

# Frittenden Forest School

Leader : Nic Costello



**Learning for Life in the Light of God**

**Frittenden CE Primary School  
The Street  
Frittenden  
Kent  
TN17 2DD  
886 – 3198**



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**Risk and Risk Benefit Assessments:**

- General Welfare
- Site Specific
- Daily Site Specific

**Risk Benefit Assessment**

## Experiences:

- Camp Fire
- Climbing
- Collecting Natural Materials
- Cooking over a Camp Fire
- Using Kelly Kettles
- Fire Lighting
- Mud Play
- Orienteering
- Shelter Building
- Tarps and Hammocks
- Toileting
- Using Rope and String
- Water

## Tools:

- Axe
- Bill Hook
- Knife/ Carving tools
- Mallet/ Hammer
- Palm Drill
- Bow Saw
- Pruning Saw
- Secateurs / Loppers

**Appendix**

- Parental Consent Form
- Adult helper Consent Form
- Daily Sweep Form
- Tool Maintenance Form

## **What is Forest School?**

According to the Forest School Association, Forest School is *'an inspirational process, which offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.'*

Forest School, which originated in all but name from Scandinavia, is a growing movement in the United Kingdom. It offers children regular opportunities to spend an extended amount of time in a natural woodland setting. The benefits of Forest School are enormous: through its specialised learning approach, children learn a respect for nature and each other; they continually build upon their own capacities to problems solve, investigate and speculate; they have the right to take risks and experience emotions through social interaction.

From the very beginning, Forest School children have the right to access the outdoors (regardless of the weather); to play and be curious about the outside. The learner-centred approach of Forest school ensures that children are immersed in the ever-changing moods and challenges which are presented as the seasons change. Crucially, through these opportunities, children build resilience; self-esteem increases; they develop positive relationships; drive their own learning; and experience success, risk and challenge.

### **The principles which govern Forest School are:**

**Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.**

- ❖ Forest School takes place regularly, with the same group, over an extended period of time and encompassing the seasons.
- ❖ A Forest School programme has a structure which is based on the observations and collaborative work between learners and practitioners.
- ❖ The initial sessions establish physical and behavioural boundaries and allow the leader to make 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.**

- ❖ Whilst woodland is the ideal environment for Forest School, many other sites are able to support good Forest School practice. It should provide 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
- ❖ 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 motivation.

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

- ❖ Where appropriate, the Forest School leader will aim to link experiences at Forest School to home, work and school education

- ❖ Forest School programmes aim to develop 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 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 practitioner/adults to learners.
- ❖ Practitioners and adults regularly helping at Forest School are subject to relevant checks
- ❖ Practitioners hold up-to-date first aid qualification, including paediatric and outdoor elements.
- ❖ Forest School is backed by relevant working documents, which contain all the policies and procedures required for running Forest School and establish the roles and responsibilities of staff and volunteers.
- ❖ The Forest School leader is a reflective practitioner and sees themselves, therefore, as a learner too.

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

- ❖ A learner-centred pedagogical approach is employed by Forest School that is responsive to the needs and interests of learners.
- ❖ The Practitioner models the pedagogy, which they promote during their programmes through careful planning, appropriate dialogue and relationship building.
- ❖ Play and choice are 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.
- ❖ Practitioner observation is an important element of Forest School pedagogy. Observations feed into 'scaffolding' and tailoring experiences to learning and development at Forest School.
- ❖ These are the principles that underpin Forest School and enable it to be a unique and special learning opportunity for all participants.

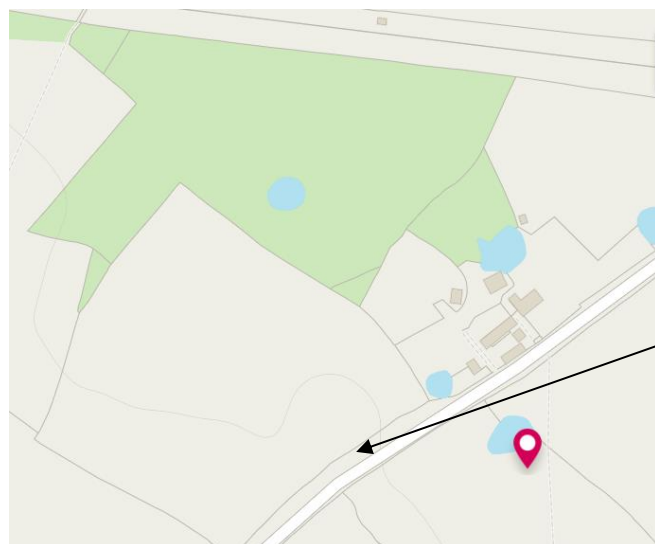
### Ecological Impact Assessment and Preliminary review

|                             |  |                                |
|-----------------------------|--|--------------------------------|
| Name of Woods:<br>Hegg Hill | Grid Reference:<br>TQ875433<br>What three words:<br>Courts.revisits.craziest | Location:<br>Smarden Bell Road |
|-----------------------------|--|--------------------------------|

Owner :  
Tony Neaves  
Hegg Hill Farm  
Smarden Bell Rd.

#### Detailed Woodland description:

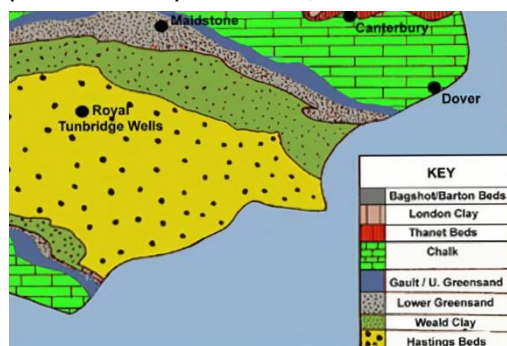
The site is in the area of Hegg Hill Farm. Hegg Hill Wood is part of a small holding located on the Smarden Bell Road: there are several animals on site, such as cows, sheep, pigs and chickens. There are chickens in the woodlands. At the bottom of the woods is a trainline which is fenced off.



- Hard standing layby
- Portaloo on site
- Water points by container and the barn
- Woodland has a body of water

Access to the site is gained through a gate at the bottom of the field. The gates should be closed to stop the sheep from getting into the woods. There are no public rights of way through the woods and therefore there will be no risk of trespassing.

The woodland is not a natural wood, in the main it has been planted by previous land owners: it is predominantly hawthorn, oak and xxx. The landowner has recently cleared an area close to the entrance and is encouraging the growing of a herb layer and glades: other areas will be developed in future. There are bluebells in the spring. The woodland has some grassed areas and there is extensive areas of stinging nettles. The soil type is clay and the ground can get very wet after rains but equally there is evidence of severe cracking in some areas.



The woods can be described as deciduous and broad leaf in the main. There is also hawthorn and holly on site. The owner reports that deer are not found in the woods; however, bats live in the woods as do dormice, wood mice and squirrels, to name but a few of the woodland mammals.

## Preliminary Review

Forest School will take place once a week during the course of the year with around 15 children and 3 adults using the woodland. At the base camp there will be a permanent fire site. There is ample dead wood within the woodland to provide fire wood for the programme without having any negative impact on wildlife. The main impact will be trampling and disturbance to wildlife. There is a large amount of standing dead wood in the woodland as well as dead wood on the ground providing a good habitat for many invertebrates and small mammals. It is envisaged that the children will collect some of the wood from the ground for den building. There will be a permanent set up at the site including: tables, saw horse, fire pit and seating, canopy and a shed for storage. The landowner has installed water to the small holding.

There is little ground layer in some areas and a great variety in other more open areas within the woodland due to the maturity and enclosed canopy, allowing little light to penetrate to ground level. In terms of fauna there is evidence of rabbit burrows and there is extensive evidence of many different bird species and nests high up in the canopy layer. The likely impacts of Forest School will not impact significantly on the woodland habitat.

The woodland is not under any kind of special protection or status such as being a site of special scientific interest or a national nature reserve and no trees have tree preservation orders. There is no information available about the woodland through any statutory organisations such as English Nature.

Underfoot the path leading into the woodland can become very muddy in wet weather as the soil has a clay horizon just below the surface meaning rainfall doesn't soak away quickly. In the woodland itself there is a reasonably thick layer of humus and leaf litter and the underfoot conditions here don't get so muddy; this situation will be reviewed as the programme moves forward.

| Flora                                   | Fauna               | Abiotic Elements       |
|---|---------------------|------------------------|
| Moss ( <i>Brachythecium rutabulum</i> ) | Winter Moth         | Clay soil              |
| Lichen ( <i>Parmelia sulcata</i> )      | Blue Tits           | Slow running water way |
| <i>Collybia erythropus</i>              | woodpecker          | 1 pond                 |
| brambles                                | Fox                 | Dense canopy           |
| Hawthorn                                | Badger              |                        |
| Bluebells                               | Rabbit              |                        |
| Birch polypore (bracket)                | Woodlice            |                        |
| Stinging nettles                        | Wood mouse          |                        |
| Sycamore                                | Millipedes          |                        |
| Holly                                   | Slugs and snails    |                        |
| Ash                                     | Chiffchaff          |                        |
| Oak                                     | Jay                 |                        |
|   | Squirrel            |                        |
|   | Bat                 |                        |
|   | Green shield bug    |                        |
|   | Hawthorn shield bug |                        |
|   | Common earwig       |                        |
|   | Hover flies         |                        |
|   | Numerous spider     |                        |
|   | Numerous insects    |                        |



| <b><u>What are the impacts and how will are they managed?</u></b>   |  |   |
|---|--|---|
| Type of impact  | Area of woodland which impact affects i.e Ground, field, shrub, canopy layers, nesting birds, foot paths, habitats etc | Actions carried out to minimise impact  |
| Denudation  | Shrub layer  | Only dead wood will be removed- watch amounts. Bring in wood if necessary. Create bug hotels etc  |
| Pollution (fire lighting)   | Ground layer, nesting birds, habitats  | Grounds prepared as identified in policy and procedures.  |
| Compaction  | ground flora   | Use pathways already established in woodland, especially during spring (bluebells). Identify any vulnerable areas and avoid them.<br>Create bug hotels                                |
| Litter  | Ground layer   | All litter will be removed prior to leaving the site on each occasion we are in the woods.  |
| Toileting   | Ground layer   | FSL and group will follow the RBA and policy / procedures for toileting. Remove paper / wet wipes and bury any faecal matter.   |
| <b><u>Specific Activity</u></b>   |  |   |
| Den building  | Ground layer – insect habitats   | Children will not take from one specific area – arrange collecting from across the site with an adult.  |
| Fire lighting   | Ground layer   | Grounds prepared as identified in policy and procedures.  |
| Over use of base camp and surround  | Disturbance/habitat destruction of flora and fauna   | Make participants aware of the environment they are in and how to treat it in terms of handling plants and animals and using natural resources.<br>Move site in 2 <sup>nd</sup> year. |
| Use of natural materials for activities   | Ground, field and shrub level  | Only what is required will be taken where there is abundance of that resource. FSL will bring in resources as needed  |
| Making toasting forks   | Shrub layer  | FSL to bring in resources if it is deemed that it would be damaging for the site to take resources.   |
| Use of axe/ pruning saw/ knife to make wooden items   | Tree layer   | FSL to work alongside landlord to source wood within woods – use coppiced wood , or bring in resources to the woods.  |
| Tree climbing   | Mature trees   | FSL to look at the health and age of the trees and identify if the tree is safe for climbing. Rotate trees periodically   |
| Tying tarps / hammocks to tree  | Mature / young trees   | FSL to look at the stability, health and age of tree and identify if it is suitable. Rotate trees periodically.   |
| <b><u>Detailed impact monitoring methods and further information</u></b>  |  |   |
| <p>Summary</p> <p>Frittenden Forest School will be run for a day a week in the first instance. Each year group will go out for 3 full days at a time: this will be rotated to ensure that they all get to see the seasons. As the year progresses</p> |  |   |

we will monitor the environment and create databases of the flora and fauna that live in the woods. We will measure the impact that we are having and then create an action plan to minimise the damage and think of ways to add to the environment and encourage wildlife. We will endeavour to use the woods in a sympathetic way. Children will be taught to respect the woodlands and be mindful of the flora and fauna that is well established at the site. We will work with the landowner to clear the water ways, create bug hotels and stag beetle homes, bird boxes and hedgehog homes. We will only use dead wood (where possible) and we will bring resources in to the woods to ensure we are not damaging the woods. Over the next three years I will be working closely alongside the landlord to manage the woods and ensure it is a safe environment. As we are able to have a permanent site, we will be adding work benches,

Environmental Impact Assessment completed by:

### Woodland Management Plan

| Management Activity<br>and by whom?   | 2021/22  |    |   |   |                          | 2022/2023 |   |   |   |                          | 2023/2024 |   |   |                          |  |
|---|--|----|---|---|--------------------------|-----------|---|---|---|--------------------------|-----------|---|---|--------------------------|--|
|   | W  | Sp | S | A | W                        | Sp        | S | A | W | Sp                       | S         | A | W |                          |  |
| Monitoring impact   | x  | x  | x | x | x                        | x         | x | x | x | x                        | x         | x | x | x                        |  |
| Monitoring will be undertaken by the FSL and the children in the group. Photographs will be taken from fixed points at different locations. |  |    |   |   |                          |           |   |   |   |                          |           |   |   |                          |  |
| Coppicing   |  |    |   |   | <div></div> <div>x</div> | x         |   |   |   | <div></div> <div>x</div> | x         |   |   | <div></div>              |  |
|   | Year 1 : removal of dead wood and coppicing a tree to allow canopy to be erected<br>Year 2: survey site to identify other trees at risk  |    |   |   |                          |           |   |   |   |                          |           |   |   |                          |  |
| Tree checking and maintenance work as required  | x  | x  | x | x | <div></div> <div>x</div> | x         | x | x | x | <div></div> <div>x</div> | x         | x | x | <div></div>              |  |
| This will be completed in conjunction with the landlord.  |  |    |   |   |                          |           |   |   |   |                          |           |   |   |                          |  |
| Deadwood  |  | x  |   |   | <div></div> <div></div>  | x         |   |   |   | <div></div> <div></div>  | x         |   |   | <div></div>              |  |
|   | Year 1 Collect deadwood and make habitat piles<br>Year 1 Collecting deadwood for den making purposes<br>Year 2 Monitor effectiveness – create a database of insects and arachnids found<br>Year 3 Create new piles – concentrating on an area such as stag beetles |    |   |   |                          |           |   |   |   |                          |           |   |   |                          |  |
| Investigating pond areas  |  | x  |   |   | <div></div> <div>x</div> | x         |   |   |   | <div></div> <div>x</div> | x         | x | x | <div></div> <div>x</div> |  |
|   | Year 1: investigate access to pond area. Can they be approached safely?<br>Equipment for pond dipping<br>Year 2: Create a database of insects that are using the water   |    |   |   |                          |           |   |   |   |                          |           |   |   |                          |  |
| Create bird boxes and bird feeders  |  |    |   |   | <div></div> <div>x</div> | x         |   |   |   | <div></div> <div>x</div> | x         |   |   | <div></div> <div>x</div> |  |
|   | Year 2 – winter create bird feeders to hang in the trees<br>Year 2 – Spring create bird boxes to encourage breeding birds<br>Year 3 – create a bird hide   |    |   |   |                          |           |   |   |   |                          |           |   |   |                          |  |

|              |   |   |   |  |        |  |   |  |  |  |   |   |  |  |
|--------------|---|---|---|--|--------|--|---|--|--|--|---|---|--|--|
| Develop Area |   | x | x |  | x<br>x |  | x |  |  |  | x | x |  |  |
|              | Year 1 – Canopy erection / seating area / rope swing<br>Year 3 – Maintain and add to the area |   |   |  |        |  |   |  |  |  |   |   |  |  |

**Public Liability Insurance**

**Held by landowner**

First Aid Certificate



## VENTURER MEDICINE

In conjunction with EarthCraftuk Forest School Training,  
Covers requirements for: Institute for Outdoor Learning Outdoor  
First Aid Band 3.

Covers requirements for: Emergency Paediatric First Aid.  
Training exceeds the recommendations for an "Emergency First  
Aid at Work" first aider within a workplace.  
(Health & Safety (First-Aid) Regulations 1981)

This is to certify that

**Nichola Costello**

Has completed a course of training in the  
above subject and is judged competent in  
wilderness first aid

**26<sup>th</sup> September 2019**

This certificate is valid for three years from the date of issue

Approval Number: 128/00  
Certificate No: 19/ECP5733

Course Director

The  
Countryside  
Code



## Your guide to enjoying parks and waterways, coast and countryside

### Respect everyone

- be considerate to those living in, working in and enjoying the countryside
- leave gates and property as you find them
- do not block access to gateways or driveways when parking
- be nice, say hello, share the space
- follow local signs and keep to marked paths unless wider access is available

### Protect the environment

- take your litter home - leave no trace of your visit
- do not light fires and only have BBQs where signs say you can
- always keep dogs under control and in sight
- dog poo - bag it and bin it - any public waste bin will do
- care for nature - do not cause damage or disturbance

### Enjoy the outdoors

- check your route and local conditions
- plan your adventure - know what to expect and what you can do
- enjoy your visit, have fun, make a memory

[www.gov.uk/countryside-code](http://www.gov.uk/countryside-code)



# The Countryside Code



## Follow advice and local signs

The arrows show the legal and recorded rights of way for different user groups

### Footpath



### Bridleway



### Restricted Byway



### Byway open to all traffic



### Permissive Path

Follow advice on local signs as landowners voluntarily provide access to these paths and choose who can use them. Some open access areas are also made available in the same way.



### National Trail

National Trails are created for walking, with horse-riding and cycling possible on some trails or trail sections.  
[www.nationaltrail.co.uk](http://www.nationaltrail.co.uk)



### Open Access

You can walk and explore away from paths.

[www.openaccess.naturalengland.org.uk](http://www.openaccess.naturalengland.org.uk)

For further information visit [www.gov.uk/countryside-code](http://www.gov.uk/countryside-code)

# Health and Safety Documentation

## Policies and Procedures

### Accident and Emergency Policy

Frittenden CEP School's Accident & Emergency and Serious Incident Policy, sets out a clear statement of intent regarding the School's approach to Accident and Emergency Procedures. The key principle of the policy relate directly to Forest School.

Forest School is an exciting and stimulating learning experience for all participants: the children are in the woods; they have access to tools and there is fire. However, to maximise safety, children are briefed about safe practice and reminded of rules and procedures for fire and tool use; they are dressed appropriately for the conditions and they are wearing suitable footwear. Ratios of children to adults are adhered to and a first aider is present. The Leader will check that weather conditions are safe and that winds are not over 5 on the Beaufort scale. These steps should ensure that the likelihood of an accident is reduced considerably.

### Procedures:

Following any accident or injury the following steps should be taken to ensure that the correct help is given as quickly as possible:

#### **Emergencies at Forest School - Initial steps to be taken include:**

- Blow the whistle and alert children / adults that an incident has taken place.
  1. Establish the nature and extent of the emergency
  2. Make sure all other members of the party are:
    3. accounted for by the adults present using the class list
    4. safe from harm and adequately supervised away from the incident
    5. aware of what to do to remain safe
- If there are injuries, immediately establish their extent, so far as possible, and administer appropriate first aid.

#### **Getting Help**

1. Contact the appropriate **emergency service** giving:
  - Name of group and party leader
  - Location and directions including grid coordinates
  - Nature of emergency and number of injured persons
  - Action so far
  - Follow advice from emergency services
2. Inform the school and leave a return telephone number possible



### School support

1. Ensure that an appropriate adult attends the receiving hospital, taking with them parental consent forms and appropriate medical data on the injured persons.
2. Ensure that the remainder of the party:
  - Are adequately supervised throughout
  - Are returned as early as possible to school
  - Receive appropriate support and reassurance
3. Ensure that an adult continues to liaise with the emergency services until the incident is over.

Emergency Contact Numbers:

Ambulance/Fire Brigade 999 / School Office 01580 852250

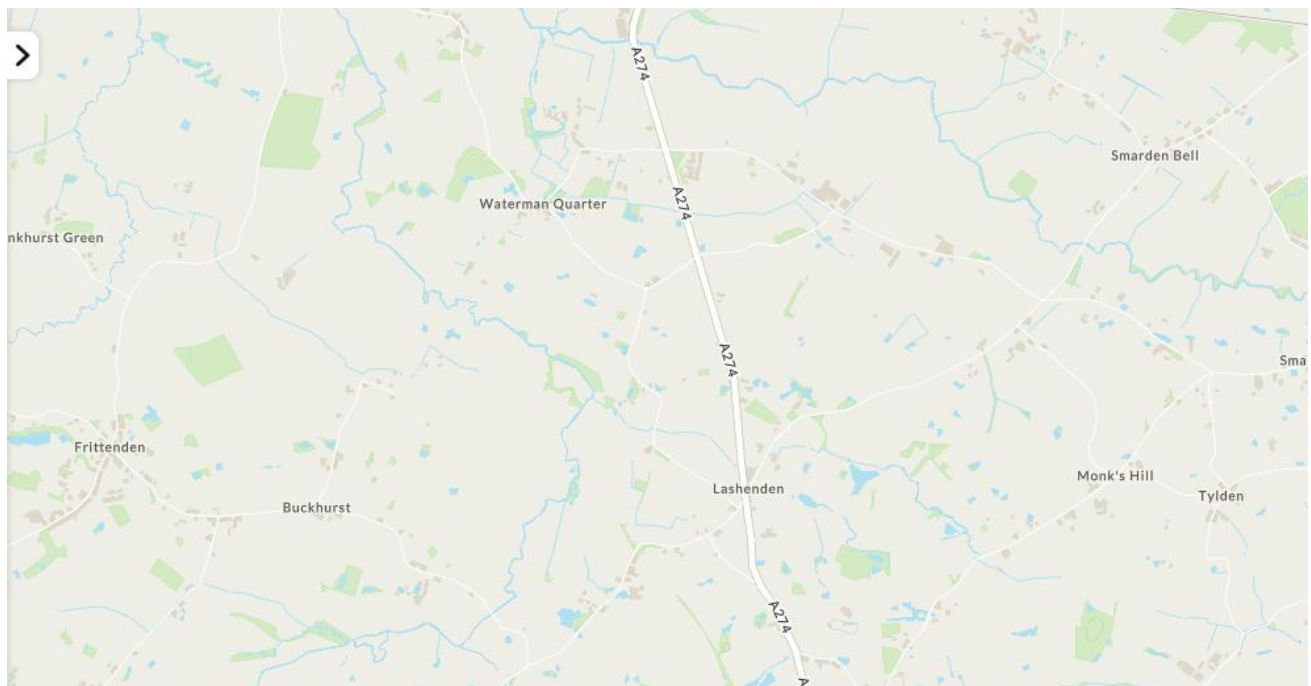
Grid Reference (6 figure)

TQ875433

What three words:

Courts.revisits.craziest

Location from school:



Leave school:

- continue to Bell and Jorrocks and turn right in front of the pub (Biddenden Road)
- At the end of the road turn left (Frittenden Road)
- Staggered cross road : straight over (Bell Lane)
- Continue for approximately 3miles.
- Hegg Hill situated on the left side of the road.



### **Adverse Weather Policy**

'There is no such thing as bad weather: just bad clothing choices' – or so they say at Forest School.












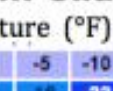

We strive to make sure that Forest School at Frittenden will take place in all weather conditions and in all seasons.

The only basis for cancellation will be high winds, which deem being in the Forest too high risk, or electrical storm. In the event of high winds Forest School will move location to the Paddock, which is grass land directly next to the school.

### **Procedures**

- Forest School Leaders will check the weather forecast leading up to the session and then finally on the morning of the session.
- Parents will be issued with clothing requirements to enable children to be prepared for different scenarios.
- If Forest School is to take place but it is cold, children are to wear layers as well as hat, scarf and gloves etc.
- If it wet they need to wear wet weather gear.
- If winds are too high, the session will take place outside of the Forest School environment.
- If it is very hot and there is a risk of sun exposure resulting in sun burn, then children will be asked to wear light clothing, but long sleeves and full length trousers, hats to be worn and cream to be applied prior to FS.
- Forest School Leader to ensure that children have the opportunity for hot drinks in cold weather and cold in hot weather.
- Snacks to be available.
- In the event of cancellation, parents will be notified by Parent Mail; however, the children will still need to attend school and will go to their usual classes and participate in usual timetabled learning.

# Beaufort Scale

| Beaufort number | Wind Speed (mph) | Seaman's term   |   | Effects on Land   |
|-----------------|------------------|-----------------|---|---|
| 0               | Under 1          | Calm            |    | Calm; smoke rises vertically.                                       |
| 1               | 1-3              | Light Air       |    | Smoke drift indicates wind direction; vanes do not move.            |
| 2               | 4-7              | Light Breeze    |    | Wind felt on face; leaves rustle; vanes begin to move.              |
| 3               | 8-12             | Gentle Breeze   |    | Leaves, small twigs in constant motion; light flags extended.       |
| 4               | 13-18            | Moderate Breeze |    | Dust, leaves and loose paper raised up; small branches move.        |
| 5               | 19-24            | Fresh Breeze    |    | Small trees begin to sway.  |
| 6               | 25-31            | Strong Breeze   |   | Large branches of trees in motion; whistling heard in wires.        |
| 7               | 32-38            | Moderate Gale   |  | Whole trees in motion; resistance felt in walking against the wind. |
| 8               | 39-46            | Fresh Gale      |  | Twigs and small branches broken off trees.                          |
| 9               | 47-54            | Strong Gale     |  | Slight structural damage occurs; slate blown from roofs.            |
| 10              | 55-63            | Whole Gale      |  | Seldom experienced on land; trees broken; structural damage occurs. |
| 11              | 64-72            | Storm           |  | Very rarely experienced on land; usually with widespread damage.    |
| 12              | 73 or higher     | Hurricane Force |  | Violence and destruction.   |

## Wind Chill Chart

Temperature (°F)

| Wind (mph) | Calm | 40 | 35 | 30 | 25 | 20  | 15  | 10  | 5   | 0   | -5  | -10 | -15 | -20 | -25 | -30 | -35 | -40 | -45  |
|------------|------|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| 5          | 36   | 31 | 25 | 19 | 13 | 7   | 1   | -5  | -11 | -16 | -22 | -28 | -34 | -40 | -46 | -52 | -57 | -63 | -69  |
| 10         | 34   | 27 | 21 | 15 | 9  | 3   | -4  | -10 | -16 | -22 | -28 | -35 | -41 | -47 | -53 | -59 | -66 | -72 | -78  |
| 15         | 32   | 25 | 19 | 13 | 6  | 0   | -7  | -13 | -19 | -26 | -32 | -39 | -45 | -51 | -58 | -64 | -71 | -77 | -83  |
| 20         | 30   | 24 | 17 | 11 | 4  | -2  | -9  | -15 | -22 | -29 | -35 | -42 | -48 | -55 | -61 | -68 | -74 | -81 | -87  |
| 25         | 29   | 23 | 16 | 9  | 3  | -4  | -11 | -17 | -24 | -31 | -37 | -44 | -51 | -58 | -64 | -71 | -78 | -84 | -91  |
| 30         | 28   | 22 | 15 | 8  | 1  | -6  | -12 | -19 | -26 | -33 | -39 | -46 | -53 | -60 | -67 | -73 | -80 | -87 | -94  |
| 35         | 28   | 21 | 14 | 7  | 0  | -7  | -14 | -21 | -27 | -34 | -41 | -48 | -55 | -62 | -69 | -76 | -82 | -89 | -96  |
| 40         | 27   | 20 | 13 | 6  | -1 | -8  | -15 | -22 | -29 | -36 | -43 | -50 | -57 | -64 | -71 | -78 | -84 | -91 | -98  |
| 45         | 26   | 19 | 12 | 5  | -2 | -9  | -16 | -23 | -30 | -37 | -44 | -51 | -58 | -65 | -72 | -79 | -86 | -93 | -100 |
| 50         | 26   | 19 | 12 | 4  | -3 | -10 | -17 | -24 | -31 | -38 | -45 | -52 | -60 | -67 | -74 | -81 | -88 | -95 | -102 |
| 55         | 25   | 18 | 11 | 4  | -3 | -11 | -18 | -25 | -32 | -39 | -46 | -54 | -61 | -68 | -75 | -82 | -89 | -96 | -103 |
| 60         | 25   | 17 | 10 | 3  | -4 | -11 | -19 | -26 | -33 | -40 | -48 | -55 | -62 | -69 | -76 | -84 | -91 | -98 | -105 |

Frostbite Times

■ 15 Minutes or less

Source: The National Oceanic and Atmospheric Administration

## **Behaviour Incidents – Including Anti-Bullying Policy**

Every child has a right to learn and progress and achieve. No child has the right to disrupt others. Every teacher has the right to teach without disruption.

At Frittenden Forest School, we believe that our pupils should know and appreciate the difference between acceptable and unacceptable behaviour, learning from their mistakes and thus becoming self-correcting and reflective learners who are resilient and persevere.

We believe that praise is the vehicle by which our pupils will appreciate the value of good behaviour.

We aim to:

- Build self-esteem, independence, motivation and learning in a safe environment
- Reinforce collaborative behaviour
- Promote awareness, respect and care for others
- Have a consistent approach to expectations both inside and outside of school
- Develop an awareness of acceptable behaviour in an outdoor environment
- Develop both children's and adults pride in their achievements

To do this, the **Forest School Leader will:**

- Create a positive environment to encourage caring, nurturing and acceptable behaviour to all i.e. one another, the environment and the equipment we will be using.
- Be mindful of the need to maintain safety at all times
- Establish clearly defined standards of expected behaviour
- Place the needs of the children, including their preferred learning styles, behavioural needs and school curriculum to maximise individual success and raise self esteem
- Provide a positive role model for children and volunteers
- Promote effective relationships in which all are accepted, valued and treated equally.

**The children will:**

- Listen carefully to instructions and requests especially concerning safety
- Not act in a way that will put any one else in danger
- Use all equipment safely and with respect
- Keep within the established boundaries
- Develop an acceptable attitude towards the environment and one another

### **Sanctions**

There will be rewards that can be achieved throughout Forest School Learning. If sanctions need to be given, the Forest School Leader will take the following steps:

- Re-engage the child into the activity
- Give a verbal warning by taking the child to one side and reminding them of the importance of acceptable behaviour and what we are trying to aim for.
- Give the child thinking time away from the activities
- If three time outs are given in one session, the child's parents will be informed of the behaviour and the possibility of missing the next session.

- If time out is needed on three consecutive sessions, or the behaviour places them or other children at risk, a letter will inform parents and the child will miss the next session.

School will endeavour to include all children in Forest School session.

The Forest School Leader will aim to make each new session a new beginning – a fresh start.

If a child's actions are placing themselves or others in danger, the following will happen:

The child will be taken back into school to work in another classroom

- Parents will be invited to come into school and talk with the Forest Schools Leader and their child as to how they may solve this
- Where behaviour cannot be resolved and is deemed unsafe, the child will need to be excluded from Forest School sessions
- If behaviour is less severe, the child will be given a sanction based on the school Behaviour Policy
- In all cases of behaviour that does not meet expectations; an incident report will be completed by the Forest School Leader and kept in the main school file.

### **Procedures:**

The Forest School Leader will take the following preventative steps:

- Set the rules and expectations that are expected during every session
- Establish where the physical boundaries are and where they are allowed to go
- Ensure that parents are working in partnership with the FSL and can reinforce behaviour expectations and sanctions
- Promote effective relationships and provide a positive role model
- Provide a nurturing environment

In the event of negative behaviour, the FSL will:

- Remind the child / children of the behaviour expectation
- Re-engage the child / children in an activity
- If behaviour persists, sit the child out and discuss behaviour and implications
- If behaviour escalates: remove group if they are in danger; take the child / children back to school
- Call school for assistance if needed
- Discuss behaviour with the child and parents and establish a way forward.

### **Cancellation and Contingency Policy**

Through Forest School, children learn resilience and perseverance and importantly they learn the value of being prepared: weather will not lead to cancellation- except in extreme circumstances.

Therefore, Forest School will take place at our designated site in all weathers except for high winds or where there is a risk of an electrical storm. Where there is a risk of an electrical storm or extremely high winds, Forest School will be cancelled.

If the minimum ratio of adults to pupils cannot be achieved: Forest School will be cancelled. Likewise, if the Forest School Leader is absent, then it shall be cancelled.

### **Procedures**

- Parents will be issued with a list of clothing requirements prior to the delivery of the programme. Child should dress appropriately for the conditions: both hot, cold and wet.
- The Forest School leader will check the weather forecast for any indication of adverse weather. If high winds are prevalent and would impact on the health and safety of the participants then the session will not take place in the woods, but instead in an area without dense tree coverage.
- If there is an electrical storm the session will be cancelled.
- Parents will be advised of the cancellation via Teacher2parents and volunteers by a telephone call.
- Should FS be cancelled, the children will be in school with their class teacher participating in timetabled learning.

### **Child Protection Policy**

As the Designated Safe Guarding Lead, Forest School Leader and Head teacher I understand that we share a legal and moral obligation to ensure the welfare of all children and keep them safe. Child Protection is taken incredibly seriously and at Forest School we adhere to the same aims, objectives and principles that are set out in the school Child Protection Policy. All members of Forest School will have read Keeping Children Safe in Education Part 1 and they will have read the policy. All regular volunteers and all members of staff will have completed an enhanced DBS check and if working with children under the age of 8, be familiar with Disqualification under the Childcare Act 2006. All staff members receive appropriate safeguarding and child protection training which enables them to:

- ❖ **Recognise** potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
- ❖ **Respond** appropriately to safeguarding issues and take action in line with this policy
- ❖ **Record** concerns in line with the school policies
- ❖ **Refer** concerns to the DSL and be able to seek support external to the school if required

#### **Steps we take:**

- We practice safe recruitment in checking the suitability of staff and volunteers who work with children.
- We continually raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- We develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- We support children who have been abused in accordance with his/her agreed child protection plan.
- We establish a safe environment in which children can learn and develop.
- We ensure that pupil and parental rights are respected and that vulnerable individuals are protected from risk or exploitation

### **Child Protection Procedures:**

- The Headteacher will ensure that members of staff and volunteers are familiar with school documentation regarding Child Protection and have received adequate training.
- The Headteacher will ensure that all members of staff, volunteers and children know who the Designated Safeguarding Leads are (Nichola Costello and Amy Wichall).

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

#### **Immediately record your concerns**

Follow the schools procedure:

- Clarify concerns if necessary (**TED: Tell, Explain, Describe**)
- Confidentiality cannot be guaranteed to the child
- Use child's own words
- Sign and date your records
- Reassure the child

### **Complaints Policy**

At Frittenden Forest School we take the Welfare, Behaviour and Health and Safety and experiences being offered to the children very seriously. Forest School is a wonderful experience that offers the children freedom in a controlled environment, challenge, success in small manageable pieces, resilience and the ability to problem solve in the context of the great outdoors. We are committed to delivering a high quality service and encourage our learners to speak out if there is cause for concern and a case for improvement. In the unlikely event that a parent or member of staff, or volunteer feels the need to raise a complaint, then the principles which underpin our school complaints policy and procedures apply to the Forest School setting too.

We aim to handle complaints in a way that:

- Is fair and efficient
- Treats complaints with seriousness, sympathy and confidentiality
- Facilitates early resolution
- Allows our Forest School to benefit from the experience

### **Complaints Procedures:**

1. In the first instance the complaint should be raised with the Forest School Leader who is also the Headteacher, who will investigate the complaint and feedback within an agreed time frame.
2. If the resulting discussion or findings are still in dispute, a complaints form should be filled out and sent to the Chair of Governors. He will acknowledge the complaint within five working days and then investigate and respond.
3. If the complaint is still unresolved the matter will be referred to the Local Education Officer Jared Nehra.

### **Confidentiality and Data Protection Policy**

Frittenden Forest School will adhere to the school's Confidentiality Policy. It is down to the staff and the leader to ensure that attendee's details remain confidential. Discussions about participants are confidential and should not be discussed with anyone outside the Forest School unless there is a Child Protection issue (see Child Protection Policy and Procedures). All electronic information relating to the children will be protected and encrypted. Personal details about members of staff, volunteers and children will not be shared unless there is a Child Protection issue.

The Forest School Leader will maintain all paperwork and registers relevant to Forest School. All confidential paperwork is locked in the Headteacher's filing cabinet, in her office, which is also locked at night.

### **Confidentiality and Data Procedures:**

- Any paperwork relevant to a child will be shared with the child's Class Teacher.
- Any Pastoral or Safeguarding matters will also be reported to the Head Teacher and the Designated Safeguarding Leader. Advice could be sought from the Area Safeguarding advisor or the LADO or a referral might be made to Early Help depending on the nature of the disclosure.
- All computer files containing confidential information will be stored securely on the school network. Matters involving Safeguarding will be stored in password-protected files.
- The Forest School Leader will carry Medical and Emergency Contact Details relevant to all children and adults in the Emergency Rucksack. The Emergency Rucksack is stored in the Headteacher's when not in use, which is locked at night.
- When publishing evaluation forms of participants all names are changed to protect the individuals identity.
- All parental consent forms and medical details for each group are held by the Forest School Leader in charge of every session and accompany the group for each Forest School session. When the group are not attending Forest School their medical details and parental consent forms are kept within a locked cabinet in the Headteacher's office.
- Frittenden Forest School comply with the Freedom of Information Act 2000 under LEA guidance.



### **Digital Photography and Online Safety**

We at Frittenden Forest School take Data Protection seriously and will not publish or distribute images taken at Forest School without parental consent. Photographs will only be taken using school equipment. Volunteers and visitors are not permitted to take photos without identifying the intended use; gaining prior consent and only after checking the permissions for the group of children taking part in the session. At present the school does not post videos online and does not operate a social media account; therefore any videos are solely for sharing with children and for use in school.

All images taken by the Forest School will be used in a manner respectful of the eight Data Protection Principles as set out in the school's Image Use Policy. This means that images will be:

- fairly and lawfully processed
- processed for limited, specifically stated purposes only
- used in a way that is adequate, relevant and not excessive
- accurate and up to date
- kept on file for no longer than is necessary
- processed in line with an individual's legal rights
- kept securely
- adequately protected if transferred to other countries

### **Digital Photography and Online Safely Procedures:**

- Written permission from parents or carers will be obtained before images/videos of children are electronically published by the setting.
- Written parental consent will be sought to take and use photographs offsite for professional, marketing and training purposes.
- A record of all consent details will be kept securely on file. Should permission be withdrawn by parents/carers at any time, then images will be removed and disposed of and the record updated accordingly.
- Images will not be kept for longer than is to be considered necessary and wiped from memory cards, computer hard and portable
- All images will remain on site at all times, unless prior consent has been given by the DSL and the parent or carer of the child captured in the photograph. Should permission be given to take images off site, all relevant details are to be recorded, for example who, what, when and why and data will be kept securely (e.g. with appropriate encryption).
- Any memory stick, CD or storage device containing images of children to be taken offsite for further work will be suitably encrypted and will be logged in and out by the DSL
- Images or videos that include children will be selected carefully when used online and will not provide material that could be reused.
- Children's names will not be used on the website in association with photographs.
- The school will only use images of children who are suitably dressed.
- All members of staff will ensure that all images are available for scrutiny and will be able to justify any images in their possession.
- Only official setting owned equipment will be used by staff to capture images of children for official purposes. Use of personal cameras by staff is prohibited at all times.
- Careful consideration is given before involving very young or vulnerable children when taking photos or recordings, who may be unable to question why or how activities are taking place.
- Images will not be taken of any child or young person against their wishes. A child or young person's right not to be photographed is to be respected.

## **Environmental Policy**



Respect for the environment and taking care of it, are promoted strongly in the school setting and at Forest School there is an expectation that this caring ethos will transfer to the woodland. One of the principles of Forest School is to promote environmental awareness and encourage sustainability. The children are taught about respect and responsibility for the world around them. Both the children and adults are encouraged to respect their environment and to be aware of conservation issues.

Frittenden Forest School will actively promote an intrinsic respect for wildlife, which will be achieved through session planning, evaluation and reference to our woodland management plan and ecological impact assessment. If appropriate, reclaimed, recycled and sustainable resources will be used to maintain and develop our forest school site. We endeavour to operate in a way that minimises waste, optimises recycling and promotes the reuse of materials, demonstrates and encourages a wider respect for the environment, as well as an understanding that all produce and waste is linked to the health of our planet as a whole.

We will encourage children to care for the environment: this is an essential part of Forest School. In order to encourage the children to look after the site we will always leave it tidy and never damage anything growing in it. We will only collect things that are on the ground and leave the area as we found it when we leave. We are aware that flora and fauna share our woodland site and therefore we aim to minimise the impact and disturbance that we have to the site. Activities such as fires will follow practices that minimise the impact on wildlife through being mindful of what is burnt and how any residues are disposed of. Litter will be collected and disposed of suitably.

The Forest School Leader will complete seasonal and daily risk assessments and yearly a tree survey will be completed (sooner if needed). The Leader will monitor the site so that it does not become overused and an alternative area will be found and risk assessed if necessary.



## **Environmental Procedures:**

- The Forest School Leader will complete all relevant risk assessments to continually evaluate the environment and any hazards it might present
- Seasonal and daily risk assessments will be carried out to ensure the environment is safe and not presenting any risks to the participant. The leader will act to action any risks identified
- Children will be taught about safe flora and fauna and which plants pose a risk. We operate a strictly no eating / picking policy
- The Leader will ensure that children are dressed appropriately for Forest School according to weather and activity
- Boundaries will be clearly marked and hazardous areas cordoned off / brought to the children's attention
- Children will be taught not to overuse and strip areas: the Leader will provide kindling when needed

## **Equal Opportunities**

Frittenden Forest School is fully inclusive. We focus on the well-being and progress of every child and all members of our community are of equal worth. Our policy is there to ensure that we promote the individuality of all, irrespective of ethnicity, attainment, age, disability, gender or background.

The Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between everyone. We tackle issues of disadvantage and underachievement of different group and do everything we can to ensure all children get equal life chances. Our approach to equality is based on the following

7 key principles:

1. All learners are of equal value.
2. We recognise, respect and value difference and understand that diversity is a strength.
3. We foster positive attitudes and relationships.
4. We foster a shared sense of cohesion and belonging.
5. We observe good equalities practice for our staff.
6. We have the highest expectations of all our children.
7. We work to raise standards for all pupils, but especially for the most vulnerable.

### **Equal Opportunities Procedures:**

- Each child and teacher will endeavour to personally contribute towards a happy, caring environment by showing respect for each other and the environment
- Frittenden Forest School will emphasise the common elements and values of our cultures rather than highlighting conflicting areas
- Forest School will encourage involvement of the wider community in developing equal opportunities
- We will contribute towards raising self-esteem of all by supporting all children and giving them opportunities to excel and take risks
- We will ensure that there is access for all children to all aspects of Forest School
- We will challenge negative stereotypes and promote positive attitudes

When planning a visit, information is requested from parents about the children with medical requirements so they can be fully included in the programme. We will adapt activities to ensure that everyone can participate and, where possible, we will keep spare sets of waterproof clothing to ensure that bad weather is not a barrier to taking part.

## First Aid Policy

Frittenden Forest School is run by a qualified level 3 practitioner, who is also a qualified first aider. Being in the forest is about empowerment, achievement, wellbeing and nature. It is presenting children with opportunities that many will never have been presented with before. There is an expectation that the sessions will run regardless of the weather, the only circumstance for cancellation is electrical storms and violent winds. Parents are given a list of appropriate footwear and clothing for the children to wear. The Forest School Leader will ensure that the children's requirements for food and water are catered for. Children will be taught how to use tools safely and will only use them under strict supervision. Behaviour expectations will be made explicit to the children.

Every possible step to keep the children safe from harm will be made. However, accidents do sometimes happen and in the event of an accident or injury the first aider will deal with the situation in the first instance.

## First Aid Procedures

- The Forest School leader will stock the first aid kit
- The Forest School leader is responsible for managing any first aid requirements that arise for both children, staff and other adults

### Breathing:

In the events of a serious incident the first priority is breathing. Without first aid intervention, they may only have several minutes before their brain starts to die from hypoxia (lack of oxygen).

- Complete the first assessment –A (alert) V (voice) P (pain) U (unresponsive)
- Check the air way
- Tilt the head back – does breathing return
- Complete second assessment
- Recovery position
- Start CPR (15 compressions x 2 breathes repeat)
- An adult needs to ring emergency services at this point and school



### Bleeding

- In the (highly unlikely) events of multiple injuries they will be priorities in the following order: Catastrophic bleeding, breathing, bleeding, broken bones and burns.
- Individually each case presented will be assessed prior to actions: small cuts will be examined, splinters removed if easily accessible, larger will be left insitu: the wound will be cleaned and dressed.
  - Larger bleeds: sit the person down, examine the wound, elevate and apply pressure. Once the bleeding has stopped dress the wound ensuring that it is sealed to prevent foreign bodies getting in.
  - If a large foreign body is sticking out (such as a stick) apply pressure and dress using sausage dressing – as seen in the picture.
  - In the event of a catastrophic bleed: apply a haemorrhage control bandage and Celox granules (clotting agent) then apply emergency procedures.
  - In the event of serious bleed – call the emergency services once an initial assessment has been made and the bleeding / breathing are under control – then call the



school.

## **Bones**

In the event of a break there are several scenarios:

- Closed – the bones is broken but contained within the limb.
- Splint depending on where the break is and make comfortable.
- Arm breaks can be contained in an upturned jacket.
- Leg breaks: call emergency services and tell them our location. Evacuate the person using an improvised stretcher to the agreed location
- Open breaks – sausage bandage to keep clean; support limb and put emergency procedures in place
- Monitor for shock

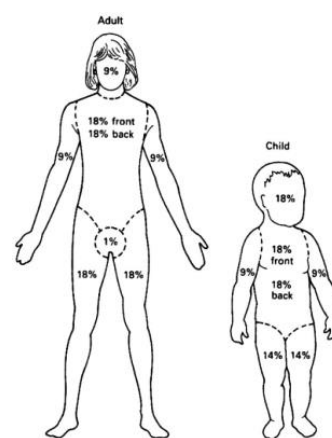
Look for pain, misshapen limbs, loss of or odd movement, wounds bleeding and crepitus. If the blood supply to the limb has been lost (check using capillary refill test) then it will need to be restored.

For sprains: Rest, Ice, Compress and Elevate.

## **Burns**

In the event of burns – assess the situation and make safe.

- Cool the burn by dribbling cold water over it.
- Remove any jewellery from the area in case swelling occurs
- If clothing has burnt to the skin – do not attempt removal
- Monitor the child for shock – particularly if is a large burn
- Cover with a sterile dressing – low adhesive / cling film or burn shield dressing
- Depending on the severity – use the Wallace Scale – call emergency services.



First aid will be administered when needed and only by the qualified first aider. The school will be informed of injuries and we will apply the same recording procedures as identified in the school's First Aid Policy

## **First Aid Equipment:**

- |   |   |
|---|---|
| • Contact Cards (location using postcode and OS grid reference) | • Cotton wool   |
| • Gloves  | • Antiseptic wipes                                      |
| • Bandages  | • Water – drinking and washing                          |
| • Plasters  | • Thermal Space blanket                                 |
| • Burns gel   | • Cling Film  |
| • Burn dressing   | • Tick remover  |
| • Dressings   | • Medical disposal bags                                 |
| • Eye wash  | • Medication for individual children – parental consent |
| • Scissors  | • Mobile Phone  |

## **Fire Siting, Management and Safety Policy**

Frittenden Forest School recognises the value of having fire at the woods- it is a natural resource that has many versatile uses including radiating warmth, giving light and offering the ability to cook/ heat food. In order to have any form of fire on the site: it must be sited safely, managed effectively and the safety of the environment and the children must be paramount.

The campfire will only be lit when weather conditions are safe and if there is a need too, for instance lighting the fire during the summer will not offer any benefit to a session that a Kelly kettle could not provide. However in cold weather the fire would offer warmth and light. A fire will never be left unattended and an adult will always be present should children be in the fire circle. There will be no more than two children in the fire circle at any one time and they will select a broad stance or the respect position. Safety precautions include: always having an adequate supply of water to extinguish the fire should it get out of control; a fire blanket and fire proof gauntlets.



Children and adults will always be given the opportunity to ask questions and be given information about fire safety.

## **Fire Siting, Management and Safety Procedures**

Ensure that first aid kit is handy, along with water. All wood should have been collected and be ready for use and it should not be green wood or coniferous wood. The children will: be dressed appropriately; their hair will be tied back; they will not have loose clothing that could cause danger

1. The fire will be sited in a suitable permanent location. The Forest School Leader will have risk assessed the soil and bedrock to ensure that it is fit for purpose: no porous stones, coniferous trees containing pitch and relatively large, flat area with no low over hanging branches.
2. The site will be laid with a shallow pit filled with sharp sand, fire stones on top and a boundary surrounding it. There will be an additional 2 m perimeter called the fire circle.
3. Children will not be permitted to cross the fire circle, the phrase 'table cloth' will be shouted if there is a violation
4. When lighting a fire the leader will consider the weather when choosing a fire lay.
5. Fire strikers will be used- they will be numbered and locked away after use.
6. There will be water available to extinguish the fire and a fully stocked first aid kit as well as a first aider. Children will be given a safety briefing.
7. The leader will ensure that there is sufficient wood for the fire and that they have the responsibility to looking after the fire. Children can add logs under strict guidance using a gauntlet

## **Kelly Kettle Procedures:**

1. The Kelly kettle will be placed on a flat surface- such as an oak round. Ensure wind is behind you
2. Using fire strikers and light the fairy blanket (cotton wool pad) or other alternative.
3. Carefully add very small kindling, building to bigger pieces. Respect position.
4. Place the top on the base, spout facing away from blow hole – watch hands and hold from the side.
5. Feed the fire through the top – stuck wood, dislodge with another piece of wood
6. When the kettle boils, remove and place on the ground.
7. Extinguish fire with hot water to stop the base warping.
8. Pick up the base with prongs and place in bucket of cold water.
9. When pouring the Kelly kettle hold the handle and use the chain – do not allow the cup/ mug to be held: it must be on the ground or on a flat surface.



### **Health and Safety Policy**

Whilst Forest School could be perceived as being full of threats to the health and safety of the participants, the benefits to all far outweigh the remote chance of negative events. The Forest School Leader is: trained to a high standard; has read the legislation; looks after the Forest School site and equipment used; completes a daily sweep; is Paediatric first aid trained; and maintains the Handbook which identifies and controls the risk of harm through written policies and procedures.

Frittenden Forest School will take the health and safety of all staff, children and visitors seriously as a matter of both legal and moral obligation. The Forest School Leader will use guidance and legislation including the Health and Safety at Work Act (1974) and the Statutory Instruments or 'regulations' which the Health and Safety Executive and Local Authorities adhere to and enforce. All members are expected to be familiar with the contents of the handbook.

The statements that underpin Health and Safety are:

- Ensure staff and pupils are safeguarded when on school premises, or engaged in off-site activities (e.g. school trips, sports events etc.).
- Ensure the premises for which they are responsible have safe access and egress for all staff, pupils and visitors.
- Provide adequate facilities and arrangements for welfare.
- Provide and maintain safe plant and safe systems of work without risks to health.
- Ensure safe use, handling, storage and transport of articles.
- Provide suitable information, training, instruction and supervision to keep all staff, pupils and visitors safe.

The Forest School leader will identify, assess and control hazards within the Forest School in order to reduce accidents and incidents. The Leader will assess risks to health and safety arising from activities and experiences planned, and introduce steps to eliminate or control any risks identified. The leader will use the five steps to risk assessment:

1. Look for the hazards, such as windblown trees or litter
2. Decide who might be harmed and how
3. Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done
4. Record the findings
5. Review the assessment and revise if necessary

All members of staff are expected to enforce health and safety guidance and instruction and if they do not they will be subject to the schools procedures which are laid out in the Staff Discipline Procedures Policy. The Forest School Leader (who is the Headteacher) has the ultimate responsibility and liability for ensuring that staff, children and visitors are safe.

### **Health and Safety Procedures:**

For Forest Schools to run safely, the Forest School Leader will:

- Take reasonable care of their own health and safety as well as that of others
- Ensure that at least one qualified first aider is on site at all times
- Establish and maintain a safe and healthy environment through a daily sweep, woodland management plan, environmental impact assessment, tree surveys and hazard identification and management.
- Follow policy and practice found in the Handbook: ensuring that children are using the correct procedures for fire and tools.
- Ensure that children are dressed appropriately for weather conditions and safety and that personal protective equipment is used when needed
- Ensure that children complying with rules and procedures and any instructions given in an emergency.
- Make sure all adults on site have knowledge of all guidelines
- Ensure that all adults are familiar with all emergency procedures, reporting and recording
- Make and share risk assessments before sessions
- Ensure that volunteers are aware of their responsibilities towards the children
- Report any accidents, incidents or dangerous occurrences that have led to, or may in the future be likely to lead to, injury or damage, and assist in the investigation of any such events.
- Keep to the legal adult: child ratio
- Make sure all safety equipment is in good working order
- Undertake any relevant training to assist in the delivery of Forest School and ensure the health and safety all participants

The Forest School Leader is responsible for the maintenance of the first aid kits and any tools that are used on site.

### **Health and Hygiene including Food Safety Policy**

At Frittenden Forest School we take the health and hygiene of the children very seriously. The Forest is a natural environment without toilets, running water or a fridge! Therefore all reasonable steps will be made to ensure that the children's health and safety is not compromised.

### **Health and Hygiene including Food Safety Procedures**

- Wet wipes and antiseptic gel will be available for hand cleaning prior to eating and after toileting
- Nappy bags will be used to collect toileting tissues and wet wipes used
- When undertaking any warming of food such as crumpets, the children will use a toasting fork (made from hazel or other safe material) and assume the respect position
- No more than 2 children will be around the fire at any one time. The children will be supervised.
- Children are not permitted to cross the fire site.



### **Lost or Missing Child Policy**

Frittenden Forest School puts the safety of its children foremost and to achieve this we have put in place procedures that will help to ensure that children are safe at all times.

Children should not be roaming the site by themselves. Each session starts with a safety briefing: children can go as far as the boundaries that they have set themselves. They should go with a buddy where possible. If leaving the immediate area to collect natural resources an adult first aider will go with them equipped with a first aid kit.

Children will learn procedures such as, 'one, two, three. Where are you?'

#### **Lost or missing child procedures:**

- In the event of a child discovered missing from the group, a whistle will sound for all children to gather around our base camp (fire pit). The Forest School Leader and one adult will make a search of the area whilst the other adult/s stay with the children. The search will last no more than 5 minutes.
- The remaining children will be given a low risk activity to complete with in the camp area, adults must be mindful of not increasing the anxiety levels of the rest of the group.
- The Forest School Leader will contact the main school building in case the child has gone back into school for toilets or any other reason.
- If after 5 minutes the child has not been located, the school office will dial 999 to alert the police, and then contact parents to inform them of the situation.
- Staff will record details of the situation, including the last known position of the missing child and any timings. These will be recorded on the emergency procedures sheet.

### **Manual Handling Policy**

Forest School at Frittenden will require a degree of manual handling at varying levels. Manual handling is fine if you are sensible and the weight that you are lifting is appropriate for the child or adult doing the activity. For instance, the Leader will have to ensure that the desired equipment and resources are on site for the session, this can include, tools, tarps, ropes, buckets, kindling, first aid kit and a sizeable volume of water; for children it might involve moving logs and sticks in order to create dens and such like. As long as it is done safely and sensibly, following the procedures outlined then it will pose little or no risk to the adults or children. Creating and making are all part of the rich tapestry of opportunities that Forest School has to offer.

### **Manual handling Procedures:**

- Leader should explain how to carry and lift objects, in order for the risk of injury to be reduced
- When dragging the children should always have the object behind them
- Children should not bend or lift unnecessarily – use aids; bend at the knees; work in pairs or small teams
- Get to children to think critically and problem solve: best route, minimum impact, shortest journey
- Do not twist or turn when lifting as this can be hazardous, determine the centre of gravity and ensure you are balanced before lifting.
- Use both hands to lift; let your body to bare the load – bend from the knees
- Carry close to the body- no lifting above the shoulders
- Encourage children to work in pairs / groups and collaborate.



## Personal Protective Clothing

The provision of personal protective equipment, or PPE, is a statutory requirement of the Personal Protective Equipment at Work Regulations 1992 – *personal protective equipment is to be supplied and used at work wherever there are risks to health and safety that cannot adequately controlled in other ways.*

It is essential all children attending Frittenden Forest School sessions are appropriately dressed. Sessions take place throughout the year except in high winds and storms. Suitable clothing is therefore of the utmost importance. If children are not suitably dressed they may not be able to attend that session. Additionally, the use of some tools may require specialist provision, i.e. a glove for using a bow saw.

### PPE Procedures:

Parents will be issued with a list of clothing requirements prior to the commencement of Forest School.

| Winter clothing – dry  | Wet weather – regardless of season  | Warm weather   |
|--|---|--|
| <ul style="list-style-type: none"><li>• Gloves (not mittens)</li><li>• Warm hat</li><li>• 3 layers on top</li><li>• Joggers or warm trousers</li><li>• Warm socks</li><li>• Wellies or sturdy footwear</li><li>• Warm coat</li><li>• An emergency set of clothing and a carrier bag to put dirty clothing in</li></ul> | <ul style="list-style-type: none"><li>• Water proof jacket and trousers</li></ul> | <ul style="list-style-type: none"><li>• long sleeved top</li><li>• full-length trousers</li><li>• light weight jacket with a hood</li><li>• wellies or sturdy footwear</li><li>• sun hat</li><li>• An emergency set of clothing and a carrier bag to put dirty clothing in</li></ul> |

- Children will be using tools under close supervision. If using a bow saw a glove will be worn on the hand that is placed through the saw (as is shown in the photo).
- A fire retardant gauntlet will be provide for use with the fire.
- Safety instructions such as : keeping long hair tied back and tucking in any loose clothing that could become caught or present a danger, will be issued



## **Risk Management and Assessment Policy**

*"The health and safety executive, HSE, recognises the importance of play in children's lives and for their opportunities to learn about risk."*

Barry Baker H.M. principle inspector HSE, Entertainment and Leisure sector (Ball et al, 2008)

Frittenden Forest School believes that Risk-Benefit management is a fundamental part of life and is a skill needed for young people's safety and well-being. We have a duty of care towards young people, which does not entail 'wrapping them in cotton wool'. Therefore we have responsibility not only to keep young people safe, but also to enable them to learn to manage risks for themselves.

Risk management is all about identifying and managing any significant chance of harm. Significance is determined by two factors:

1. The likelihood of an accident or incident happening.
2. The severity of injury or harm if it does occur.

A small risk at Forest School of minor injury is not considered significant, and as a result many activities should not need any more risk assessment over and above applying the normal duty of care as under-pinned by your school policy. However, if there is a strong likelihood of minor injury or a small, but not negligible, possibility of serious harm, then this would be considered significant. We will then carry out a risk benefit assessment.

A **site** risk assessment is undertaken half termly and a **daily** risk assessment and check is made prior to every Forest School session at our Forest site. In addition, an **activity** risk assessment will be established prior to any activity that may require it. These will include: whittling, cutting wood, shelter building, fire lighting and cooking on an open fire, palm drilling and the use of any other tools.

Specific additional risk assessments will be undertaken for children whose medical condition or whose behaviour requires them.

### **Risk Management and Assessment Procedures**

The risk benefit assessment should be based on the following considerations:

1. Identification of the hazard
2. Deciding who may be harmed and how
3. Evaluate the level of risk (Likelihood x Consequence = Risk)
4. Record your findings and implement any control measures to reduce the risk
5. Review the assessment and update as necessary
6. We create a risk assessment and collate them in the Forest School file.
7. We inform all adults with accompanying the group and require them to sign each relevant risk assessment to show that they have read and understood the assessments.
8. We regularly monitor and review each risk assessment, half termly and as an action is needed.

The benefits of the activity should always be thought through as many of the opportunities that children are present with are unique to Forest School and for many children this will be a first time. Building children's resilience, problem solving ability, inquiry, environmental understanding and respected for the great outdoors should be celebrated and protected.

### **Receiving Visitors Policy**

Having visitors and sharing our Forest School is a lovely thing to happen, and sharing good practice is beneficial to everyone. Adults who would like to volunteer are welcomed to join us. However there are some ground rules. We are mindful about the safety of the children and therefore any helpers will have to complete an enhanced DBS check. Children at Forest School become completely absorbed in what they are doing and the visitor or helper should not interrupt the child as it disrupts their flow. Any visits must be pre-arranged.

### **Receiving Visitors Procedures:**

- Visitors must pre-arrange via the school office, identifying the purpose of the visit
- Visitors will not lead groups or have responsibility for children
- Visitors will have a DBS if they want to be a regular helper
- Anyone visiting the site will not interrupt the children at play or tell the children how to modify their play – it is child led
- Visitors and volunteers are not permitted to photograph children nor are they party to any confidential information about the children

### **Staff and Helpers Policy**

Frittenden Forest School will be led by Nichola Costello, who is a trained Level 3 Forest School practitioner, the Headteacher of Frittenden School and the Designated Safeguarding Lead for the school.

Whilst it would not be possible to run the Forest School without staff helpers and volunteers, the school takes the safety of the children very seriously and have a duty of care towards them. We will ensure that volunteer are vetted appropriately and are carefully directed in order to understand their roles and responsibility.

It is important that all volunteer helpers are happy in what they are doing, so a review will take place after the first week to ensure that they would like to continue with the role. This discussion will also enable them to demonstrate strengths that they may be able to contribute to sessions.

We will adhere to the appropriate ratios when taking the children to the Forest: Reception 1 : 4, Year 1 / 2 1 : 6, Year 3 / 4 1 : 8, Year 5 / 6 1 : 8 plus the Forest School Leader in all instances. The group size will be no larger than 15.

Staff members and volunteers are not permitted to lead any activities involving fire or tool use.

### **Staff and Helpers Procedures:**

- All staff members will hold a current DBS (Disclosure and Barring Service certificate) and will be subject to the schools policies and procedures, including Code of Conduct.
- Everyone involved in Forest School is fully briefed on Health and Safety, Risk Benefit Assessment of sites and activities. Staff and volunteers will be made aware of the relevant school policies and ensure that they adhere to the guidance contained within.
- Before any volunteer begins a Forest School session, the Forest School Leader will meet with them to go through all guidelines
- Volunteers will only be accepted when they have read and signed to say they agree to the policies and procedures within the Forest School Handbook.
- The Forest School leader will have Child Protection Training as a DSL
- Staff members attending Forest School will have up to Child Protection Training (April 2016)
- Regular volunteers will be the subject of an advanced DBS check.
- Where a volunteer does not hold a current CRB certificate then they will not be left unsupervised with children.
- We regard safety and good practice as extremely important and it is the responsibility of individual staff and volunteers to ensure general safety during directed activities / observations.
- Confidentiality should be maintained at all times. Any concerns should only be shared with those who need to know (DSL) so that the appropriate actions can be taken.



## **Tools and Equipment Policy**

Frittenden Forest School will be using a variety of tools. Tools will be introduced when appropriate; the Forest School Leader will consider the age, maturity and previous experiences of the children when making decisions. Children will only use the tools under close supervision – and only with the Forest School Leader. They will be fully briefed about how to handle and use the tools safely. Tools are used with adult 1:1 supervision only. Risk benefit assessments are completed for all activities involving the use of tools.

Tools available at Forest School:

- Bow saw
- Palm drills
- Clamps
- Loppers / Secateurs
- Axe
- Bill hook
- Mallet
- Pruning saw
- Wooden materials

The Forest School Leader is responsible for overseeing the safe use and maintenance of all tools. All tools will be checked after a session and prior to the commencement of the next and a maintenance log will be kept. The tools will be locked in the tool box at all times when not in use – the Forest School Leader is responsible for the safe keeping of the key. The Forest School Leader will transport the tools to the Forest School Site, along with the Forest School Handbook.

All equipment will be regularly inspected by the Forest School to ensure that it is fit for purpose and does not pose any dangers to the user.

## **Tool and Equipment Procedures:**

- Tools will be stored in a locked box, with the exception of the loppers which will be kept in an appropriate bag.
- The Forest School Leader is responsible for transporting the tools to the site.
- The Forest School Leader will ensure that equipment is suitable for the purpose for which it is to be used
- The Forest School Leader will ensure that tools are inspected before and after sessions
- The Forest School Leader will ensure that tools are maintained in good working order and kept in a good state repair;
- The Forest School Leader will that children receive relevant information, instruction and training to use the tools and equipment in a safe manner

## **Equipment**

- EAP (Emergency Action Plan)
- Mobile phone
- Fire Steels
- Wet wipes
- Nappy bags
- Protective gloves
- First Aid Kit
- Fire retardant gloves
- Fire blanket
- Water
- Tarps
- Hammock
- Ropes
- String
- Kelly Kettle
- Identification books / cards
- Trowel
- Tools as identified above.



### **Transport to Forest School Policy**

To enable us to attend Forest School children will need to be transported to the site by parents/ carers. They will be dropped off between 8.15 – 8.45am and will be picked up between 2.45 – 3.15pm

### **Unexpected Events Policy**

Frittenden Forest School is sited in Hegg Hill Wood, which is owned by Mr. Tony Neaves. The land owner has given the school permission to use the woods in their entirety.

Children will be supervised whilst in the woods using the ratios identified in Staff and Helpers Policy, additionally children will have set their own boundaries and as a result will not be too far from the base camp. In any case, an adult will not be far from any group, pairs or individuals. As the woods are privately own and there is no public right of way, there should not be any unexpected visitors, however this is never a guarantee.

### **Unexpected Events Policy**

- Should a dog approach: the children will assume the x-factor position with arms crossed over their chests. They will not make eye contact with the dog but will look away.
- In the events of an unknown adult approaching the group the adult present will intercept the adult and redirect them to the path
- In the event of a swarm of bees – Bees are generally docile due to the honey consumed before leaving the hive. Gather the children and leave. Call the environmental agency and alert them.

### **General Welfare Policy**

Frittenden Forest School is run in a wood which is approximately a 10 minute drive from school. The sessions will run from 9am until 2.45pm. The Forest School Leader will ensure that: children are appropriately dressed for the sessions; that the identified equipment is fit for purpose and maintained; that water is taken to the site for making hot drinks and for fire safety; that the emergency bag and first aid kit are stocked and taken to the site each time. Additionally a stock of wet wipes/antiseptic gel will be taken along with toilet paper and nappy sacks for toileting purposes.

### **General Welfare Procedures:**

1. The Forest School leader will issue a clothing list to parents prior to the commencement of Forest School; the children will be checked before leaving school. The school will endeavour to provide clothing if possible; if it cannot the child's parent will be contacted to provide what is needed, the child can then join the party later or they may have to remain in school
2. The Forest School Leader will regularly check all equipment to ensure it is fit for purpose. Tools will be inspected and maintained; knives kept sharp.



3. The Forest School Leader will transport all relevant equipment to the site, including first aid kit and emergency bag. Water will also be transported.
4. The Forest School Leader will ensure that children have a snack during the morning and in the event of cold weather: hot drinks / hot weather: water to keep hydrated.
5. In the event of a child needing the toilet, the risk assessment will be followed. Hygiene guidelines will be followed carefully.
6. The Forest School Leader will review health and safety rules with the children at the start of each session. We will operate a no picking, no licking policy. Nil by mouth!

#### **Water Policy**

Frittenden Forest School, which takes place in Hegg Hill woods, has got 1 body of water which is stagnant. It is surrounded by bushes and is difficult to get close to.

The children are not permitted near any of the sources of water. The main base is sited away from the pond and the children will only explore passed their natural boundary (set by them) with an adult, whilst collecting natural materials, completing an activity or exploring the site.

#### **Water Procedure:**

1. Children will be warned about water safety and told that they are not to go near the water, not to paddling in or approaching the water edge.
2. Children will be supervised by an adult when exploring other parts of the forest away from the base camp.

# Risk Benefit Assessment & Appendix

