



Forest School Handbook



"When truly present in nature, we do use all our senses at the same time, which is the optimum state of learning."

Richard Louv



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1. Introduction: What is Forest School?

The philosophy and roots of Forest School can be traced back to a number of sources as far back as the 19th Century. This includes the ideas from educationalists such as Rousseau and Froebel, the woodcraft movements, the native Americans and the Quakers.

In 1928, in the UK, a Forest School was formed in the New Forest. The two founding organisations, the 'Woodcraft movement' and 'Forest School camp' still exist today.

In the 1950's the original Forest School concept was developed in Sweden. Children built self-esteem and independence through hands on play in a woodland setting. This Swedish concept was then further developed by Scandinavia and other European countries and it was established in Denmark in the 1980's.

In 1993, a group of nursery nurse students and professionals from Bridgewater College, Somerset visited Denmark to observe Danish Forest School for themselves. What they discovered was so inspirational that they brought the concept back to Britain and set up the first British Forest School. Since then the movement has grown quickly.

Forest School can now be delivered alongside conventional education methods to provide children with the ability to transfer their skills they learn into everyday life.

The focus is on reconnecting (or in some cases 'connecting') children with their local outdoor environment, giving them the space and freedom to discover, play, explore and learn within a natural, outdoor setting.

Forest School has and is now being used with children of all ages; both mainstream and with children with specific emotional and behavioural needs, with amazing results. Children that are known not to concentrate well in class are coming to Forest School and excelling in practical, hands-on tasks which engage them. Improved social skills, greater peer interaction, stronger relationships and better problem-solving abilities are all benefits attributed to Forest School attendees.

No child can fail at Forest School; they all manage to take something positive from the experience.

Forest School is holistic learning through play and exploration. Children learn about the natural environment, how to handle risks and to use their own initiative to solve problems and cooperate with others.

Forest School sessions at St Giles Nursery School provides increasingly diverse opportunities for children to benefit from a supportive curriculum that can help them build positive values and attitudes about themselves, about learning and the environment in which they live. Children are invited to participate in challenging and achievable tasks that build their confidence, skills and independence. They are given the time to thoroughly explore their thoughts, feelings and relationships. This time and reflective practice develops inter- and intra-personal skills, which are well-documented as being directly linked to learning skills.



2. Where is St Giles Nursery Forest School?

St Giles Nursery School is one of five Local Authority Maintained Nursery Schools in Lincolnshire. The school was established in the 1940s and has been providing high-quality Early Years Education and Care ever since. The school is located on the north side of the city in the heart of up-hill Lincoln, close to the Cathedral quarter and to the Lincoln A46 by-pass. We accept children mainly from the local neighbourhood and from other areas of Lincoln and outlying villages.



St Giles Nursery School, Addison Drive Lincoln, LN2 4LQ

Our Forest School site is located at the back of the Nursery building within the orchard garden.



The Forest School at St Giles Nursery School was established in the summer of 2017 in a small Orchard situated behind the school building. There are many fruit trees present and the area has been used previously as an Orchard Classroom for outdoor learning. We have cleared an area of grass in the Orchard in order to form our fire circle and we have added wood chip to define the area. We also have a designated mud kitchen area and a mini beast hotel. A path was also added to improve access to the mud kitchen. We have access to a small toilet and a storage area which we are using to store our forest school equipment. The Forest School at St Giles Nursery School is run by a Forest School level 3 Leader, supported by a qualified level 2 Forest School Assistant and other enthusiastic early years key group leaders.

3. Our Forest School Philosophy

The philosophy which underpins our Forest School programme is; to inspire individuals of any age through positive outdoor experiences and provide them with an opportunity to appreciate the wider natural world to encourage a responsibility for nature conservation in later life.

Every child has the right to an education that develops their talents. This education must nurture a child's respect for themselves, others and their environment.

(UNCRC. Article 29)

Development Matters in The Early years Foundation Stage documentation states that...

'Children are born ready and eager to learn, they actively reach out to engage with other people, and in the world around them. Development is not an automatic process; however it depends on each unique child having opportunities to interact in positive relationships and enabling environments.'

Our Forest School Vision

To enable each child attending Forest School sessions to have the opportunity to develop an inquisitive and positive relationship with the natural world. We aim to increase confidence, self-esteem and respect in order to prepare children for an ever changing world. We wish to give every child an opportunity to achieve their holistic potential.

Our Ethos and Aims

At St Giles Nursery School, we value a holistic approach to education. This means that we think about the big picture!

A holistic approach to child development seeks to simultaneously address the physical, emotional, relational, intellectual, and spiritual aspects of a child's life... enable them to feel a sense of 'belonging, exploring and achieving' during their time in the Forest School.

Forest school is a long term educational process in an outdoor environment that supports the holistic development of children. This transformational process involves open-ended, purposeful and lasting experiences in an outdoor environment. It allows everyone the opportunity to learn through experience within a woodland setting in a hands on manner to develop their self-esteem and confidence.

Inspired by the Danish approach to environmental learning, we have worked hard as a team to understand the benefits of being a Forest School and the impact that this can have on our children, their families and the community in which they live. We aim to share with parents the huge importance outdoor learning has for their children and the positive impact it can have on their learning, their physicality and their emotional well-being.

Forest School Aims:

- To provide an opportunity for individuals to develop, to learn and to enjoy themselves.
- To provide a safe and non-threatening environment in which children can take risks, make choices and initiate their own learning.
 - To help children understand, appreciate and care for the natural environment.
 - To provide ways of developing practical life skills in an outdoor environment.
- To develop self-esteem, confidence and a positive disposition to learning through the completion of small, achievable tasks.
 - To meet the needs of children with all learning styles
 - To develop social and team working skills
 - To enable children to be independent, self-motivated and considerate.
 - To be true to the Forest School ethos and approach
 - To develop a secure, happy and welcoming environment.
- To provide stimulation and varied learning activities appropriate to the child's needs and stages of development.
- To help each child build self-esteem, confidence, independence and self-control and interpersonal skills.



4. Forest School Principles

The Forest School ethos has six principles which were agreed by the Forest School Community in 2011.

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.

Forest School takes place regularly every week, with the same group of learners, over an extended period of time, if practicable encompassing the seasons.

A Forest School programme has a structure which is based on the observations and collaborative work between learners and practitioners. This structure should clearly demonstrate progression of learning.

The initial sessions of any programme establish physical and behavioural boundaries as well as making initial observations on which to base future programme development.

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.

The woodland is ideally suited to match the needs of the programme and the learners, providing them with the space and environment in which to explore and discover.

A Forest School programme constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/manager, the Forest School practitioner and the learners.

Forest School aims to foster a relationship with nature through regular personal experiences in order to develop long-term environmentally sustainable attitudes and practices in staff, learners and the wider community.

Forest School uses natural resources for inspiration, to enable ideas and to encourage intrinsic motivation

Principle 3

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

Forest School programmes aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner.

Principle 4

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

Forest School opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests.

Forest School uses tools and fires only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment.

Any Forest School experience follows a risk-benefit process managed jointly by the practitioner and learner that is tailored to the developmental stage of the learner.

Principle 5

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

There is a high ratio of practitioners/adults to learners

Practitioners and adults regularly helping at Forest School are subject to relevant checks into their suitability to have prolonged contact with children, young people and vulnerable people.

Practitioners need to hold an up-to-date first aid qualification which includes paediatric (if appropriate) and outdoor elements.

Forest School is backed by relevant working documents, which contain all the policies and procedures required for running Forest School and which establish the role and responsibilities of staff and volunteers.

The Forest School leader is a reflective practitioner and sees herself, therefore, as a learner too.

Principle 6

Forest School uses a range of learner-centred processes to create a community for development and learning.

The practitioner models the pedagogy, which they promote during their programmes through careful planning, appropriate dialogue and relationship building.

Play and choice is an integral part of the Forest School learning process, and play is recognised as vital to learning and development at Forest School.

Forest School provides a stimulus for all learning preferences and dispositions.

Reflective practice is a feature of each session to ensure learners and practitioners can understand their achievements, develop emotional intelligence and plan for the future.

At St Giles Nursery we follow all six principles of Forest School Principles taken from the Forest School Association

<https://www.forestschoollassociation.org/full-principles-and-criteria-for-good-practice/>



5. Forest School Criteria for Good Practice and Code of conduct

Forest School Good Practice

Entering and leaving the Forest School site

We will enter and leave the Forest School site using the path around the side of the nursery building. To access the path we will enter and leave through a locked gate and then lock it behind us. We will then enter and leave the Orchard via a large green gate which will be kept locked during and after each session. On entering the orchard we will use the paths to ensure that we preserve the site. Forest School operates a 'Leave No Trace' policy and therefore on departure all belongings and rubbish will be collected or disposed of back in the main nursery building

Any shelters will be demolished and taken with us. Any objects made with natural resources can be taken off site.

Collecting materials

We do not pick anything living in the Forest School site. We only collect natural materials such as leaves, sticks and flowers. Berries and mushrooms must never be collected. There is a nil by mouth rule on our site except food given by the Forest School leader.

The children will be told 'No Picking and No Licking!' whilst in Forest School.

Boundaries

There is a clear boundary fence around the orchard. Children are taught that when they hear a whistle they stop and return to the fire circle. This must be practised many times.

Fire use

Lighting a fire (see fire safety policy)

A fire must only be lit on the designated fire area agreed by Forest School leader with the Head teacher. The Forest School leader will take the lead and be in charge of the fire and is the only adult that can lead a session where a fire is used. All adults will be briefed on fire rules and safety as will the children before each session. A fire will only be lit when there is a purpose to lighting it e.g. cooking, keeping warm, heating water etc. (See fire safety policy for how to set up a fire safely).

Fire can be used with the whole class or a small group. The fire safety policy must be adhered to at all times. Fire safety equipment must be stored and easily accessed from the Forest School room every session even if there is no fire. Children will be taught fire circle rules through a game to begin with and reminded at each session.

Tool Use

The Forest School Leader is the only adult that can lead a session where tools are used, however the designated assistant is able to use tools with a small group of children under the supervision of the Forest School leader. The Forest School assistant will be trained on tool safety and use before working alongside children. Ratio for EYFS children using tools is 1:1 or for vegetable peeler 1:2. The tool safety policy must be adhered to at all times. Children will be reminded that they do not use tools unless an adult is with them.

Climbing Trees

Climbing a tree improves children's gross motor skills and therefore has many benefits. Tree climbing is allowed under strict supervision. We will engage children in a joint risk assessment before climbing a tree. An adult must check the tree with the child, looking for dead or unsafe branches and remove any where necessary. The adult and child ensure ground below is clear of anything sharp that could cause additional injury to child if they fell. Children only climb to where the adult can reach them and no higher.

Picking Up and Playing With Sticks

Children can pick up and carry sticks shorter than their arm's length but must make sure they 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 pulled from living trees. Sticks must not be thrown.

Rope and String Use

Children should be encouraged to use rope and string as a way of connecting and transporting materials. They must not tie themselves or anyone else up. If a child wants to build e.g. a rope string then an adult can model appropriate knot tying.

Picking Up and Playing with Stones

Picking up and using stones is permitted however children must be taught not to throw stones at anyone else and the reasons for this.

Digging, Carrying and Transporting Materials

Children must be encouraged to roll, lift, drag, pull and push as these movements develop their gross motor skills. Adults should model safe lifting such as straight back, bent knees. Heavy objects can be carried by more people. Digging is permitted on site.

Toileting

Children will all use the toilet before leaving the main nursery. During the Forest School Session children will have free access to a toilet at the back of the nursery building.

Please see Intimate and Personal Care policy.

Eating and drinking

We have a nil by mouth policy on the site and use the phrase "No picking, no licking" during exploration. Children must be made aware of the dangers of berries, fungi and other things that could make them poorly. Children are to be reminded not to put fingers and hands in their mouths. For drinks and snacks to be consumed children must wash their hands using the sink inside the toilet and use antibacterial gel before doing so.

Forest School Code of Conduct

All staff assisting with Forest School and helpers must read the guidelines below and sign the sheet at the back of the handbook to say they have read and will comply.

Any persons assisting with Forest School sessions must:

- Follow guidelines, policies and procedures in the handbook and within school to keep children safe.
- Respect that the Forest School leader has overall leadership responsibility regarding teaching and learning within Forest School sessions.
- Dress in the appropriate clothing stated in the clothing policy and equipment for forest school clothing list.
- Not use tools on their own accord for any reason.
- Not take a child to the toilet by themselves, they must ensure the Forest School leader is informed to consider health and safety of all children.
- Have the Forest School leader and other adults and helpers mobile contact list if leaving the school site. This procedure will be managed with the Head teacher.
- Have read the children's medical information but keep children's medical information confidential
- Have read the risk assessments appropriate for the session they are attending.
- Not light a fire on their own accord for any reason.
- Not to initiate risky play; climbing, tool play and fire use without consulting the Forest School leader.
- Wear a high visibility jacket if leaving the School site.
- Carry a whistle in case of emergencies and support the Forest School leader in transporting the Walkie Talkie.
- Understand the school building fire evacuation procedure or evacuation procedure if off site.
- Not use their mobile phone for taking pictures or recording videos.
- Make the Forest School leader aware of any hazards, dangerous objects or trees that they come across whilst at Forest School.
- Not bring their own tools onto the site to use.
- Support the Forest School leader in promoting the ethos and aims for Forest School as well as the Code of Conduct.



6. Forest School Staffing

Forest School Leader: Miss P Breward

Forest School Level 2
Forest School Level 3
Paediatric First Aid and Level 3 Forest school First aid
NVQ Level 3 Childcare and Education



Forest School Support : Mrs J Thompson

Forest School Level

Paediatric First Aid

Level 6 Early Childhood with Early Years Professional Status



St Giles Nursery Forest School is staffed by a minimum of one adult for every seven pupils. The children have been split up into small groups of up to 14 children. They will take part in a Forest School session once a week.

Roles and Responsibilities of Nursery Staff and Helpers.

On occasions, we may take a teaching student or work placement student for them to see the benefits of Forest Schools.

All staff and helpers have an Enhanced DBS check, which the St Giles Nursery School Office maintains a central register of.

All staff and helpers must read the Forest School handbook, any risk assessment/s appropriate for the session/s they are attending and all policies and procedures relation to Forest School. This includes policies that the school uses that may not be in the Forest School handbook). They must sign to say they have done this.

All Nursery Staff and helpers taking part in Forest School must adhere to rules in order to keep themselves and the children safe.

Forest School sessions 2023-2024

Brown Owls AM	Monday AM
Brown Owls PM	Monday PM
Hedgehogs AM/30 hrs	Wednesday AM
Hedgehogs PM/30hrs	Wednesday PM
Hares 30 hrs	Thursday AM

7. Forest School Policies and Procedures

All members of staff and helpers have a duty to follow the following policies and procedures to ensure children’s safety and should be familiar with all their contents.

All staff attending must sign to say they have read the schools policies including all policies and risk assessments relating to Forest School.

The following policies and procedures are the minimum requirements for the safe running of Forest School activities. They are in addition to St Giles Nursery School main policies and procedures and do not replace them.

St Giles Nursery School's main policies can be read in full here:

<https://lincolnstgilesnursery.ovw9.devwebsite.co.uk/page/?title=Key+Policies+%26amp%3B+Development&pid=16>



Lost Child Procedure

This procedure outlines the steps to take to prevent a child attending Forest School becoming lost and what to do in an event of a missing child. The Forest School leader will ensure that the safety of others in the group is maintained.

Steps to take to prevent a lost child:

Check the accurate group numbers at the start of each session with other staff attending.

Count the group at regular intervals, for example after each call back or change of location or activity.

Count the group on return to the main Nursery building

Ensure all children and adults in group are aware of site/activity boundaries and muster points are made clear

Ensure children know they must be in sight of an adult at all times

Encourage children to stay with a partner where appropriate

Make use of helpers and other adults to count children in small groups

Brief children on what to do if they find themselves lost e.g. stay where they are, listen and shout, wait there for others to find them, don't wander around looking for the group.

Involve children in keeping track of each other e.g. if they see a child out of sight or on their own to call them back.

Take a register of names with you on site

Ensure that Scholarpack is accessible on an Ipad which contains contact details for children.

Have a map of the nursery/off site location with grid reference and postcode

Immediately gather remaining group together in a safe place e.g. around the fire circle.

Allocate an adult to keep the rest of the group safe, calm and occupied.

Try to establish who is missing, where they were last seen, what they were doing, what they were wearing.

Use available adults to begin search- allocate people to return to where child was last seen if known and nearby areas such as roads, car park. Use the map to designate areas by number. Give adults a time to make telephone contact, if possible. The statement will be, 'no child in location in 2 moving to 3 '.

Ensure all adults have mobile phone contact details of Forest School Leader or designated contact person.

Ensure adults have a map of area

Look for child and shout their name, remember they could be in the undergrowth or unresponsive.

If a search of the location does not find the child after 10 mins, inform school, who will expect the Forest School Leader to inform the police and continue searching. Police will want clear information regarding: location of group, location child last seen, next of kin and contact details, detailed description (age, clothing etc), circumstances, what triggered the disappearance, who is searching and in which location, your contact details. Record this on school's Critical Incident log, to ensure clarity of information.

School will organise informing the parents/carers of the child and will require same detail as the detail recorded for the police.

School will arrange for possible support to help with search.

Allocate an adult to document the incident throughout.

If, and when the child is found, ensure everyone is informed, school, police, parents, group adults etc.

After the incident, complete an incident form and amend risk assessments as necessary.

School will support in contacting external agencies.

Stranger or uninvited person:

Challenge intruder and ask them to leave immediately. Escort them from site.

Inform the school office/head teacher and/or police, depending on the situation. If a child is believed to be involved call police immediately. Record this on incident log, to ensure clarity of information.

Allocate adult/s to do call back and head count all children.

Return to main school building if deemed necessary.

Parents/guardians briefed by Forest School leader or head teacher in accordance with the advice from police.



School Child Protection and Safeguarding Policy Framework

for Children and Young People

St Giles Nursery School fully recognises its responsibilities for the safe guarding and protection of all children. St Giles Nursery School has a safeguarding and child protection policy (see appendices for full policy)

PERSON RESPONSIBLE FOR POLICY:	<p>AMY STANCER (HEAD TEACHER) <i>A Stancer</i></p> <p>MELANIE MARKHAM (CHAIR OF GOVERNORS)</p>		
APPROVED:	SEPTEMBER 2023	TO BE REVIEWED:	SEPTEMBER 2024 OR IF UPDATED BY LCC

At St Giles Nursery School the named personnel with designated responsibility for safeguarding are:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
<i>Amy Stancer</i>	<i>Carole Lingard & Clare Fraser</i>	<i>Melanie Markham</i>

The named personnel with Designated Responsibility regarding allegations against staff are:

Designated Senior Manager (normally the Headteacher)	Deputy Designated Senior Manager	Chair of Governors (in the event of an allegation against the headteacher)
<i>Amy Stancer</i>	<i>Clare Fraser</i>	<i>Melanie Markham</i>

Additional measures relating directly to Forest School sessions:

Adults working within Forest School need to recognise and appreciate that when children feel safe, comfortable and content, when their instinct to trust and risk-take is encouraged, they may feel moved to disclose information which they might otherwise keep to themselves. Any volunteer, adult, member of staff who finds that a child is telling them something which concerns them should follow these steps below:

1. Tell the Forest School leader (they will decide if step two is necessary)
2. Fill out a Child Protection (Monitoring Worries) disclosure form on return to school (kept in the Office). Include fact and observation clearly while most memorable.
3. Speak to Designated Safeguarding Lead

What to do if a child makes a disclosure?

- Listen carefully
- Record the conversation in the child's words and note the time
- Sign and date the record you make on the school's proforma
- Take it seriously
- Provide support and reassure they are right to tell
- Explain what will happen next
- Speak to the Designated Safeguarding Lead

Accident and Emergency Procedures

Here is a list of possible circumstances of emergency and a list of steps to take in the event of that happening.

First aid

Any illness or injury to be treated by qualified first aiders (Forest School leader and assistant)

Check A-B-C (Airway, Breathing and Circulation) and administer first aid.

Allocate adult/s to ensure rest of group are brought back to base and kept safe. Head count remaining group.

Notify school office/head teacher and/or emergency services depending on severity of injury. Complete incident form in Forest School leader bag.

Have medical details available if applicable.

School office to notify parents/guardians, if appropriate.

All accidents reported to head teacher who will complete an accident report form, as required.

If appropriate child to visit school office on arrival back at school

Communication to parents to be shared ideally by the witness or telephone contact to be made if more urgent.

Review and amend risk assessment as appropriate.

Death or serious incident

Attend to casualty and qualified first aiders administer first aid as appropriate

Inform local emergency services

Allocate adult/s to ensure rest of group are brought back to base and kept safe. Head count remaining group.

Inform head teacher and school office who will follow school Critical Incident Policy.

Head teacher mobile: 07377325133

School: 01522531876

Forest School leader mobile:

Forest School assistant mobile:

DO NOT SPEAK TO THE PRESS OR MEDIA.

No-one in the group should speak to the media as this could cause distress for families. Any enquiries from journalists should be referred to the Headteacher who will be following the critical incident procedure process. No-one in the group should discuss any legal liability with other parties, nor sign anything relating to accident liability without clear advice.

Intimate and Personal Care Policy

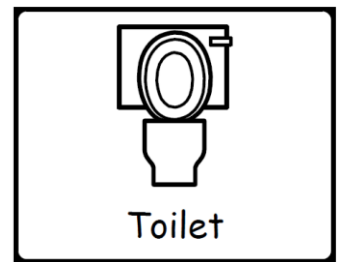
We believe intimate care is any activity such as feeding, oral care, washing, changing clothes, toileting, first aid and medical assistance, comforting and support, and supervising intimate self-care that is required to meet the personal needs of a child regularly or during a one-off incident.

We have a duty to safeguard children and school personnel at all times. We must develop independence in each child but on those occasions when children need assistance they must feel safe, have personal privacy, feel valued, are treated with dignity and respect, are involved and consulted about their own intimate care with school personnel that are specially trained in intimate care procedures.

We treat every child as an individual treating them gently and sensitively as possible.

Purpose

- To safeguard the rights and promote the best interests of the children
- To ensure children are treated with sensitivity and respect, and in such a way that their experience of intimate care is a positive one
- To safeguard adults required to operate in sensitive situations
- To raise awareness and provide a clear procedure for intimate care
- To inform Parents/Carers in how intimate care is administered
- To ensure Parents/Carers are consulted in the intimate care of their children



Principles

St Giles Nursery School believes it is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible. As far as possible, the child should be allowed to exercise choice and should be encouraged to have a positive image of his/her own body. It is important for staff to bear in mind how they would feel in the child's position. Given the right approach, intimate care can provide opportunities to teach children about the value of their own bodies, to develop their safety skills and to enhance their self-esteem. Parent/Carers and staff should be aware that matters concerning intimate care will be dealt with confidentially and sensitively and that the young persons' right to privacy and dignity is maintained at all times.

Definition

Intimate care is one of the following:

- Supporting a pupil with dressing/undressing
- Providing comfort or support for a distressed pupil
- Assisting a pupil requiring medical care, who is not able to carry this out unaided
- Cleaning a pupil who has wet / soiled him/herself, has vomited or feels unwell

Supporting dressing/undressing

Sometimes it will be necessary for adults to aid a child in getting dressed or undressed particularly in the Early Years. Staff will always encourage children to attempt undressing and dressing unaided.

Adults include: teaching staff, support staff and voluntary helpers with external clothing; trousers, socks, tights, t-shirts, skirts and dresses, coats, hats, gloves, scarves and footwear.

Should further intimate undressing/dressing support be required with underwear, nappies etc, this will only be performed by teaching staff and support staff.

Providing comfort or support

Children may seek physical comfort from staff. Where children require physical support, staff need to be aware that physical contact must be kept to a minimum and be child initiated. When comforting a child or giving

reassurance, the member of staff's hands should always be seen, and a child should not be positioned close to a member of staff's body which could be regarded as intimate. If physical contact is deemed to be appropriate staff must provide care which is suitable to the age, gender and situation of the child.

If a child touches a member of staff in a way that makes him/her feel uncomfortable this can be gently but firmly discouraged in a way which communicates that the touch, rather than the child, is unacceptable. A child should be offered an alternate, appropriate option for comfort.

Wet/Soiling

Parent/Carers will be kept fully informed of the procedures the Nursery School will follow should their child need changing during school time. If a child has soiled or wet themselves, we will clean and change them in a safe, private area with a familiar adult.

However, if a Parent/Carer does not want a member of staff to provide personal care the Nursery will contact the Parent/Carers or other emergency contact giving specific details about the necessity for cleaning the child. If the Parent/Carers or emergency contact is able to come within a few minutes, the child is comforted and kept away from the other children to preserve dignity until the Parent/Carer arrives. Children are not left on their own whilst waiting for a Parent/Carer to arrive, an adult will stay with them, giving comfort and reassurance. The child will be dressed at all times and never left partially clothed.

If a Parent/Carer or emergency contact cannot attend, the Nursery seeks to gain verbal consent from Parent/Carers for staff to clean and change the child. This permission will be sought on each occasion that the child soils him or herself.

If the Parent/Carers and emergency contacts cannot be contacted the Head Teacher will be consulted. If put in an impossible situation where the child is at risk, staff will act appropriately and may need to come into some level of physical contact in order to aid the child.

When touching a child, staff should always be aware of the possibility of invading a child's privacy and will respect the child's wishes and feelings.

If a child needs to be cleaned, staff will make sure that:

- Protective gloves are worn. For soiling and vomiting, protective aprons are worn, in the nursery class. Nappy changing requires a protective apron and gloves at all times. New gloves will be worn for each child.

Gloves and aprons are located in the drawers in the Forest School toilet

- The process is discussed in a friendly and reassuring way with the child throughout.
- The child is encouraged to care for him/herself as far as possible.
- Physical contact is kept to the minimum possible to carry out the necessary cleaning.
- Privacy is given appropriate to the child's age and the situation.
- All spills of vomit, blood or excrement are wiped up with disposable paper and flushed down the toilet. Any soiled dressings etc will be double bagged and disposed of in the First Aid refuge Bin. The First Aid Refuge Bin will then be emptied into the general waste in the outdoor shed.
- Any soiling that can be, is flushed down the toilet.
- Soiled clothing is put in a plastic bag, unwashed, and sent home with the child.

Hygiene

All staff must be familiar with normal precautions for avoiding infection, must follow basic hygiene procedures and have access to protective, disposable gloves.

Protection for staff Members of staff need to have regard to the danger of allegations being made against them and take precautions to avoid this risk.

These should include:

Gaining a verbal agreement from another member of staff that the action being taken is necessary.

Another member of staff will be available to support if this affects the ratios in the class. A member of the office staff will support.

Be aware of and responsive to the child's reaction.

Safeguards for children: All St Giles Nursery staff are subject to an enhanced DBS check, on application and cannot undertake tasks within the nursery until all checks are completed satisfactorily. It is not appropriate for volunteers to carry out intimate care procedures. Students and Trainees should only do so under the supervision of a trained member of staff, following consultation with the student or trainee's college/partnership supervisors.

Permission form for the Provision of Care

If a child wets or soils themselves while they are at the Nursery School, it is important that measures are taken to have them changed (and as necessary cleaned) as quickly as possible.

Our staff are experienced and trained at carrying out this task if parents/carers wish them to do so or, if preferred, the Nursery School can contact you or your emergency contact who will be asked to attend without delay.

Clothing Policy

It is essential that all adults and children who attend Forest School are dressed appropriately for a number of safety reasons. We follow the principle of 'there is no such thing as bad weather, only bad clothing'.

We do have a selection of spare clothing but this will need to be checked for suitability and matched to the child prior to the session.

No person will be permitted to go to Forest School without appropriate clothing that will protect them from extremes of heat or cold, keep them covered to reduce the likelihood of cuts and scrapes, and that fits appropriately for comfort.

Parents will be informed of appropriate clothing for Forest School and encouraged to dress their child for appropriate weather conditions. Parents will also be informed that clothing may return wet or muddy after each session. On some occasions clothing may not be suitable to wear again.

Please be aware that sandals/flip flops/high heels are never suitable for Forest School sessions. Long sleeved tops and trousers must be worn in all weathers to prevent ticks.



(See 'Equipment' for Forest School section of handbook for a list of clothing)

Inclusion and Equality

At St Giles Nursery School we are committed to providing equal opportunities for all and this includes Forest School.

At St Giles Nursery School, we are committed to equality both as an employer and a service-provider:

- We aim to value each child unconditionally, to enhance each child's self-esteem and to promote independence.
- We aim to offer equal opportunities to promote positive attitudes to differing cultural and ability backgrounds.
- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some children extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

- We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents and community members.

(Taken from St Giles Nursery equality policy - see appendices for full policy)

In addition to the school's equality policy we have set out some guidelines to ensure all children:

Feel secure and know that their contributions are listened to and valued.

Appreciate and value the difference they see in others.

Take responsibility for their own actions.

Are able to participate safely in clothing that is appropriate to their religious beliefs.

Are taught in groupings that allow them to experience success.

Use materials that reflect a range of social and cultural backgrounds.

Have a common curriculum experience that allows for a range of different learning styles.

Are set challenging targets that enable them to succeed.

Participate fully, regardless of disabilities or medical needs.

We will do our utmost to ensure every child can fully participate in all forest school activities however occasionally an activity may be deemed unsafe for a particular child to take part in due to illness, injury or disability.



Fire Safety Policy

Fires are a valuable and integral part of Forest School. If cooking, food hygiene precautions must be adhered to. The forest school leader is in charge of lighting, watching and putting out the fire at each session. All adults and children will be briefed on fire safety.

Fire Circle Rules

- We do not run around the Fire Circle.
- We walk around the outside of the Fire Circle to get to the other side.
- We only enter the inner Fire Circle when instructed by the Forest School Leader.
- No loose clothing or loose hair in the Fire Circle.

A fire will only be lit for a purpose such as cooking, keeping warm or boiling water.

The fire will be lit only in the designated fire area agreed with the landowner of the site. The area will be safe with no overhanging trees. The fire safety equipment taken on site each time include fire bucket, burns kit, first aid kit and fire retardant gloves. Fire lighting equipment such as fire steels will be kept in a locked toolbox or cupboard.

The fire will follow the format below:

Red circle line= fire circle or seating area is 2 metres away from the blue lines. Learners walk around the outside of the fire circle. The seating area is logs with spaces in between to enter and exit the space. This ensures safety for all.



The fire will be built in an area marked out/enclosed with four logs to prevent the spread of fire. The ground underneath should be checked and cleared of roots/foliage before building a fire. Criss-cross fires are used to

provide a large amount of heat and light and are fast burning. Long log fires are good for cooking as they are slow burning and require little fuel. Fires will be lit using a fire steel by the Forest School leader with the safety equipment in place. Cotton wool may be used with Vaseline to light the fire and natural resources such as birch bark may also be added to the fire to light it quicker. Sticks and twigs should be placed onto fire and not thrown. No plastics should be burnt. Gloves should be worn if removing or adding things to the fire. If there is a clear wind direction, seating in the line of smoke is to be avoided. If the wind direction is variable, seating may be rearranged if possible.

The fire will always be put out at the end of each session, the Forest School leader will use the fire bucket filled with water to put the fire out and ensure smoke and steam has ceased. The Forest School leader will then use hands to check whether the ground is hot, if so, more water is applied to the fire. Once happy the fire is out, effort is made to cover with foliage to ensure our policy 'leave no trace'. In an event of a child or adult being burnt then the Forest School leader and assistant will carry out necessary actions following first aid guidelines.

Tool Safety, Storage & Maintenance

The use of tools in Forest School is an important way of developing children's skills and enhancing sessions. Tools will not be used in every Forest School session and they will be used only as appropriate. Tools will only be used for particular purposes such as making a stick to toast marshmallows. The Forest School leader will always model correct and safe tool use. The Forest School assistant will be able to use tools such as knives and bow saws under the direction of the Forest School leader. The tools will be stored, maintained and transported safely. Knives, peelers and secateurs will be kept in a locked toolbox or cupboard, whilst bow saws will be kept in a tool bag. Before using tools, the children will be given the 'tool talk' for each tool and they will ensure that they have a safety zone (a tool and an arm's length) around them when using the tool. If children do not follow the safety guidelines and rules for using tools, they will lose permission to use them. Healthy and safety guidelines should be adhered to at all times when using and handling tools.

Below are guidelines relating specifically to Forest School and tool use:

Before and after a forest school session:

Tools will be checked for damage and to ensure they are in working order

Tools will be kept in suitable containers e.g. secateurs, knives and peelers in a locked tool box, bow saw and loppers in a tool bag

Tools are counted in and counted out at the beginning and end of sessions

When tools are not being used they must be kept in locked cupboard.

When tools are used:

Children must never be allowed to help themselves to tools

Children will always have adult supervision when collecting, transporting and using tools

Only walking is permitted when carrying a tool

All members of the group should be aware tools are being used

The Forest School leader will give a 'tool talk' before children use the tool.

Tools should only be used a tool and an arm's length away from others people. (blood bubble/ safety zone) All children and adults to be aware of this.

The appropriate PPE (Personal, Protective Equipment) should be worn e.g. gloves

Below are instructions of safe tool use with specific tools:

Vegetable peelers

Vegetable peelers can be used for peeling or sharpening sticks. An adult ratio of 1:2 for Castle Room children will be observed at all times. The adult will model the safe use of a peeler. When a child is deemed competent with a peeler they will be allowed to move on to whittling using a knife. The tool must be used in a seated position, where the safe zone around them is adhered to. Elbows placed on knees and knife used in a down and away action or the tool to the side of their knees but in a downward motion. Glove worn on helper hand.

Knives

A ratio of 1:1 will be used for Nursery children and only when they are deemed competent with a peeler by the Forest School leader. A knife must be carried in its protective cover and pointed down to the floor held by their side. The tool must be used in a seated position, where the safe zone around them is adhered to. Elbows placed on knees and knife used in a downward motion or the tool to the side of their knees but in a downward motion. Glove worn on helper hand.

Bow saws

Children must be taught how to use a bow saw with 1:1 supervision. You may use a 'buddy' to help in a 'push and pull' fashion. When using a bow saw ensure that your body/legs/knee are not underneath the blade. Adults should supervise closely. The safest method is for the adult to brace the wood through the bow saw itself. The saw blade must be covered when not in use. When being transported the bow saw should always have its cover on and pointing down. They must also be counted in and out and the safe zone adhered to at all times. Glove must be worn on helper hand.

Palm drills

Palm drills may be used with nursery aged children with a ratio of 1:1 and close supervision. Children must have a glove on their helper hand (non-writing hand) and the safe zone principle applies. Children must push and turn holding wood with their gloved hand.

Loppers and secateurs

The Forest School leader and assistant are required to use a lopper and secateurs for cutting small branches and twigs from overhanging trees. If older children are using them they will be taught with a 1:1 ratio and close supervision. Loppers must be carried at the side holding on to the bottom handle, making sure that the blade has a smiley face. The loppers should be transported in a sturdy bag of appropriate size and the secateurs in a locked toolbox. Always have both hands on the handles and the safe zone principle applies.

Health and Safety

The health and safety of our children at St Giles Nursery School is of utmost importance.

Risk assessments of site, specific groups, activities and transport (if going off site) to Forest School are carried out. An additional site sweep and risk assessment is carried out before each session by the Forest School leader. If there are children with SEN then ratios may be reviewed and changed as appropriate.

St Giles Nursery School has its own Healthy and Safety policy that is in addition to our Forest School Health and Safety guidelines. (Please see appendix for Health and Safety Policy).

The designated Forest School leader must lead sessions. All sessions must have a daily, site, group and activities risk assessment.

The assisting staff members and volunteers must read the handbook and all policies and procedures relating to Forest School and sign a form to say they understand and agree to comply with the general operating procedures for Forest School.

The Forest School Leader has overall duty of care for the children in their charge, but all assisting adults are required to take all reasonable steps following guidelines in the handbook to ensure children's safety.

The Forest School leader or assistant will carry a small first aid kit.

The Forest School leader will carry a list of allergies/medical conditions, and any medicines/inhalers for any child, map of area including grid reference.

Risk assessments must also be taken to site including site, group and activity assessments.

The Forest School leader and assisting adults will carry a Walkie Talkie. Photos are not permitted to be taken on mobile phones. Photos can only be taken on school cameras or iPads

In the event of an emergency the Forest School leader will ensure the emergency services are contacted.

The Forest School leader will review risk assessments before every Forest School session in the Orchard.

The weather prior to each session will be monitored by BBC weather and the Poor weather procedure will be adhered to in the event on poor weather. The Orchard will not be used in high winds more than 35mph. If in the event of high winds, the session will be postponed.

We walk to the Orchard on designated path around the side of the Nursery building. An additional travelling to Forest risk assessment is written and carried.

A site sweep is carried out before each session by the Forest School leader and any dangerous trees or object marked or hanging deadwood removed as appropriate.

Children are made aware of boundaries on arrival to the Orchard and safety talk before the session.

The area will be checked for any poisonous plants/trees and children and adults will be aware of location and not to touch them.

Children will be reminded of uneven ground before entering the Orchard and over hanging low branches that they may need to look out for.

Children to visit toilet before leaving the main nursery building. If a child needs the toilet follow toileting procedure.

If tools are used with Nursery children a ratio of 1:1 is used.

There is one exception to this if potato peelers are used for stick whittling then a ratio of 1:2 is used.

Climbing trees is a ratio of 1:1 for Nursery children.

When using fire with nursery children, a ratio of relevance to the activity must be established within the risk assessment. E.g. a very small fire with a lidded pan for popcorn would allow for a large group, whereas a larger fire with boiling water in a balanced water heater may require 1:2.

Any rubbish is picked up and taken off site by any adult but they must be using gloves.

All children have considerable freedom but are always within the view of the leaders, members of staff or volunteers at all times during Forest School sessions.

Poor Weather Procedure

An integral part of Forest School is experiencing the weather through the changing seasons and this alone brings many varied learning opportunities for the children. We will endeavour to continue forest school in all weathers however one exception of this is high winds of more than 35mph. Weather will be checked via BBC weather the night before and the morning before the session and if high winds of more than 35mph are forecast we will postpone the session and children will remain in the main nursery building. Parents will be informed as soon as possible.

If weather becomes unmanageable during a Forest School session, then the FS leader will make a decision based on common sense whether to carry on with the session or return to school. In heavy rain the Forest School leader may erect a tarp cover suitable to provide children with some cover. Likewise, if particularly sunny the Forest School leader will erect a shelter to provide children with additional shade. Climbing trees will be prohibited during heavy rain and snowy conditions and the Forest School leader will make the children and adults in the group aware of this. On windy days certain areas of the Orchard may be prohibited and the Forest School leader will inform children and adults of this. We may also use the Forest School inside Classroom area for shelter. This is located near the Fire circle next door to the toilet.

All children are expected to be dressed appropriately for these varied weather conditions see 'Clothing Policy' and 'Equipment for Forest School' for a list of appropriate clothing. We also have the new addition of our 'Kindness Cabin' which is situated in the corner of the Orchard, which can be accessed in the case of an emergency or a sudden change in weather.

Food hygiene

When handling food, hands must be washed and/ or cleaned using antibacterial wipes or hand gel. Food should be stored at the appropriate temperature before the session and transported to Forest School in a hygienic container. Children's hands should be cleaned with water, wipes and/or hand gel before handling and eating. Food containers should be taken back to be cleaned/ disposed of appropriately and no litter should be left as we always aim to leave the site as we find it.

Parental consent

Parents/guardians are required to fill out a consent form before the start of Forest School sessions covering the use of tools and fire with close supervision, administration of first aid/ medications, emergency contact details and the use of photographs taken at Forest School.

Confidentiality

Information on consent forms are treated confidentially and kept securely between Forest School sessions. Any information given on a child will be kept confidential unless the information conflicts with safeguarding procedures.

Cancellation

Forest School will continue in most types of weather with the exception of high winds, thunder or severe cold. If in any doubt, the Forest School Leader will visit the site directly before the visit to have up to date information of weather conditions at the time.

8. Risk Assessment, Management and Benefits

Key principles:

- Young people should be able to experience a wide range of activities. Health and safety measures should help them to do this safely, not stop them
- It is important that children learn to understand and manage the risks that are a normal part of life
- Common sense should be used in assessing and managing the risks of any activity. Health and safety procedures should always be proportionate to the risks of an activity
- Staff should be given the training they need so they can keep themselves and children safe and manage risks effectively

The Forest School leader will carry out various risk assessments including;

A daily risk assessment after a safety check/sweep of site

A general site one- updated termly and as and when appropriate

A group one – depending on different children taking out e.g. age/medical/behaviour

An activity risk assessment- depending on what activities we will be taking part in that session.

A walking to the Orchard risk assessment-assessing the risks on the walk.

If a situation occurs during a Forest School session that has not been risk assessed then a verbal risk assessment will be done with all adults and children.

Our risk assessments for Forest School will be reviewed regularly and updated as necessary.

In order to assess risk effectively we follow the equation below:

Risk = Hazard Severity x Likelihood of Occurrence

Risk factors: 1-3= low, improve where possible 4-9=medium, improve as soon as possible, 10+ = high, unacceptable, reduce risk before work carried out

The Likelihood of occurrences should be assessed on a scale of five:

5 likely- an injury is probably going to occur

4 common- an injury is likely to occur more than three times in a working year (doing this activity every day)

3 occasional – an injury is likely to occur two or three time in a working year (doing this activity every day)

2 possible – an injury may occur once in a working year (doing this activity every day)

1 not likely- an injury may occur less than once in a life time through this activity

The hazard severity should similarly be assessed on a scale of five:

5 very high- multiple deaths

4 high- death to an individual

3 moderate- injury or disease capable of keeping more than one person off work for 3 or more days

2 slight- injury or disease capable of keeping one person off work for 3 or more days

1 low- minor injury to one individual

Please see appendices for all risk assessments.

Risk Benefit

The risk benefit assessment process (RBA) focuses on the benefits to children and the risks to children. The reasons (benefits) give the context from which to judge the risk. Benefits must be great enough to warrant the associated level of risk and be maximised without creating unnecessary risk. Risks should be minimised but without losing major benefits.

When writing our risk assessments for Forest School 'Risk Benefit' has been carefully considered.



St Giles Nursery Forest School follows the Lincolnshire County Council Whistle Blowing Policy below taken from: Whistleblowing policy – Lincolnshire County Council

Introduction and scope

We want to make sure that we are providing excellent services to the residents of Lincolnshire. Our staff, Councillors, partners and contractors have an important role to play in achieving this goal. We expect everyone to be committed to our high standards of service which are based on the principles of honesty, openness and accountability..

We know that we face the risk that something may go wrong or that someone may ignore our policies, procedures or the law resulting in some very serious consequences. Experience shows that staff, or others who work on behalf of an organisation, often have worries or suspicions. By reporting their concerns at an early stage they could help put things right or identify and stop potential wrongdoing.

A whistleblower is a term used for a person who works in or for an organisation and raises an honest and reasonable concern about a possible:

- fraud
- crime
- danger
- other serious risk

The issue of concern could threaten:

- colleagues
- service users
- customers
- members of the public
- the success and reputation of the organisation

We want you to feel that it is safe and acceptable to tell us about your concerns so that we can investigate and take action as soon as possible. We recognise that you may be worried about reporting for a number of reasons:

- fear of reprisal or victimisation (for example loss of job)
- too much to lose (for example reputation, damage to career)
- feelings of disloyalty
- worries about who may be involved
- you have no proof only suspicions
- fear of repercussions if there is no evidence or you are proved wrong

We welcome all genuine concerns and will treat your issues seriously.

This policy explains:

- how to raise a concern
- the types of activity you should report
- the protection we can provide
- confidentiality
- our response
- how you can take matters further, if necessary

We want to assure you that there is no reason to remain silent. Your decision to talk to us may be difficult but, if you believe what you are saying is true, you have nothing to fear. You are following our [code of conduct](#) and helping to protect the users of our services and the residents of Lincolnshire. We will not tolerate any harassment or victimisation. We will take action to protect those of you who raise concerns that you believe to be in the public interest.

UK law protects employees from dismissal, harassment or victimisation if such treatment occurs as a result of having made a whistle-blowing disclosure considered to be in the public interest. In addition to the employer's liability, the individual who subjects the employee to such treatment may also be held personally liable.

This policy does not replace our existing employment policies:

- [grievance](#)
- dignity at work
- [disciplinary](#)

You should use these policies if you have a personal grievance or are unhappy with the way you are being treated. Our whistleblowing arrangements are not intended to give you a further opportunity to pursue a grievance or complaint once you have exhausted the relevant employment procedures.

You may be a member of the public with concerns or information which you think we should know about or look into. You should follow the [corporate complaints process](#) if your concern is about a particular service that we have provided to you.

Scope

You can use our whistleblowing arrangements if you are:

- a Councillor
- Council employee
- employee of a Local Authority school or a school governor (if the school has adopted our policy)
- a contractor
- partner
- member of the public

Our policy also applies to agency staff, contractor staff and suppliers providing goods or services to us, or on our behalf.

Our whistleblowing arrangements do not replace the following:

- child protection safeguarding reporting
- adult care safeguarding reporting
- corporate complaints procedure
- disciplinary policy
- grievance policy

You should only consider raising concerns through our whistleblowing arrangements if:

- you have genuine reasons why you cannot use the above policies and procedures
- you have reason to believe that these policies are failing or are not being properly applied
- there is a public interest aspect

Protection and confidentiality

The Public Interest Disclosure Act (PIDA) requires public bodies, such as ourselves, to have a whistleblowing policy and to ensure that employees are not victimised or dismissed for raising their concerns internally. This also applies to those who, as a last resort, feel the need to take their concerns to an outside body, such as the Local Government Ombudsman.

Members of the public who raise concerns are not legally protected by PIDA. We therefore offer the option for the person making the allegations to withhold their identity when they raise concerns.

You may feel that the only way you can raise your concerns is if we protect your identity. If the whistleblower does choose to disclose their identity, we will respect confidentiality as far as possible. However there are times when we cannot guarantee this, for example, where a criminal offence is involved or if there are child protection or adult safeguarding issues.

We will attempt to ensure the whistleblower's identity is not disclosed to third parties. We will not disclose information unless the law allows or compels us to do so, for example in order to comply with a court order. If the information you provide includes personal information about another person, then that person may be entitled to access it under subject access provisions of the Data Protection Act or General Data Protection Regulations (GDPR). If releasing that information could reveal identifying information about the whistleblower, we will always ask for your consent prior to releasing the information.

We will not tolerate any harassment or victimisation (including informal pressure). We will take action to protect you when you raise a concern believed to be in the public interest. We will take any disciplinary or corrective action should anyone attempt to victimise the whistleblower or prevent concerns being raised.

If we proceed to a formal investigation we may require you to give evidence along with other employees and witnesses. We are, in some circumstances, able to do this without disclosing the identity of the whistleblower. A statement from you may also be required as part of criminal proceedings or Employment Tribunal. This depends on the nature of the concern.

If your whistleblowing disclosure results in an internal investigation and you provide a witness statement under that process, we may use your statement for disciplinary purposes. This means your statement may be given to the subject as part of a disciplinary hearing. An employee subject to the disciplinary process can ask to see personal information held about them at any time under the subject access provisions of the Data Protection Act. This may include information within your statement. If it is possible to provide access to personal information within your statement without revealing any information about you, we will do so. If this is not possible, we will always seek your consent before releasing any information.

If your statement is not required for disciplinary purposes it will be:

- held confidentially on our case file (until the case file is destroyed after seven years)
- released only with your consent or a Police or Court Order

We:

- do not expect you to give us your consent. This is your decision alone, but we are required by law to ask you
- do not need a reason should you choose to refuse the request

If you find yourself the subject of a whistleblowing disclosure and a decision is made to investigate, we will follow the appropriate employment procedure:

- dignity at work
- [grievance](#)
- [disciplinary](#)

This means you will have all the rights contained in that procedure, such as, the opportunity to respond to the allegation and representation at the investigatory interview.

What you should report

We encourage you to use our whistleblowing arrangements for issues such as:

- conduct which is a criminal offence or breach of law
- a breach of our code of conduct for staff or Councillors
- sexual, physical or verbal abuse of our clients, employees or public
- dangerous procedures risking the health and safety of our clients, employees or public
- unauthorised use of public funds
- suspected fraud or corruption
- damage to the environment (for example land, buildings, highways, water, air, waste, energy, transport, natural habitat etc.)
- unethical or improper conduct
- services that fall seriously below approved standards or practice
- failure to follow our policies and procedures

Note - this is not an exhaustive list

Anonymous or untrue allegations

We do not encourage anonymous reporting as the concerns are more difficult to investigate and are generally less powerful. We would like you to put your name to the allegations whenever possible and remind you of the protection we can provide if we know who you are.

Anonymous whistleblowing referrals will be considered at the discretion of the officers handling your concern, in consultation with the service area, where appropriate. This discretion will be based on the:

- seriousness of the issues raised
- credibility of the concern
- likelihood of confirming the allegation from an attributable source
- evidence base

It may be that our investigations do not confirm your allegation. We take all concerns seriously and can assure you that no action will be taken against you if you have raised a concern in the genuine belief that it is, or may be, true.

If we find that you have maliciously made a false allegation we will take action and you will not be eligible for protection under PIDA.

How to raise a concern

We encourage you initially to raise your concern internally. This allows us the opportunity to right the wrong and give an explanation for the behaviour or activity. We also advise staff to report any allegation to their line manager. We recognise that your first actions will depend upon the seriousness and sensitivity of the issues and who you believe to be involved. We advise that you make it clear that you are raising your concerns under our whistleblowing arrangements. This will help managers respond in line with this policy.

It is better to submit concerns in writing. We need the background and history of your concern, giving names, copies of any documents, dates and places (where possible). We would like you to explain why you are concerned about the situation. We do not expect you to prove the truth of an allegation but you will need to show that there are sufficient grounds for your concern.

You can use the confidential PO box or email address (which is monitored by a nominated officer within the Investigations Team):

Lincolnshire County Council
PO Box 640
Lincoln
LN1 1WF

Email address: whistleblowing@lincolnshire.gov.uk

Alternatively, you can use our confidential whistleblowing line: Freephone 0800 0853716

We operate this dedicated reporting line during normal working hours (9am to 5pm). If you call this number out of hours you can leave a message on the answer phone which is located in a secure area.

Staff can seek independent advice from their trade union representative or professional association. They can also invite a work colleague to raise a concern on their behalf.

Further advice may be sought from the [whistleblowing charity Protect](#) on their whistleblowing advice line: 020 7404 6609

Remember – the earlier you raise the concern, the easier it is to take action.

How we will respond

Our response will depend on the nature of the concern raised and may be:

- advice only
- resolved by agreed action without the need for investigation
- investigated internally (by management, counter fraud and investigations team or other independent investigators)
- referred to the relevant safeguarding team (child protection or vulnerable adults)
- referred to the Police, if a criminal matter
- referred to the external auditor
- the subject of an independent inquiry

The officer receiving the whistleblowing allegation (if a major issue) will immediately notify the investigations team within corporate audit to include the disclosure on a central register.

We may carry out initial enquiries in order to protect individuals or employees and those accused of wrongdoing. We will use the results of these enquiries to decide whether an investigation is needed and if so, what form it should take. If urgent action is required this will be taken before we start any investigation.

The investigations team will follow up concerns of fraud, bribery or corruption. If there are other serious concerns of a potentially criminal nature, they will refer the complaint to our monitoring officer. They will determine whether:

- we should refer the concern to the Police directly or
- advise the complainant to make such a referral

If the monitoring officer decides that we should refer the matter to the Police, we will seek advice from the Police to establish:

- if a simultaneous internal investigation can be conducted
- whether or not they consent for the subject of the complaint to be informed of allegations

Our code of conduct requires employees to notify their line manager immediately of any criminal investigation. Failure to do so could result in disciplinary action being taken.

We will acknowledge your whistleblowing disclosure within five working days. Within the next 10 working days we will explain in writing how we propose to deal with the matter. The whistleblower will be:

- given an estimate of how long it will take to provide a final response
- told if initial enquiries have been made
- told if further investigation is required, and if not, why not (where appropriate)
- given details of support mechanisms
- advised of the investigating officer (where appropriate)
- advised how we will inform you of progress

The amount of contact between you and the officer considering your whistleblowing disclosure will depend on the nature of the concerns raised. For example, if further investigation is required, the investigator may need to seek additional information from you.

If a meeting is necessary, this can be held off site if you prefer. If you are an employee you will have a right to be accompanied by a union representative or work colleague (not involved in the area where the concern exists). If you are not an employee you may wish to bring a friend with you. A neutral venue can be arranged, where required.

We will help with any difficulties you may experience as a result of raising a concern. We will, for example, provide advice if you are required to give evidence for criminal or disciplinary proceedings. Sometimes whistleblowers have counter-allegations made against them. We have a duty to investigate any concerns that we receive and that will apply in these circumstances. However this will not detract from the principles, as set out in this policy, which govern how we will respond to whistleblowers. The over-riding objective will be to establish the truth.

We will retain records of all work carried out and actions taken to address the concerns raised by the whistleblower. This will include the investigator's case file, where relevant. We will hold all files securely and confidentially, in accordance with our [retention of records policy](#).

At the end of our investigations we will provide feedback to the whistleblower (if known) on actions taken and limited detail on the outcome of investigations. Feedback will be subject to legal constraints. However we recognise the importance of providing you with assurances that the matter has been dealt with properly.

Taking the matter further

If you have genuine concerns about how we have handled your whistleblowing disclosure you can raise this with the investigating officer(s) and, or the monitoring officer. We hope that you will reach a suitable conclusion to the matter. If you remain dissatisfied you can contact our external auditors at:

Mazars
Park View House
58 The Ropewalk
Nottingham
NG1 5DW

You may also refer your concern to the [Local Government Ombudsman](#). They generally do not take any action until the matter has been dealt with internally first.

Alternatively, you can contact them at:

The Local Government Ombudsman
PO Box 4771
Coventry
CV4 0EH

Telephone: 0300 061 0614 (Local Government Ombudsman – Advice Team), 10am to 4pm Monday to Friday, except on public holidays.

We would remind you that employees are not to report any Council related issues to the media. To do so may be considered a breach of our disciplinary policy and code of conduct.

Monitoring and control

The head of corporate audit will provide an annual report to our audit committee which has responsibilities for overseeing the effectiveness of our governance arrangements. All reporting will be anonymised. It will only identify common themes, numbers of disclosures year on year and will highlight actions taken to improve systems and policies.

Our governance group will monitor the effectiveness of this policy.

This policy will be reviewed every three years.

Risk Assessment and Risk-Benefit Assessments

Location: St Giles Nursery Orchard	Name: Paula Breward	Date: Updated September 2023
Description of site/activity/tools: (Owner,debris,dogs,flora and fauna,access,vehicles,water,interesting features, other comments)		
<i>Small area of private fenced off triangular shaped land which is attached and is at the back of a nursery school building. The land is uneven and contains many fruit trees. Access is by way of the path around the side of the nursery school building or through the building itself. On the floor there are piles of dead wood and decaying fruit from the trees There is a fire circle in the middle of the site and a small mini beast hotel made of pallets at the end. There is also a mud kitchen made of pallets opposite the fire circle which is next to a small shallow pond.</i>		

	Hazard	Harm	People at risk	Probability (P1-5)	Severity (S1-5)	Rating (PXS)	Measures (New or existing)	Who/ when?	Benefits
1.	Forest School site includes plants which are harmful to health	Some plants can be poisonous if consumed or harmful to health	All attending Forest School	2	5	15	Safety talk at start of session. Forest School practitioners taught to recognise poisonous stinging plants No Picking/ no licking rule explained to all. Make sure all have read poisonous plants leaflet. First Aider always present.	Forest School Leader Each Session	Participants will learn to identify plants
2.	Uneven surfaces	Slips, trips and falls	All attending Forest School	3	3	9	Safety talks at start of session about movement around the site. Check site before each session for loose material/debris, animal holes. First aid kit available with trained first aiders	Forest School Leaders Continuous through session	Participants will learn resilience and develop gross motor skills
3.	Boundaries	Lost Participants	All attending Forest School	2	5	10	Boundaries clearly set before each session with participants. Ensure adults know and understand lost child procedure in	Forest School Leader. Throughout session	Participants will have some level of freedom away from leader

							handbook. 1,2,3 come back to me to gather		
4.	Windy weather	Falling objects lading on heads/ blowing in eyes	All attending Forest School	2	5	10	Forest School session will be held in the forest school indoor classroom if the wind is 40mph or higher. Assess site for loose branches before participants enter the site. First Aid Kit available with trained first aiders	Forest School leader to monitor weather before and throughout session	Participants use observation and physical ability to avoid falling objects
5.	Cold weather	Hypothermia /Frost bite	All attending Forest School	1	4	4	First Aid always present. Only participants with suitable clothing can attend the session. Participants not to remove any clothing.	Forest School Leader	With suitable clothing participants will be able to enjoy the session
6	Existing medical conditions	Illness/ adverse reactions	All attending Forest school	1	4	4	Ensure all medical forms are present and current. First Aid and any medication present. All staff aware of medical conditions.	Forest School Leader	With correct procedures there is no reason for participants with ECM's to participate.
7.	Low branches	Minor injury, eye injury	All attending Forest School	3	2	6	Participants made aware of hazards and daily check on pathways. Participants reminded to move slowly in areas where there are low branches, always looking ahead.	Forest School Leaders	Participants use physical abilities and observation to avoid branches
8	Using rope and string for 'dog logs'	Accidental Strangulation from rope and string	All attending Forest school	3	5	15	Walking rule when walking with ropes and string Talk about using ropes where you can attach them and at what height	Forest School Leader	Fine motor development from tying and attaching string and rope to logs

9	Falling logs and sticks when making towers	Cuts and bruises from falling sticks	All attending forest school	3	3	9	Discuss with children safe height for stick towers and how to make a stable structure.	Forest School leader	Participants use observation, creativity, coordination and awareness of shape and space when constructing stick tower
10	Insect bites and stings	A variety of insects can bite and sting	All attending Forest School	2	2	4	<p>Participants are advised to wear insect repellent applied by parent before session</p> <p>Ensure all medical details containing details of allergic reactions are completed</p> <p>First aid kit carried by staff</p> <p>Qualified first aider present</p>	Forest School Leader	<p>Opportunity to observe the way insects move around and communicate.</p> <p>Insects are generally safe for us to observe (apart from wasps and bees) so good to promote a positive attitude towards them</p>
11	Building dens with natural materials such as sticks and branches	Unstable structures can fall and topple over causing injury	All attending Forest School	3	4	12	Children to be aware of dangers and carry /hold sticks carefully being aware of others around them. Injuries and accidents to be dealt with accordingly by first aider	Forest School Leader	Opportunity to work as a team safely, to problem solve and scaffold each other. Opportunities to develop motor skills, practice knots and develop social skills
12	Poor behaviour	Participants may behave in a way that is unsafe to themselves	All attending Forest School	3	2	6	All participants given clear guidelines on what is acceptable behaviour and what is unacceptable.	Forest school Leader	Opportunity for participants to develop empathy

		and others around them					Activity to be stopped immediately if participants make it unsafe. Designated staff member to carry mobile phone or walkie talkie at all times.		and develop further social skills Participants may learn more self control and self regulation
13	Camp Fire	Risk of burns and scalds	All attending Forest School	3	5	15	<p>Fire pit used for cooking is in a clear space kept free from equipment or undergrowth</p> <p>Bucket with water in near vicinity to put fire out</p> <p>Heat proof gloves and fire blanket accessible</p> <p>Safety briefing on fire to all participants and helpers</p> <p>Respect position taught to all.</p> <p>Children only enter middle of fire circle when invited in by FSL on a 1:1 basis</p> <p>Sticks collected before fire is lit.</p> <p>Gloves used when needed.</p> <p>All children sit on fire circle logs whilst fire is lit.</p> <p>Only trained FSL to light the fire.</p>	Forest School Leader	<p>Development of respect and awareness around fire</p> <p>Supports awareness of self and of group as all work together to manage fire and fire safety</p> <p>Opportunity to develop motor skills when collecting firewood, using fire striker, managing and cooking on camp fire.</p> <p>Opportunities to identify trees when collecting firewood.</p>

							<p>School to be informed that fire is taking place.</p> <p>Burns kit readily available</p> <p>Fire blanket readily available</p> <p>First Aid kit readily available</p> <p>Designated member of staff to hold outdoor first aid certificate</p>		
14 (a)	Cooking food	Risk of food being undercooked or being too hot for participants to eat	All attending Forest School	1	3	3	<p>See fire camp fire</p> <p>Any food cooked will be under close supervision with the adult cooking the food and ensuring it is cooked and cooled before the children eat it.</p>	Forest School Leader and briefed participants	Children learn about cooking and being independent as well as learning life skills. Encourages creativity.
14 (b)	Cooking (see above) then eating Popcorn	Risk of choking when eating popcorn	All attending Forest School	3	5	15	<p>Children eating popcorn (and all foods) will be under close supervision from adults. Children will always be seated with adults at the fire circle when eating snacks.</p> <p>Reminders will be given to repeatedly chew each</p>	Forest School Leader and briefed participants	<p>Awe and wonder of listening and watching popcorn kernels popping in the pan.</p> <p>Opportunity to learn about scientific process of heating and how it changes food.</p>

							popcorn piece slowly and carefully.		
15	Use of Bow saw	Accidental injury from tool	Cuts	3	5	15	Make sure tools are stored in a designated space. – Make sure tools are stored in a locked box.	Forest School Leader	Benefits to using tools develops participants own risk management and self- regulation skills.
		Incorrect use of tool	cuts	4	5	20	Tool talk given by FSL No glove needed on hand using tool, glove on helper hand. - First aiders and first aid kit close by. - One to one supervision for young children. Keep blade cover on when not in use.	and briefed participants	
		Trip or fall with tool	cuts	3	3	9	Ensure safe working area prepared with limited trip risks. - Ensure tool transported with cover on. - Ensure tool talk learnt including how to move safely with tool.		
		Falling branches when cutting	Bumps/bruises and cuts from branches	3	3	9	Ensure high branches are correctly supported. - Ensure other clients are clear of the working area. - Ensure those using the saw		

							know the correct procedure.		
16	Pond	<p>Risk of accidental slipping/ tripping or falling in leading to injury or Drowning</p> <p>Ice on pond in cold weather Fall/slip trip</p>	<p>All attending Forest School</p> <p>All attending Forest School</p>	<p>3</p> <p>3</p>	<p>5</p> <p>3</p>	<p>15</p> <p>9</p>	<p>Large Logs stacked around perimeter of pond to clearly define edge</p> <p>-Banks shallow to prevent accidental entry.</p> <p>-Deepest area is centre of pond – children keep to edges.</p> <p>-Perimeter kept clear of dense or high foliage so pond edges are clearly defined and can be seen/avoided.</p> <p>-Children instructed they must walk when near pond</p> <p>-Children instructed to lie on tummy or kneel down when next to pond or looking into pond to prevent leaning over edge.</p> <p>-Pond use rules clearly displayed and reviewed at the start of each session</p> <p>-Children instructed they must walk when near pond</p> <p>-Children instructed to lie on tummy when next to edge of pond to avoid leaning over and falling in.</p> <p>-Pond area will be kept free from trip hazards.</p>	<p>Forest School Leader and briefed participants</p>	<p>-Encourage wildlife to orchard</p> <p>The pond will allow children to explore a different type of habitat.</p> <p>Close access to the contents of the pond is an essential component of fully exploring this habitat.</p>

	Pond Dipping (a)	Slippery pond logs or edges risk of accidental Slips, trips and falls. Cuts, grazes and abrasions. Drowning.	All attending Forest School	3	5	15	-Banks shallow and planted to prevent accidental entry. - Deepest area is centre of pond – keep to edges. -Perimeter kept clear of dense or high foliage so pond edges are clearly defined and can be seen/ avoided. -Pond use rules clearly displayed and reviewed at the start of each session -All participants should wear appropriate footwear -Children shown correct use of pond net and how to use/carry safely -Pond will area kept free of trip hazards	Forest School Leader and briefed participants Forest School Leader and briefed participants	Pond dipping will allow children to fully explore this natural habitat
			All attending Forest School	2	5	10			
	Pond Dipping (b)	Possible exposure to contaminated water leading to Weil's disease (from contaminated rat urine)	All attending Forest School	1	5	10	-Children are shown how to correctly use pond dipping equipment -Children instructed to wash hands thoroughly immediately after pond dipping. -Open cuts will be covered with micropore tape/plaster	Forest School Leader and briefed participants	

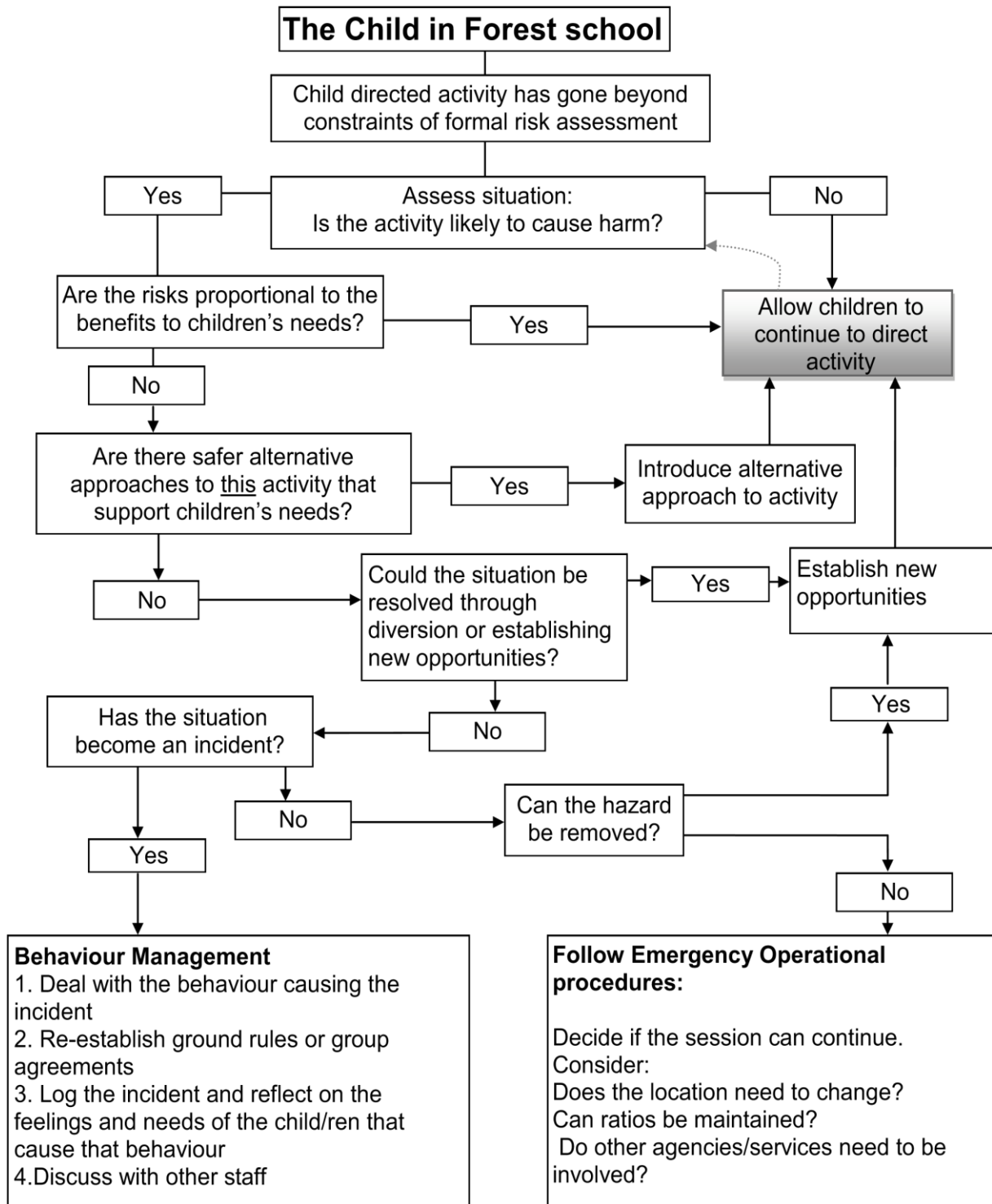
		Poisoning from blue/green algae	All attending Forest School	1	5	5	<p>or child will be instructed to wear gloves during the activity for protection.</p> <p>-Touching the mouth, eyes or nose will be avoided during the activity.</p> <p>-Groups will be encouraged to wash their hands and face after sessions, to reduce the likely hood of contracting the disease</p> <p>Pond surface monitored and removal of pond scum from surface of pond</p> <p>Children instructed on 'no picking/no licking' rule. (no eating any plants in orchard)</p>		
17	Use of Hammock	<p>Injury from falling</p> <p>Injury from hammock breaking</p>	All attending Forest School	4	2	8	<p>FSL to monitor condition of hammock and ropes and test once up that hammock can take weight of a person.</p> <p>Warning against swinging someone in hammock as could cause injury. (Be gentle)</p>	Forest School Leader and briefed participants	Freedom and play in natural setting, self-awareness, safety – taking risks, teamwork, warmth, attentiveness, self-esteem, emotional development, learning new skills, comfort and relaxation.

							<p>Teaching correct way to get in and out of hammock to lessen the risk of injury.</p> <p>First aid kit at site for any injuries. Supervision by adult when in use if possible.</p>		
18	Use of rope ladder	<p>Injury from falling off ladder.</p> <p>Injury from ladder breaking</p>	All attending Forest School	4	2	8	<p>FSL to monitor condition of rope ladder and ropes attaching it to tree.</p> <p>FSL to check branch is safe to hold weight of child / person using it.</p> <p>-Look for any signs of dead wood Check ground and area is clear from any hazards.</p> <p>-Remind pupils of risk of using ladder to themselves and those around them. -</p> <p>Always make sure plenty of space for swinging/ twisting.</p> <p>-Teach how to Safely get on/off the rope ladder. –</p> <p>-First aid kit at site for any injuries. Supervision by adult when in use if possible. .</p>	Forest School Leader and briefed participants	Freedom and play in natural setting, self-awareness, safety – taking risks, teamwork, warmth, attentiveness, self-esteem, emotional development, learning new skills, comfort and relaxation.
19	Tree climbing	Falling from a tree, landing on something hard or pointed, branches, falling onto	Children climbing trees and those underneath	2	4	8	<p>-Children to wear correct clothing / footwear.</p> <p>-If wet climbing trees not permitted.</p> <p>-Test before you climb'-</p> <p>Children taught basic risk assessment.</p> <p>Taught to consider any factors that may make a</p>	Forest School Leader and Briefed participants	Children develop self- confidence, self-esteem, gross motor and fine motor skills, language and communication skills. They learn about judging risks, being part of a community,

		someone from above					tree /structure etc more or less safe		and develop positive attitudes to learning
		Concussion		1	4	4	e.g., type/size/strength of branches, type of leaves, distribution of branches and ease of climbing, surface of the trunk and branches, if the branches move, the ground below the tree.		
		Broken bones		2	3	6	-Children taught to assess branches before making next move. - close supervision (see above) to prevent risky or dangerous moves or positions.		
		Twigs or branches going through skin		2	2	4	-No more than one person up a tree at a time.		
		Head bump		2	3	6	-No climbing on branches smaller than wrist width. -- -		
		Feet getting trapped between branches		1	3	3	-First aid kit at site for any injuries. Supervision by adult when in use if possible.		
		Twisted or broken feet/ankle		1	3	3	-If the staff member judges that tree is not safe, children are not allowed to climb.		
		Sharp, pointy branches or twigs		3	2	6	Supervising staff never lift children up a tree.		
							-Children only get as high as they can independently.		
							-Climbing is supervised by an adult close by.		
							Supervising adult will intervene when the climbing becomes too risky.		
							-Children are taught to always have 3 limbs on a tree when climbing, e.g., 2		

							hands+1 leg or 2 legs + 1 hand.		
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Forest School Dynamic Risk Assessment



Original document by Dan Rees-Jones Playwork Partnerships 2008
Adapted by Lily Horseman and BEYCP Play Team July 2008

Adapted for Forest Schools by Kindling www.kindlingplayandtraining.co.uk 2011

9. Session Routine

Every session will undoubtedly differ in many ways from previous sessions in relation to; learning, experiences, journeys, the environment etc, but generally we will follow the same structure for each session.

This structure helps ensure that the children and adults are physically safe and creates an environment in which children are comfortable and secure to learn with confidence.

These procedures will be carried out before a session:

Site sweep or safety check, identify and remove or restrict access to any hazards that might cause injury or illness. Fill out risk assessment sheet documenting any hazards how they will be dealt with or managed.

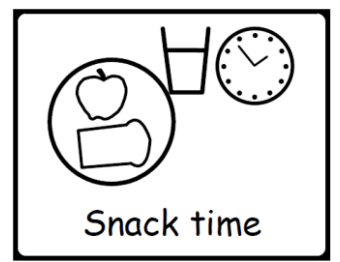
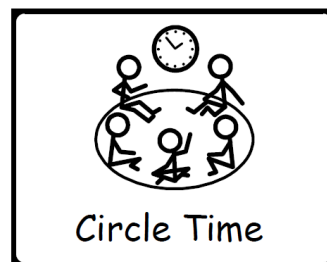
Check weather night before forest school and morning of- if potential risk of high winds, storms we will not go onto the Forest School site.

Gather all equipment needed for session including emergency bag, first aid kits, fire safety kit. If using tools ensure all tools are safe and in working order.

Adults and helpers read risk assessment/s for session including daily one, site, group, activity and travelling and sign forms to say they've read it. Adults have read the session plans

Daily Session Routine

- Children registered. Ensure children have come to school in correct clothing.
- Gather group of children outside group door. Get ready for departure, gather any necessary medication and equipment. Take all bags and belongings to Forest School Room
- Count children and stand them in a line, inform all adults of number of children present.
- Brief safety talk to children about walking to FS (Stop at each gate, mind fingers in locks etc)
- Walk to Forest School taking up opportunities for discussion along the way
- Arrive at Orchard, walk to fire circle. Safety talk around circle, remind about call back signal (whistle), introduce any experiences for the session/ anything else of importance that children need to know.
- Play warm up game
- Child-led exploration
- Call back, gather for snack, count children, wash hands, share food and drink then continue.
- Call back, play a game, reflection session etc.
- Forest School leader to extinguish fire, pack everything away, check all tools against list, count them and lock them away.
- Walk back to main nursery building and get changed if necessary.



Procedures for after each session:

Fill out any accident forms: Follow up any potential hazards/risks identified, email Head teacher and site caretaker

Clean tools if needed, check and count them before putting them away in a locked cupboard.

Evaluate session-any further learning opportunities for next session?

10. Planning, Assessment & Evaluation of Learning & Teaching

Forest School Sessions at St Giles Nursery School are planned to include the interests and developmental needs of the children. Carefully considered links between experiences, interactions and learning are interwoven in a flexible way throughout the term. These are linked carefully to the learning opportunities within the Nursery provision during the other sessions of the week. The Forest School Leader is responsible for the planning and readily accepts feedback and suggestion from the other staff supporting the groups. This key person perspective allows for a holistic overview of the child within the nursery to be incorporated.

All staff capture key learning using Tapestry (our online Learning Journal) which enables families to access this on their devices. These observations, combined with staff feedback and professional dialogue enable assessments of the child's learning within the Early Years Foundation Stage to be a holistic overview of all experiences.

The Forest School Leader and Head Teacher assure the quality of the experiences provided for Forest School through several approaches; professional dialogue and review of learning evidence, learning walks and Quality Assurance Audits using documentation created from the Archimedes Quality Diagnostic Tool, Forest School Action Research.



11. Equipment for Forest School

The equipment for Forest School is stored in the Forest School outdoor storage room. The equipment will vary depending on the time of year, weather conditions, group being taken and plan for activities according to the relevant risk assessments.

If sessions are off site, the following equipment will be carried in an emergency bag and all staff will wear fluorescent tabards over coats.

Example of things that may be in **the emergency bag and essential equipment:**

Contact details of all staff attending Forest School (if off site)

Contact details of children in group (Via Scholarpack)
List of medical issues/allergies for children in group
Contact details for school and head teacher etc
Mobile phone with all emergency contact details
Water
Map with postcode and grid reference
Foil blanket
Whistle
Accident forms
Risk assessments
Handbook-with all relevant procedures and policies

First aid kit (One to be worn around Forest School Leader and a second to be kept in the Forest School Classroom)

It will contain:

2 Large propax dressings
2 medium propax dressings
6 propax eye dressings
4 triangular bandages
20 plasters
1 mouth guard
6 asstd safety pins
12 non-antiseptic sterile wipes
2 rolls micropore
12 pr safety gloves
1 dressing scissors
Burns kit

Essential equipment –first aid kit

First aid pamphlet

The Following things are to be easily accessible and kept in the Forest School classroom:

Sharps box and gloves
Spare clothes and carrier bags

Essential equipment- lighting/holding a fire

Flame retardant gloves
Fire safety blanket

Black fire bucket with red label
Water container
Fire steel
Cotton wool

Other equipment

Washing up liquid
Black bags
Freezer bags
Clingfilm
Bacofoil
Soap
Hand towel x 2
Milk carton with holes
Ground sheet
Tarp
Rope
Plastic beakers
Spoons
Bug viewers
Magnifying glasses
Water containers

The following things are kept in staffroom adjacent to Orchard (Forest School Site)

Tea/coffee/hot chocolate
Biscuits
Marshmallows
Scissors

Essential equipment- clothing (for more information see clothing policy)

Winter or wet weather

Waterproof trousers
Warm waterproof coat with hood
Long sleeved top
Full length trousers
Warm boots (wellies can be very cold in winter)
Warm thermal undergarments

Sweat shirt/jumper

Fleece

Wellies (these should always be at school)

Warm sock and a spare pair

Gloves

Woolly hat

Bottle of water

Warm sock and a spare pair

Wellies (these should always be at school)

Socks

Light weight long sleeved t shirt

Change of clothes

Bottle of water

Warm weather

Sun hat that fits well to ensure good visibility

Light weight full length trousers

Lightweight jumper or cardigan that covers arms and
in case temp drops (always cooler in the woods)

Sun cream applied before coming to school

Sensible sturdy closed toed shoes

Sensible walking shoes that are preferably waterproof

Change of clothes

Forest School Tools / Equipment Count

Date:

How many tools taken into orchard	Tool / Equipment	How many tools returned
	Bow Saw	

How many tools taken into orchard	Tool / Equipment	How many tools returned
	Bill Hook	
	Sheath Knife	
	Loppers	
	Axe	
	Drill	
	Drill bits	
	Folding Pruner	
	Fire Strikers	
	Rope	
	String	
	Kelly Kettle	
	Peelers	

*Check all tools taken into the woodland are accounted for and returned to the designated box or bag when you leave, to ensure the safety of others who use the woodland after you. This procedure avoids anything being left behind.