in initial 1:1 ratios, children and adults are taught how to check a tool before using as a matter of routine. If they notice a tool is unsafe in any way to use they are taught to use the fragile tape to highlight a tool is unsafe. If they are unable to do this then they are taught to advise an adult so they can mark off the tool as unsafe. Children and adults are taught that if they see a tool marked with fragile tape then they are not to use the tool because it is unsafe to do so.

Following a Forest School session tools are checked back in by the Forest School Leader or adults. Tools are checked against the checking out list to ensure no tools are missing. The Forest School Leader will be advised immediately if any tools/resources are missing. As tools are returned they are cleaned and maintained following the specific tool policy.

Tool rules!!; Children are taught these and they are reinforced at the beginning of each session.

- Ask an adult before you take a tool from the tool area.
- You must have a purpose for your tool.
- You must make sure you choose a safe working area with nobody near your blood bubble.



Buxton Primary Forest School



Building Foundations Together
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Fire policy.

Fires will only be lit by a Forest School Leader following this safety policy when the children are ready in everyway; emotionally and physically.

Considerations before deciding to have a fire:	<ul style="list-style-type: none"> • Wind direction. • No combustible materials nearby/over hanging branches. • Soil type - ensure not too peaty.
Safety -clothing and hair:	<ul style="list-style-type: none"> • No hair/Jewellery dangling - hair tied back. • No gloves on when placing materials.
Safe Sitting:	<ul style="list-style-type: none"> • Seating should be positioned 1.5m away from fire. • Allow gaps for between seating arrangements for escape routes. • Invite children into the inner circle. • Ensure the area between the seating area and fire pit is free from debris and trip hazards. • Children will be taught they must never the cross the inside ring and taught to move by stepping over the seating log and walking outside the seating area. • Seating in line of smoke will be avoided. Children will be taught to turn their heads if smoke is coming in their direction.
Safe Management:	<ul style="list-style-type: none"> • Fires will be lit by the forest school leader and only when the leader is confident the group is able to carry out instructions safely. • Fires will be lit using a fire steel, matches and firelighters can be used but will be stored safely away in a fire proof box. No flammable liquids will be used to light or accelerate fires. • Never leave the fire unattended. • Have a bucket of water available in case of an emergency burn/scald, a fire blanket and a watering can for extinguishing available. • The fire will be lit in a designated area used only for this purpose. The area will be cleared of dried leaves, wood and we or porous rocks which might explode if heated. A fire bowl/pit will be used to prevent the spread of fire on the school site.
Safe Extinguishing:	<ul style="list-style-type: none"> • Spread out the embers of the fire. • Pour on water gently using a watering can. • Using the back of the hand, check for heat, and then apply further water if necessary.
Emergency	<ul style="list-style-type: none"> • School Fire Action plan will be followed in emergency - see appendix



Food and eating Policy.

Children at Forest Schools are taught a strict NO eating rule, unless it is a specific activity led by an adult to prepare and cook food. Initially, when children are ready they will participate in simple cooking on the fire activities which include; toasting marshmallows/waffles and cooking damper bread. As skills develop, this will include cooking further meat and vegetable dishes such as vegetable kebabs, baked apples and hot dogs to name but a few! Wild food is not carried out as an activity to avoid confusion amongst children between what is safe and unsafe to eat. There is always a staff member present with food hygiene training, when food is being handled and prepared.

Food Preparation, transport and storage;

- Hands will be washed thoroughly and any cuts/grazes covered in the correct manner (blue plaster or ideally gloves) before handling and preparing food.
- Any food needing preparation will be prepared in the school kitchen e.g. bread dough.
- Food will be stored in clean containers and transported in a cool bag to and from the site, with any clean utensils and cooking pans required. The box will remain closed in between use with food covered in bags or boxes; to avoid attracting flies and other insects.
- Raw meats will be stored separately to any other foods.
- All 'use by' dates will be checked on foods before eating.
- Water for cooking will be provided in cleaned sealed storage.

Handling, cooking and eating Food;

- A fresh, clean, bucket of warm soapy water will be available for children to wash their hands before handling food or utensils.
- Children are taught how to cook food safely following the activity risk assessment and fire policy. All food will be checked by an adult to ensure it is fully cooked before eating.
- Children will be asked to sit still around the fire circle or to move to a designated eating area from the fire to keep numbers to a minimum near the fire circle.

Clearing away and cleaning up;

- ALL food not eaten or cooked will be placed in black bin bags and disposed of in the school bin at the end of the session by one of the adults. The area is checked to ensure there no food traces to avoid vermin being attracted to the area.
- ALL utensils and pans will be placed in the cool box and carried away after the session and cleaned in hot soapy water by one of the adults and stored away correctly.



Tree Climbing Policy.

Within the Forest School area there are a limited amount of mature trees which are suitable for children to climb. There are two trees which are suitable for climbing these are marked with a yellow flag.

Before allowing children to climb, trees should be checked for loose or rotten branches, as well as the ground surrounding the tree for hazards/sharp objects and then removed.

- Adult to child ratio 1:1
- Only one child climbing a tree at any one time.
- Tree climbing is NOT allowed in high winds or wet conditions.

Children are ONLY allowed to climb up to 1.5 metres in height which will be depicted by a yellow flag.

- Adults should note that tree climbing should be carried out with extra caution when children are wearing wellies.



Safeguarding Children.

The below information is extracted from the Buxton Primary School Safeguarding Policy (updated Sept 2014) has been applied to the Forest School situation. The full Safeguarding policy should be read alongside this and referred to for further information.

The purpose of Buxton Primary School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. All staff, volunteers and visitors will be asked to read our Safeguarding Policy (please refer to full safeguarding policy found in reception) which will give clear direct about the expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school. It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this procedure and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy (in the staff handbook) and told who our Senior Designated Professional for Safeguarding is. They will also be provided with the recording form, given information on how to complete it and who to pass it to.

What to look for;

Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Senior Designated Professional.

Safeguarding at Forest Schools

Through the long term process of Forest Schools, we aim to build trust and meaningful relationships between the adults and the children. Therefore, the nature of Forest Schools means that disclosures are more likely. Any volunteer or member of staff who finds themselves with children telling them something which concerns them should follow these steps;



- Listen, do not interrupt especially if the child is talking freely,
- If questions are needed to clarify understanding, they should be framed in an open manner, in order to not lead the child in any way.
- Remember that you must not promise to keep a secret.
- You must report orally to the designated senior person immediately.
- All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template found in the Safeguarding Policy (appendix 1).
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.

Safeguarding Adults.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff will have access to and be expected to know our school's Code of Conduct and policy for positive handling. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that accessed Norfolk Steps training in September 2014 will be kept by the Headteacher. Please refer to the full Buxton Primary School safeguarding policy.

At Forest Schools if staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts outside, who they are with and for how long. Within the Forest School area adults are asked to wear white caps, so that they are both clearly visible for both safeguarding as well as being easily located in the event of an emergency. Adults are asked to ensure they spread out in the Forest School area but ensure that they can clearly see another adult when possible.



MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

Taken from the Buxton Primary School Safeguarding Policy (updated Sept 2014)

11.1 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the Norfolk Safeguarding Children Board Protocol: Allegations Against Persons who work with children is adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 01603 223473.

11.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head teacher immediately. Should an allegation be made against the Head teacher, this will be reported to the Chair of Governors. In the event that the Head teacher or Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head teacher or the Vice Chair of Governors. All staff are provided with 'credit card' sized information on the contact details of Head teacher, SDP and chair of governors.

11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 01603 223473.

Lost or missing child policy.

Created by J Buchanan
Amendments by A Haslam
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Please refer to Buxton Primary School supervision policy alongside the supervision at Forest Schools below;

1-2-3- where are you?

Children are taught a game from the beginning of Forest Schools which is similar to hide and seek. Children are asked to hide and then when they cannot be found on the call of '1-2-3 where are you' children have to make themselves been seen by an adult and praised for hiding so well. Throughout the sessions this can be played and also used as a call back to the base at the end of the sessions.

Boundaries;

Boundaries are established with the children at the beginning of a session and children are taught the rule of asking an adult if they wish to go beyond the boundary. In Forest Schools boundaries begin as smaller areas, marked by red flags, until trust can be developed between the adults and the children and boundaries widened. Children are involved in the risk management process of establishing boundaries and safe areas to go. Initially, Forest Schools is carried out on site in the Woodland area at school to prepare children before heading off site. This enables us to establish trust that children understand how to stay within boundaries. If a child leaves the Forest School boundaries, the outer school gates are locked during the day and the only access into the school is via Fireflies door for toilet access during Forest Schools.

Headcounts;

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

High ratios of adults and role of the adult;

The high ratios of adults to children at Forest Schools (minimum 1:6) ensure that children are well supervised and supported in their learning and development. Adults are expected to spread out in the Forest School area and be able to see children but not impose on children. They need to be clearly visible by wearing white caps so that children can locate an adult should they need to in an emergency.

On the school site due to the size of the area the overall size of the groups need to be limited to 16 children with 4-5 adults. This is not only to allow for physical safety but also to allow the forest school ethos to have maximum effect. Before using a site away from the school the Forest School Leaders will discuss the maximum size of the group depending on the site being used.

Missing Child
Emergency Procedure.

Created by J Buchanan
Amendments by A Haslam
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Adult 1 - Forest School Leader
 To call 1-2-3 where are you
 Headcount
 If still not appeared to blow emergency whistle.
 If still not appeared take action.

Adult 1 - to radio immediately to reception to advise school secretary and radio all other staff to be aware - await support from senior team and begin search of surrounding area.

Adult 2 - to start immediate search of area.
 Adult 4 - to go straight to check toilets.

Adult 3 - to lead children to outdoor classroom and supervise children, remain calm and ask other children where they last saw named child. Keep children safe and calm await further instruction.

Senior team, school TA's and Forest School adults 1,2,3 to search school grounds perimeter of fence and possible hiding places.

If the child is found or appears, IMMEDIATELY radio this information to all staff and reception.

School calls police (and parent/guardian). Follow School critical incident procedure by Senior team.

Incident recorded in critical incident Red Book at School main office.

Equal opportunities



Buxton Primary School is committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity. The school strives to promote equality in all dimensions of school life; irrespective of ethnicity, attainment, age, disability, gender or background.

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

'Forest School for All'

Forest Schools aims to be child led;

Forest schools aims to be child led and enables children to develop their independent learning skills at their own pace through their own interests. Linking with the Schools SEN policy allowing children to acquire, assimilate and communicate information at different rates.

Forest schools has high ratio of adults to children;

The high ratio of adults to children enables support so children can fully participate in physical and practical activities. Adults facilitate learning to ensure children achieve, enabling them to develop their self esteem and confidence.

Forest schools is a long term process;

At Buxton Primary School we aim to promote equality of opportunity for all members of the school community and promote good relations between people of different racial groups. As a long term process, with high adult to child ratios, forest school allows time to build meaningful and effective relationships consisting of genuineness, trust, acceptance and empathy. Through a range of activities we develop trust between adults and children as well as children with other children. We aim in Forest Schools to create an all equal environment with a sense of community and belonging to make children feel safe, secure and valued. Adults within the Forest School environment are in control of this dialogue, ensuring that the messages we communicate both verbal and non verbal help young people to feel respected and valued. The United Nations Convention Rights of the Child (UNCRC 1989) article 12 and 13 recognises the competences of children and their views should be listened to and respected. If children recognise they are a valued member of the community with an important contribution to make, then it becomes reality when your thoughts and views are both sought after and respected.



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

- Using reflection - talking about feelings, emotions. Teaching children to become emotionally literate and aware of feelings, becoming aware of who we are.
- Setting up opportunities for children to work together; developing social skills, sharing resources, trying new activities.
- Discussing and sharing historical cultures and beliefs through a range of stories and activities.
- Ensuring that activities and resources are accessible for all. For example, A frames for sawing built at the correct height, tool size appropriate for users.
- Ensuring that the area is accessible for all users. The Forest School area has clear pathways through allowing wheelchair users or children with less mobility access to the area.
- Allowing the children to choose to take their learning in a way that is appropriate and individual to them. Giving them time and space to do this.

Forest School Council

A selection of pupils who emotionally require more support to develop academically, will sometimes be given the opportunity to receive additional Forest Schools. This could be accessing additional sessions with other classes or as part of a separate group known as the forest school council. The ratio of staff to pupils in these sessions is higher and enables these children additional support to build relationships and develop their emotional intelligence, as well as scaffold their learning to ensure they achieve to develop their self esteem and independent learning skills. Sessions take place weekly and these children are given the role as the Forest School Council. Progress of their development is recorded in their Forest School Learning journeys and discussions are held between teaching staff to discuss the impact of these sessions on their learning in class. Some children requiring specific PSP's with designated behavioural/emotional targets can have progress towards these targets recorded in these sessions and fed back to parents at reviews twice a year.

Behaviour.



At Buxton Primary School we pride ourselves on being recognised by Ofsted, Parents and Children as outstanding for behaviour and safety.

"Behaviour is excellent and pupils, parents and staff are all proud of the school and its friendly atmosphere. Exemplary promotion of pupils' spiritual, moral, social and cultural awareness lies at the centre of the school's work. The school systems for behaviour management are applied consistently well by all staff. They are based on encouraging pupils to take responsibility for their actions and making wise choices. As a result, pupils' moral and social awareness is a real strength." Ofsted May 2013.

At Forest Schools we encourage positive behaviour and learning through;

- Building relationships and trust; It is vital for children to trust adults if the experience is to be a positive one. Through building relationships in Forest Schools, adults can gain an understanding of children's emotional difficulties (frustration/anger, etc) and the triggers which may cause behavioural changes of fight or flight. As trust is built, we can teach children coping strategies and use reflection opportunities to talk about feelings and emotions enabling children to become emotionally literate and aware of feelings and aware of who we are.
- Adult's model positive behaviour and create a positive site atmosphere where everybody is treated as equals.
- Consistent boundaries give children security, and enable them to know what to expect. A good way is to involve and engage the children in setting the rules and boundaries. Rules and boundaries are reinforced at the beginning of each session.
- Setting up opportunities for children to learn to work together; developing social skills, sharing resources, trying new activities.
- Being in the natural environment, Forest School naturally creates a calming environment, green is thought to be a calming colour.
- Setting up activities enabling children to achieve.

Rewards;

At Forest Schools we aim to build children's self esteem and confidence through self appraisal and own sense of achievement, through the completion of activities. Adults at Forest Schools facilitate learning to ensure that children achieve. Achieving a task will lead to a positive learning experience and children recognising a sense of personal competence. Children with low self esteem find it difficult to receive praise and only hear what they want to hear (biased scanning). When giving praise it should be for recognising skills and asking how it made the child feel. We will share items made (with permission of the children) with the rest of the group to celebrate individual success.



Sanctions

If a child's behaviour becomes unsafe to himself or others then that behaviour needs to be stopped, and every measure taken to prevent a situation escalating. If needed the child will be removed from the forest school area. The 'Step Up' approach will be followed allowing the child recovery time and the incident discussed once all calm with possible resolutions. This may need to take place during the start of the next session.

Incidents will be recorded in the forest school incident book and the class teacher informed (for information only). The behaviour is dealt with in the forest school setting and no further sanctions carried out.

If repeated unsafe behaviour then further discussions to involve the head teacher to establish the next course of action.

Bullying;

"Behaviour is of a consistently high standard in lessons, assemblies and at break times. Pupils say that there is very little disagreement or poor behaviour. They were not aware of any instances of bullying having taken place, but they have a good awareness of the various types of bullying that could occur. They know what to do if any should occur and are confident that it would be dealt with promptly by the staff." Ofsted May 2013.

Bullying is an action taken by one or more person with the deliberate intention of hurting another person, either physically or emotionally and where the relationship involves an imbalance of power. Bullying is not an isolated incident but continual or repetitive.

At Forest Schools we aim to create a positive learning environment and develop relationships between children. The school does not tolerate bullying of any kind and has an anti-bullying policy, please refer to this. All cases of bullying are referred to the Headteacher.

Roles and responsibilities of adults.



Higher ratios of adults to children are in place to ensure that the sessions are of high quality and children have access to risk taking, in a safe and supported way. It is expected that all adults will take an active part in all the activities; this will involve getting muddy and experiencing a range of unusual circle time activities! Where possible, Forest Schools aims to be child led using a range of activities, you are expected to support the children (not take over) to enable them to achieve a task and develop their self esteem. Demonstrate how to do things, take an active role and extend their learning through open ended questioning, modelling new skills (e.g. knot tying) and sharing their enjoyment of their new experiences. Getting to know the children, developing relationships and building trust is vital to understanding and developing the children's emotional needs.

Other roles and responsibilities include;

- Ensure before taking part you have read the Forest School Handbook and signed the policies and procedures in place.
- Before the session takes place take time to read **any** plans for that session and refer to any related risk assessments associated with the activity.
- Alert the Forest School Leader immediately if anyone (adult or child) requires first aid, or has an accident - no matter how minor.
- **ONLY** use tools if the Forest School Leader has said it is okay to do so. Follow the appropriate tool policy and lead by example when handling and using tools. Report any concerns about the state of equipment immediately.
- Lead by example and follow the Forest School Rules and reinforce them to children throughout the session.
- Be aware of the location of the First Aid kit.
- **Only tend the fire to extinguish in an emergency, or if agreed beforehand with the Forest school Leader and you feel comfortable doing so.**
- Stay within the boundaries and let the FS leader know if you need to leave the activity or area you are supervising.
- Be aware you are duty bound under the Health and Safety at Work Act to work safely, take responsibility for your own safety and the implications of your actions, and report or remove hazards as they occur - this means use your initiative.
- Discretely gather observational notes on children according to criteria provided - a good system is to work with another adult (one to interact, and one to take notes).
Ensure you wear appropriate waterproof clothing and footwear, **and try to spread out during the session so that all areas have adult cover.**
- At the end of sessions ensure you all support the FS leader with tidying away resources.

Roles and responsibilities of Forest School Leader.



- To plan and lead all Forest School activities.
- To ensure that planned activities and resources available are within the capabilities of the children taking part, amending plans to provide an inclusive curriculum enabling the children to achieve.
- To take responsibility for discipline during Forest School sessions (see Behaviour Policy)
- To have an up to date First Aid qualification.
- To ensure that medication (e.g. epipens/inhalers) and appropriate First Aid is available at every session.
- To ensure that all participants are adequately dressed for the weather.
- To ensure that adults participating understand their role in promoting emotional intelligence, self esteem and learning at Forest Schools.
- To carry out daily risk assessments as described in the Risk Assessment Policy
- To ensure all Forest School policies are regularly reviewed and that review is informed by observations and developing knowledge of the Forest School setting.

Roles and responsibilities of children.

- To take personal responsibility for their own safety as well as the safety of others.
- To listen to and follow safety information given to them.
- To bring appropriate clothing and footwear to Forest School sessions.

Evaluating, monitoring and assessing.



In order to develop the Forest School program and to ensure good practice is maintained, evaluation of activities will be undertaken.

During a session;

Across all R, KS1 and 2 classes evidence is gathered using the following criteria; self esteem/confidence, behaviour, relationships, independence/self care, communication/language, exploration/curiosity, creativity/imagination, physical/practical skills, participation, taking appropriate risks and other general observations.

At all Forest School sessions, observations on children are discussed during or after a session and recorded. At least one member of staff from the class is involved in the session, this enables the Forest School Leader to gain insight into changes between usual classroom behaviour and that of Forest Schools. The class TA can then also feedback how their Forest Schools experience has enhanced their learning and development within the classroom.

The evidence collected, in the form of notes and photographs, of children's learning is collated primarily to plan for future sessions and to develop the children's progression in different areas. Periodically the children's Forest School learning journeys will be updated. However due to the nature of forest school observations', these need to be carried out as subtly as possible (children behave differently when being observed.) Interaction and support for the group should always come before evidence collecting. The learning journeys are similar to that of EYFS. This learning journey of their forest school experience will be carried though each year at Buxton Primary School and passed on to the child at the end of year 6. It can be used for reflection with children as a record of personal development and achievements. Children will have access to their own book throughout the term to view and record their own comments and reflections should they wish.

Following each session;

The Forest School leader will write a reflection/evaluation of the session and plan accordingly for the next session based on the children's interests and learning in order to develop their skills and learning further.

Following a block of sessions;

There will be opportunities for Parents/Carers to contribute their own responses about Forest School; through parent's evenings, end of year report parent's comments. Further monitoring of Forest Schools, is carried out by the School Governing Body, informal drop-ins by the Head teacher and by Ofsted.



APPENDICES



Parental Consent Form

Name of Child.....

Medical Information

Medical information will be obtained from the medical information you provided at the start of the school year. However, if there is further information that you would like to make us aware of that might affect your child's involvement in Forest Schools (e.g. phobias, complaints) or any other allergies (e.g. material, food, medicine, pollen, dust, etc.) Please write below.

Please give the Date of your child's last Tetanus Jab ___/___/___

Consent

As a parent/guardian of the child named above, I agree to my child participating in the Forest School activities taking place.

I understand that activities may include, walking, craftwork, pond dipping, tool use, flint fire lighting skills, den building, campfire cooking and other related activities. I give my consent for the equipment and tools necessary for the activity to be used by the young person mentioned above. I understand that a strict code of practice for working with children will be followed and all activities will be risk assessed and I will be informed of any extra details of activities that are out of the ordinary pattern.

Signed:.....Date:.....

Name (in print):.....

Relationship to child:.....



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Equipment safety checklist

Name of equipment	TOTAL IN STOCK	TAKEN FOR SESSION	CHECKED BACK IN FOLLOWING SESSION
Mallet (wooden & Rubber)	4		
Dibbers	2		
Metal Hammers	2		
Hand trowels	13		
Hand forks	17		
Grass Edger	1		
Hoes	4		
Forks (short handled)	2		
Spades (short handled)	2		
Adult sized spade	2		
Adult sized forks	3		
Rake (grass & normal)	2		
Rake (short handled)	1		
Scout Knives (orange)	2		
Secateurs	2		
Pen Knives	2		
Bow Saw	1		
Loppers (long handle)	1		
Potato Peelers	10		
Tape measure	2		
Hand Drills	2		
Large Rope	Box		
Small Rope	Box		
String	2 reels		
Scissors	6 pairs		
Tarps (large Green)	4		

Extra Equipment taken _____

ALWAYS TAKE FIRST AID KIT, MEDICATION AND MOBILE PHONE.

ALL TOOLS UNSUITABLE FOR USE SHOULD BE MARKED WITH RED FRAGILE TAPE AND FOREST SCHOOL LEADER ADVISED.

Tools checked back and cleaned by _____
 _____ Signed)



Tool Handling Policy - Axe	
Tool used for:	For a purpose Purpose - Chopping wood (possibly to make a point at the end of wood to make an A frame)
Transporting to FS:	In a secure bag/box with the blade guards on. On site carry by handle down by side of body.
Safety Checks:	Visual observation of tool by Forest School Leader Check for splits/cracks in handle. Check metal pin which joins axe head and handle intact. Grasp handle and head and twist to ensure no movement Check blade straight and not cracked or damaged in any way. Check sharpness of blade (using thumb horizontally to feel drag). Ensure user has no gloves on or jewellery / scarves / hair dangling
PPE needed (and for whom):	Steel toe cap/Kevlar footwear for user to protect feet from potential axe slip.
Additional Safety Equipment to be used:	None.
Ratio Adult/Child	1:1 (although Axe complex tool only advisable to be used by forest school leader unless children have high skill level with other tools).
Safe Body Stance:	Get into 3 point stance before removing blade sheath. Remain in 3 point stance whilst using axe. Move to the height of the block level. Blood bubble – ensure nobody in front or behind in your blood bubble, the safe zones are to the sides.
Safe Action:	Use a stable, level chopping block of wood. Use the axe ensuring to keep it straight/level in up and down motion. To avoid slipping chipper cuts could be made in the wood first to give the axe points to grab. Angle and move the wood accordingly not the axe. Keep hand holding wood safely up high out of the way of the axe Hold the axe at the end of the handle to ensure maximum force but if struggling move hand closer to blade making smaller movements. If using another person to support wood ensure good communication. Additional person must be in safe position at 90°. This person can also be used as a spotter to check for safety. Position wood to the back of the chopping block when chopping and when axe not being used embed into back of block (to avoid trip hazard. To release the axe; push down to create leverage to pull away safely without the need to tug up and cause injury.



How to Clean and store.	Wipe with oily rag. Store in dry, locked storage.
Tool Handling Policy - Loppers & Secateurs	
Tool used for:	Purpose ; For cutting wood which is thumb thickness diameter or smaller. Loppers good for children to use instead of secateurs because of their long handles and non spring closing action.
Transporting to FS:	To site in secure bag /box. Loppers -On site carry down side of body, horizontally and hold bottom arm to ensure the blades do not open. Secateurs – carry down by side with blades locked pointing down.
Safety Checks:	Visual observation of tool by Forest School Leader; Loppers - Open loppers, with curved (smiley) blade up, and rest one handle on shoulder and other in groin to avoid accidental closure whilst checking. Secateurs – open and rest on tree branch to avoid any possible closure whilst checking. Check for splits/cracks in handle. Check blade straight and not cracked or damaged in any way. Check sharpness of blade (using thumb horizontally to feel drag). Check moving mechanisms not stiff or damaged.
PPE needed (and for whom):	Hard hat – if there is a risk of overhead cutting and wood falling and causing head injury to user or supporting helper.
Additional Safety Equipment to be used:	None.
Ratio Adult/Child	1:1 (this ratio can be increased at the decision of the forest school leader depending upon the skill level of the users).
Safe Body Stance:	If chopping low down in 3 point stance. If standing legs apart. Ensure that there is no over-reaching and the user on level ground.
Safe Action:	Ensure user has no gloves on or jewellery / scarves / hair dangling Ensure the blood bubble is length of arm and tool length. Loppers - Ensure when using the blades are open fully with the curved face (smiley) facing upwards and the user cuts as far into crotch of the blades for maximum leverage using two handing. Ensure when working in pairs to cut wood that children are at 90° angle.
How to Clean:	Clean with an oily rag.
Storage:	Store in clean, dry tool box. In locked storage when not being used.



Tool Handling Policy - Mallet	
Tool used for:	Correct purpose. e.g. hammering in pegs to secure shelter, hammering A frame into ground,
Transporting to FS:	In a secure tool box/bag. Carry down by side holding handle.
Safety Checks:	Visual observation of tool by Forest School Leader; Check for splits/cracks in handle. Check metal pin which joins mallet head and handle intact. Grasp handle and head and twist to ensure no movement Check head not cracked or damaged in any way. Ensure user has no gloves on or jewellery / scarves / hair dangling
PPE needed (and for whom):	None
Additional Safety Equipment to be used:	None.
Ratio Adult/Child	1:1 (this ratio can be increased at the decision of the forest school leader depending upon the skill level of the users).
Safe Body Stance:	Move to the correct height. Get into 3 point stance if hammering low. If standing have legs apart. Blood bubble – ensure nobody in front or behind in your blood bubble, the safe zones are to the sides.
Safe Action:	Use the mallet ensuring to keep it straight/level in up and down motion. Keep hand holding item being hammered safely out of the way. Hold the mallet at the end of the handle to ensure maximum force but if struggling move hand closer to the head making smaller movements.
How to Clean:	Wipe with a dry cloth to remove any debris.
Storage:	Store in dry conditions in locked storage when not being used.



Storm Kettle Policy.	
The 'Storm Kettle' is a formidably efficient, portable device for boiling water outdoors using twigs and other natural combustible materials.	
Safety Precaution:	ALWAYS Remove cork and fill kettle with cold water. ALWAYS have bucket of cold water and fire blanket available. Follow fire policy.
Safe Sitting:	Clear ground of litter and hazards and ensure ground is level. Set up temporary logs around storm kettle. Then set up seating as fire plan with seating 1.5 metres away from kettle. Children should not be left unsupervised with a storm kettle. Children should remain seated. If they need to leave the area they step over back of seating and walk around – not within the inner circle.
Ratios:	Minimum of 1:6.
How to add fuel:	Children can feed the fire with one to one supervision but they must have been shown how to do so safely. (stick held at the end and dropped in from the side; hand should never be placed over the top of the kettle)
Instructions on how to safely lift kettle once boiled:	Once the kettle is boiled lift off using two hands and holding the handles to the sides, NOT at the top. PPA in the form of gauntlets may be worn as further protection. Only adults to remove and lift kettle once boiled.
Instructions on how to safely pour:	Hold the handle with one hand and with the other hold the cork on the chain and tilt. Ensure cups are on level ground and not being held by others when pouring hot liquid.
How to extinguish:	Remove kettle from pan. Pour on water into pan to extinguish. Then empty embers and spread out. Sprinkle on water and feel with the back of hand, continue adding water until cold. Then spread out cold embers



	around woodland and cover back with leaf litter to leave no trace.
--	--

Tool Handling Policy - Bowsaw	
Tool used for:	Sawing up pieces of wood for various purposes; e.g tree cookies, wood for den building/whittling. Triangular Bowsaw good for coppicing. NOTE ; two types of blades – Peg tooth (regular shaped teeth) used for dead wood/both but Raker tooth blade for living wood only.
Transporting to FS:	In a secure box/bag with blade guards on. Carry down by sides.
Safety Checks:	Visual inspection by forest school leader. Check metal handle for wear/damage/bends/cracks Check teeth of blades for damage. DO NOT CHECK SHARPNESS OF BLADE BY TOUCHING only by using. If blunt throw away safely do not get sharpened as not worth it.
PPE needed (and for whom):	None needed
Additional Safety Equipment to be used:	Advisable to have bow saws with knuckle protectors.
Ratio Adult/Child	1:1 (initially this can be increased based on trust and skill level decision with F/S leader).
Safe Body Stance:	Left foot forward, Body and eyes in line with saw Hand not on saw to support wood other side of sawing cross away from saw.
Safe Action:	Draw the saw towards you initially 3 or 4 times (less likely to jump out) to create a groove in the wood. Use long strokes and pull the saw rather than push. Set up children to support by holding wood rather than rotating or the wood falling to the floor. Ensure keep looking down the length of the saw to keep the cut straight and level.



How to Clean:	Clean using an oily paintbrush.
Storage:	In dry conditions with blade guard on. In locked storage.
Tool Handling Policy - Fixed Blade Knife	
Tool used for:	Whittling sticks; ideal for hazel, sweet chestnut, sycamore. NOTE : yew, laurel and laburnum may be whittled but must not be cooked as they contain toxins.
Transporting to FS:	Secure box with knives in sheaths.
Safety Checks:	Visual inspection by Forest School Leader. Along the blade of the knife for dinks, cracks. Check the blade is not wobbly. Check no movement in handle. Check sharpness of blade using thumb horizontally (not vertically!)
PPE needed (and for whom):	None
Additional Safety Equipment to be used:	To identify unusable tools with bright electrical tape to alert others the tool is unsafe to use.
Ratio Adult/Child	1:1 (but can be adapted later built on trust and confidence of tool users – decision made by forest school leader)
Safe Body Stance:	3 point stance on ground level. 1 knee raised to support arm holding wood still and secure. The position must be safe, stable and secure.
Safe Action:	Model first- Knife direction away from body. Fist grip on knife keep knife initially vertical. Then when bark stripped angle knife (smaller angle easier) Use the part of the blade closest to the handle.



How to Clean:	Wipe blade against wood to remove residue. Clean with an oily rag at end of the session.
Storage:	Store in clean and dry conditions with knives in sheaths. In tool box in locked storage.

Emergency Script

REQUESTING ATTENDENCE BY THE EMERGENCY SERVICES

1. Dial 999 and ask for the emergency service. Speak slowly and clearly and be ready to repeat any information.

Telephone number: Mobile carried 07979 857027 school 01603 279357

Location details: Buxton Primary School, Aylsham Road, Buxton, Norfolk, NR10 5EZ.

Grid Ref;

TG 23391 22800
X 623391
Y 322800

Vehicular access: Main entrance, through car park head towards playground and turn right towards the outdoor classroom/woodland area.

1. Give a brief description of the problem (for example, if you are requesting an ambulance, give a description of the injury or illness).



2. State the ambulance will be met at the fire entrance gate to the main play ground by a member of staff.

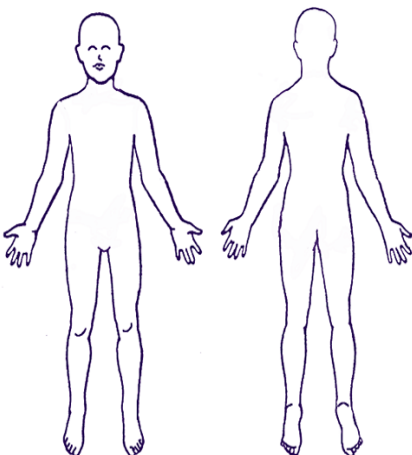
The nearest landing site for the Air Ambulance is in the main school playing field.

Casualty Monitoring Card.

Time (24 hour clock)					
Pulse	Rate (per min)				
	Character				
Breathing	Rate (per min)				
	character				
Temperature	Warm/dry				
	Hot/wet				
	Hot/dry				
	Cold/wet				
	Cold/dry				
Colour					
Consciousness	A				
	V				
	P				
	U				

Pulse character can be described as strong(s) weak(w) bounding(b) regular(r) irregular(i)

Breathing character can be described as deep(d) shallow(s) wheezy(w) bubbly(b) noisy(n)



Date	Time	Location
Name of casualty	Address	



History of incident;	
Name of first aider	Contact no

Indicate injury site on diagrams and add any comments

Daily Site Risk Assessment Check List

DATE :	Check carried out by
TIME :	
RATIOS :	Weather



Hazard checklist	Checked	Action taken:
<p>Canopy/Shrub Layer Deadwood in trees Fallen/loose branches</p> <p>Field layer eye level branches, poisonous plants , thorns etc</p> <p>Ground Layer Hidden logs in grass, broken glass & rubbish , holes/ditches,</p> <p>Boundary - Boundary fence not broken/damaged.</p> <p>Slippery areas - decking</p> <p>Vandalism/ intruders</p> <p>Fire Zone Seating logs not been moved/still secure at 1.5m</p> <p>Emergency rucksack Equipment ready - see PTO</p>		
<p>Other hazards Identified:</p>		



Appendix 1: Draft Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to [ENTER NAME OF SDP] if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of concern/disclosure	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to? Name:	Date:
Position:	Time:

Action taken by SDP



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Your signature:

Date:

Referred to...?

Attendance
Improvement
Officer
Youth Service

Police

School Nurse

Children's

Integrated Parents

Other

Services

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

Pastoral team

Tutor

Student

Person who recorded disclosure

Full name:

SDP Signature:



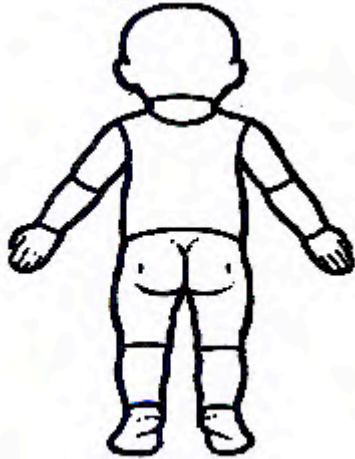
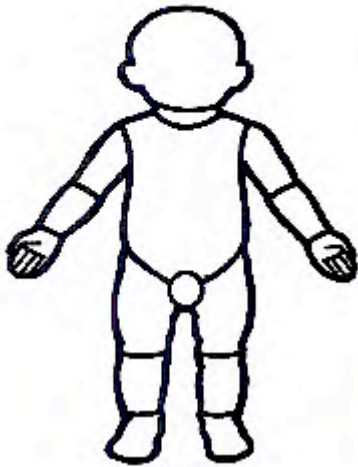
Building Foundations Together
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Buxton Primary Forest School



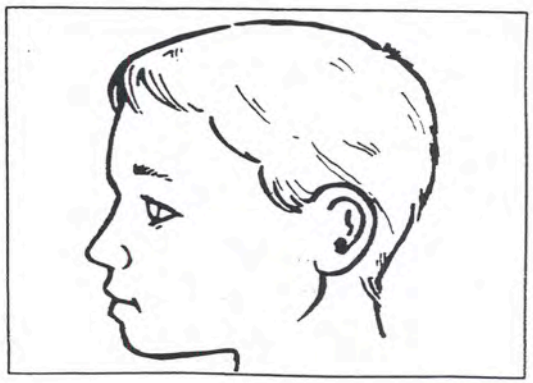
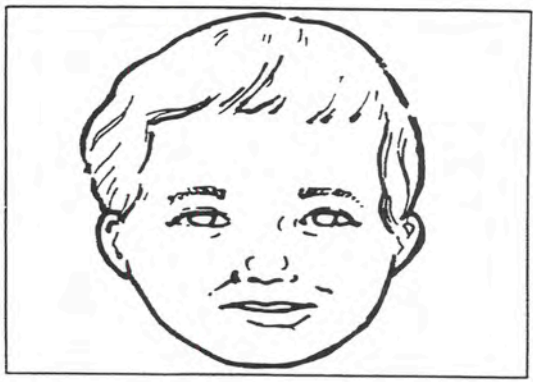
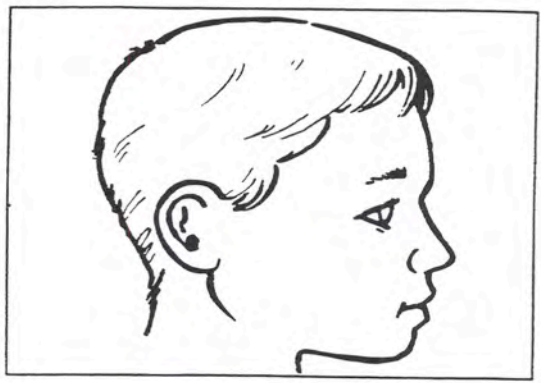
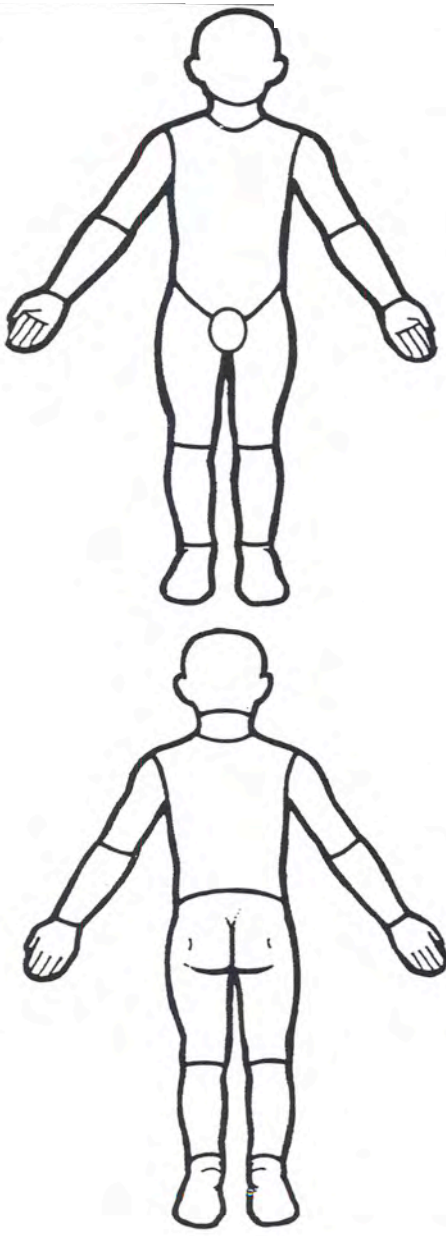
Body Map

Young Child





Building Foundations Together
for a Bright Future





Appendix 2: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Senior Designated Professional or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from Deborah Leahy or Jo Birks. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 01603 223473.

The people you should talk to in school are:
Senior Designated Professional: Deborah Leahy
Location of office: Entrance Hall
Contact Number: 01603 279357

Alternate Designated Professional: Jo Birks / Becky Weir
Location of office: Entrance Hall
Contact Number: 01603 279357

Chair of Governing Body: Matthew Fruish
Contact Number: 01603 279944



At Buxton school we strive to safeguard and promote the welfare of all of our children.

I have read the Forest School Handbook and agreed the policies and procedures in place.