



# Heritage Park School

## Forest School Handbook

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## The Forest School Ethos

Forest School is an environment that enables children to learn, grow and thrive in a safe space that provides an opportunity for children to explore their own identities, skill set and develop physically, emotionally and intellectually. This allows children to use their integrity and intuition in pupil led experiences building on their confidence and self-esteem.

Forest School gives children the opportunity to develop a relationship with nature. Children can experience and discover new environments and elements that otherwise they may not know to exist. Learning is developed, building on a multiple intelligence where children are able to recognise their growth within themselves and their environment.

Forest School builds on a sense of belonging and community. Projects run for a sustained period of time allowing the individuals to explore different elements throughout the seasons and build relationships with their peers. This helps to empower the children through both their learning and emotional development.

The pedagogy of Forest School is a concept that links to outcomes not only in academic intelligence but encompasses multiple intelligences and emotional development. Children are able to learn and play in a safe space, an environment that they have developed and grown in which they feel able to take appropriate risks and experiment, therefore having a positive impact on their confidence, self-esteem and wellbeing.

A Forest School encourages children to:

- develop personal and social skills
- work through practical problems and challenges
- use tools to create, build or manage
- discover how they learn best
- pursue knowledge that interests them
- learn how to manage failures
- build confidence in decision making and evaluating risk
- develop practical skills
- understand the benefits of a balanced and healthy lifestyle
- explore connections between humans, wildlife and the earth
- regularly experience achievement and success
- reflect on learning and experiences
- develop their language and communication skills
- improve physical motor skills
- become more motivated
- improve their concentration skills
- improve their communication
- explore the world through all the senses available to them

## What happens at Forest School

Typically, small groups of individuals (depending on child/adult ratio) take part in a programme of six weekly sessions lasting for about an hour. The sessions involve practical hands-on activities which aim to build up participants' skills, abilities and confidence week by week.

Forest School strongly encourages participant-led learning, so as the weeks progress, learners are given more freedom and responsibility to explore their interests and therefore initiate and direct their own learning.

Forest School uses natural resources to stimulate imagination, creativity and investigation. Activities can include:

- Shelter building
- Natural art
- Using knots and lashings
- Fire lighting
- Animal tracking
- Bug hunts
- Tree investigations
- Climbing and balancing
- Woodwork using tools
- Creating bug homes and bird feeders
- Collecting, identifying and sorting natural materials such as leaves.

## Forest School pedagogy

Forest School provides a canvas allowing opportunity for children and young people to be creative and play. Play is intrinsically motivated and driven by the child/young person. Forest School leaders facilitate play, giving guidance and allowing the play to be child led, coaching them in the right direction to ensuring that all the children and young people have an offer available to them. Play allows the development of physical skills through movement, supporting the development of fine and gross motor skills and has distinct benefits cognitively, building on intelligence and developing emotional intelligence, attributing to shaping individual identities.

It is the role of the Forest School practitioner to enable the participants to develop their social, emotional skills through learning in the outdoors. One of the key outcomes of a learner is for them to develop their emotional intelligence and build self-esteem.

The pedagogy of Forest School enables the learner to practise this through the guidance and support of the Forest School Lead. Part of the Forest School pedagogy is to develop key foundations: Consciousness, Control and Catalyst. These intrinsic motivations develop the emotional intelligence of the child/young person. By developing a consciousness, the child/young person is able to see the impact

of an action they have created. This skill can be developed through learning in Forest School and then interpreted in the outside world. This could be through an act of supporting a peer in a task, or developing a habitat for a creature. The young person will be able to see the positive impacts of their actions which will in turn have an impact on their levels of self-esteem. This creates a virtuous cycle, a key development in their emotional intelligence. The ability to develop skills in control is fundamental in both learning skills and strengthening emotional wellbeing enabling the young person to recognise appropriate responses in a variety of environments. By finding the Catalyst in the young person the Forest School lead is able to trigger that individual to thrive and build on their self-esteem which positively correlates with their emotional intelligence. Furthermore, the development of compassion and community as interpersonal skills enables the young person to discover their values and feel the benefits of having a sense of companionship. These are skills that the child/young person will develop throughout their Forest School journey and be able to take away with them through their life journey.

## Forest School Staff

Our Forest School is organised and run by Sarah Davidson who holds a Level 3 Award for Forest School Practitioners.

All staff and volunteers at Heritage Park have undergone an appropriate selection process to assess their skills and suitability for working with children with special educational needs and have been subject to enhanced DBS checks. All sessions are staffed by a qualified first aider and all staff have access to a recommended first aid kit.

## The Forest School site

Our Forest School takes place in an enclosed area on our school field. The students of Heritage Park have designed and created the environment. This is inclusive of building a shed base, digging a vegetable patch, clearing the woodland area, creating a secret passageway and planting climbing plants around the fence. Within each Forest School session, the students monitor, create and develop the environment.

Children taking part in Forest School are encouraged to minimise their ecological impact on the site. This will include:

- Finding out about the different animals and plants that live in and amongst the trees
- Learning to respect animals' homes
- Careful observation of live animals
- Leaving lying deadwood in place
- Taking all materials and litter with them when they leave
- Ensuring that the site is left like they found it

## Behaviour at Forest School

At Heritage Park we understand behaviour as a communication of unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and improving behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers and allow successful engagement in school life.

The management of distressed or challenging behaviour and the support offered to the child is the responsibility of every member of our communities. A consistent, whole school approach offers predictability, containment and safety. All adults work in partnership to model, reinforce and support our expectations in line with our school behaviour policy.

The following protocols apply during Forest School to help ensure the safety of the staff and students taking part.

### **Lighting a fire**

When lighting a fire, the Forest School leader will take control of the operation and all accompanying adults will be briefed before we start. The person in charge of the fire safety and management will wear a clear and visible symbol as a visual cue to the children, we suggest a high visual jacket. A lit fire will not be left unattended at any point. A fire may not be lit until it has been confirmed to all that our fire safety equipment is in place. Open fires will be built within a fire square.

### **At the Fire Circle**

An open fire will be lit within a fire square or stone circle. A fire circle using log sitting stools may be established around the perimeter, 2.0m from the fire square. No one may enter the fire circle perimeter unless invited to do so by an adult. There is no running past the fire circle. No items must be carried and placed within the fire circle unless by an adult. If you wish to move around the fire to a new stool you must step out of the circle and walk around the outside of the log circle. Even when the fire is unlit we will treat it as if it is lit.

### **Using Tools**

All tools have their own clear code of conduct for correct use which will include consideration of specific personal protective equipment, correct use of a specific body posture, and consideration of the appropriate types of activity that each tool may be used for.

### **Picking up and playing with sticks**

Children can carry sticks shorter than their arm's length but are encouraged to think about how close they are to other children. Longer sticks may be dragged or carried with the help of another person when each person is at either end. Sticks must not be thrown. Sticks must not be pulled from living trees.

### **Picking up and playing with stones**

Stones may be picked up and transported. Children often like to make patterns and pictures with them. Stones may not be thrown. They may be dropped but thought must be given to whether it is safe to do so, i.e. what is beneath where I am dropping it?

### **Digging**

Children can dig in designated areas and cannot create new holes to dig in. The children can refill the designated digging hole at the end of the session. Treasures collected during the dig are washed and used for future activities.

### **Collecting wood**

Wood is collected for fire lighting purposes. It is collected in four thicknesses – matchstick sized, pencil sized, thumb sized and wrist sized. This is a good mathematical activity involving sorting and matching. Sticks may be collected for creating pictures and patterns but should be collected sparingly so as not to disrupt creature habitats. Sticks should not be removed from the site and there are resources available within school in the Forest School area for activities where natural resources cannot be found on the site.

### **Eating and Drinking**

Nil by mouth policy (No lick, no pick) for anything found in the area, unless this activity has been specifically planned for during the session. Children must be reminded not to put their fingers or hands in their mouths or noses. When having drinks and snacks children will use wipes & water to clean their hands before consumption.

### **Rope and String Use**

We encourage the collection and transportation of materials. We do not allow children to tie up each other. If a child has a good idea and wants to tie up something, for example a tarp or a swing, an adult should help them as needed, modelling appropriate knot tying and modelling how to talk through ideas and decisions.

### **Carrying and Transporting Materials**

Children are encouraged to roll, lift, drag and to pull materials, either by using their hands or by using ropes. We encourage safe lifting by bending our knees and keeping our back straight. Safe lifting should always be modelled by adults. Heavier objects should be rolled, lifted or carried by more people working together.

### **Toileting**

Children are invited to use the toilets before we leave the school buildings. Children will be allowed to return to the school building with an accompanying adult. The nearest toilets are to be found on the corridor next to the Safeguarding office or Sheaf corridor.

### **Leaving the Site**

We work according to the ethos 'leave no trace' that we were in the wood as much as is reasonably possible. Shelters should be taken down, imported materials need to be removed. All equipment is carefully counted out and back in again, especially when using tools and tent pegs.

All rubbish will always be removed. If artefacts have been found or made these may be taken off the site with the consent of an adult and parental permission.

## Equipment for Forest School

In addition to tools suited to the planned for activities, the Forest School leader will always take an emergency bag with them.

The contents of the emergency bag will vary depending on the time of year and weather conditions, the site being used, and the planned for activities according to the relevant risk assessments and daily risk assessment. There are of course also essential items that should be carried out for every session.

Set of spare clothes	Fire striker / cotton wool / kindling
Spare clear plastic bags and bin liners	Squash, hot chocolate powder and biscuits
Wet wipes	Plastic beakers
Tarpaulins & tent pegs	Plastic plates
Penknife	Disposable gloves
School phone	String and rope
Insect repellent (summer)	Pen and paper
Washing up bowl & antiseptic hand wash gel	Emergency fire kit, Fire blanket and bucket
Kelly kettle and gloves	Facial tissues and kitchen towel
Drinking water in jerry can with date	Spare water in jerry can

### First aid kit

First aid guidance booklet	Disposable gloves (latex free)
Radio	Safety pins
Sterile non-medicated dressings	Eye bandage
Triangular bandages	Eye wash
Cleansing Antiseptic wipes	Instant ice pack
Space blankets x 2	Burn cool x 4
Burn dressings	Medication for individual students as per IHCP
Scissors	Bandages

### Activities equipment

Sand	Chalk
Wool, ribbon, string, rope	Felt pens and charcoal
Scissors	Bug pots, spoons, paintbrushes, ID sheets
Mortar	Masking tape
Cotton sheet	Pots for mixing natural dyes
Clay, wooden boards & modelling tools	Sieves
Tarp	Field Guide x 2 (bugs and beasties and flowers of walks and waysides)

## Tools

Tool bags and tool box	Mora 860MG Companion Knife (Olive Green) x 6
Bow saws 12" x 1	Loppers x 2
Potato peelers x 6	Work gloves - adult's: 4 & children's: 10
Shovel	Rope – various sizes inc. poly prop.
Rake	Hammering set (safety goggles)
Fire Lighting set x 1	Screwing set
Young gardener tool set	Leaders pruning kit
Forest School Starter set	

## Responsibilities

### Clothing

It is our responsibility to ensure that children are appropriately dressed for Forest School sessions.

We will provide a shelter from the elements plus full waterproof clothing (including wellington boots if necessary), but it is still important that pupils wear clothes that are warm and that are OK to get wet and muddy. These are: warm trousers; a long-sleeved jumper, fleece or t-shirt; a vest or t-shirt underneath; thick socks - thermal if possible or two pairs of thinner ones.

Clothing list:

- Waterproof trousers
- Waterproof coat, with a hood.
- Long sleeved top
- Full length trousers
- Warm boots (wellies can be very cold during the winter)
- Warm Socks, and a spare pair
- Gloves and Woolly hat – Cold weather
- Sun hat: that fits well to ensure good visibility– sunny weather

We work on the principle that “**there is no such thing as bad weather, only bad clothing**”, but staff must be aware of how children in their class react to different weathers and how this affects their sensory processing.

Spare clothing is available for students, this can be provided by the safeguarding team. Parents and carers are encouraged to provide students with spare clothing.

It is our responsibility to support and manage participating pupils. It is good practice for the same member of staff to attend each of the six sessions, to maintain continuity for the children.

### Safety and First Aid

The Forest School Leader (Sarah Davidson) is a qualified first aider and carries a recommended first aid kit. Activities are thoroughly risk assessed and staff continuously monitor the safety of the group as activities progress.

All staff and volunteers have undergone an appropriate selection process to assess their skills and suitability for working with children and have been subject to enhanced DBS.

Forest School follows the same high staff to pupil ratio as all areas of the curriculum and activities at Heritage Park.

### Cancellation

Forest School sessions usually take place outdoors whatever the weather. However, sessions may need to be moved to a more sheltered site within the school grounds if there are high winds. Forest School sessions may be cancelled and reschedule in extenuating circumstances.

## Using and Storing Tools

All tools are counted out and back in at the beginning and end of each session in which they are used. When not in use in the Forest they are kept secured away in a locked area. Before each tool is to be used it will be checked for damage and working order.

Each tool type is kept in their own suitable containers. Children must never be allowed to help themselves and will always have adult supervision when collecting, transporting and using tools.

Tools are only used for a specific purpose. All adults should model correct and safe tool use, storage and transportation at all times. When using a tool, they are used well away from others in the group, (two arm's length and the tool length) and ensuring that others are aware that a tool is in use. Only walking is permitted when transporting a tool.

## Risk assessments

### **Food safety and cooking procedure**

Food and drink preparation and sitting together whilst eating and drinking are important parts of Forest School.

This procedure has been devised using advice in Preventing Food Poisoning - Good Hygiene at Home published by the Food Standards Agency and 10 Ways to Prevent Food Poisoning on the NHS Choices website.

We will provide hand washing facilities at each session where food and/or drink is prepared and will ensure that all staff, volunteers and participants follow the Forest School food hygiene rules.

All staff at Heritage have completed Food safety training.

### **Forest School food hygiene rules**

Everyone involved in Forest School should be involved in food safety and follow the food hygiene rules below. If you spot a problem, please point it out to the Forest School Leader.

When involved in food and drink preparation you should:

- Wash hands before and during cooking.
- Not handle food if they are ill with stomach problems, such as diarrhoea or vomiting.
- Cover sores and cuts with a waterproof dressing.
- Avoid handling food when possible, and instead use spoons, tongs or other suitable implements.
- Tie hair back.
- Keep food that is waiting to be cooked separate from food that is ready to be eaten.
- Use separate chopping boards for preparing different foods, especially raw and ready-to-eat food.
- Prepare food on a suitable surface, e.g. chopping board, cup, saucepan and not on the ground.
- Ensure food is cooked thoroughly before serving. Food should be cooked right through and piping hot in the middle.
- Not reheat food more than once.
- Keep utensils clean and regularly wash tea towels and cloths.
- Store food in clean plastic containers with non-leaking lids.
- Take all rubbish and food scraps away with them at the end of the session to avoid attracting vermin to the site.

### **Food allergies and special dietary requirements**

Participants are asked to state any food allergies and special dietary requirements they may have on their Parental Consent and Medical form. This information will be used to plan what food and drink to provide during sessions, ensuring that the food and drink provided is suitable for all.

### **Safe use of tools**

The use of hand tools is an integral part of the Forest School experience.

Before using tools with students, the tools will be introduced, their use explained and then students will receive instruction as to how to use them safely. A tool script is used when introducing new tools and as an aide memoire when participants use them. The form of script is easily adapted if other tools are introduced. Example scripts are included at the end of this policy.

The following tools are amongst those most likely to be used with children as part of our Forest School sessions.

- Bow saw
- Loppers
- Stick peeler
- Sheath knife
- Bill Hook
- Mallet
- Shovel

Tools are used under close supervision. This is with a minimum of 1:4 ratio. When tools are initially introduced or children are younger the ratio will generally be closer to 1:2 until participants have shown a reasonable level of confidence or even 1:1.

The Forest School leader will be responsible for overseeing safe use and maintenance of all tools. When not in use the tools are stored in a secure setting. A full list of all tools is kept with the tools and a separate list carried when tools are taken out on site. This allows the tools to be counted out and in.

When using any item it is essential that appropriate personal protection equipment is used. These may include gloves, hard hats, safety boots and high visibility jackets dependent on the task. The Forest School leader is able to advise further.

Basic risk assessments have been completed for each tool. However, as with any risk assessment it is advisable to review and modify as appropriate dependent upon the individuals involved and specific conditions.

## Tool Talk Scripts

### Bow saw



- This is a bow saw.
- This is the handle.
- This is the cover.
- I take the cover off like this.
- This is the blade.
- This is the cutting edge.
- When I have finished with the bowsaw I put the cover back on like this.
- I stand with the bow saw like this.
- I walk with the bow saw like this.
- I pass the bow saw like this.
- When I use the bow saw I use it two arms and a tools length away from anyone except my partner like this.
- I use the bow saw to cut wood bigger than a two pence piece.
- I have bare hands on the tool.
- I have a glove on my helper hand.
- When I am not using the bow saw I put it down with the handle facing forwards and the blade facing inwards.
- When I have finished with the bow saw I put it in the designated place or in the toolbox provided.

### Billhook



- This is a billhook.
- This is the handle.
- This is the cover.
- I take the cover off like this.
- This is the blade.
- This is the cutting edge.
- When I have finished with the bill hook I put the cover back on like this.
- I stand with the billhook like this.
- I walk with the billhook like this.
- I pass the billhook like this.
- When I use the billhook, I use it two arms and a tools length away from anyone except my partner like this.
- I use the bill hook to cleave (split) wood.
- I have bare hands on the tool.
- When I am not using the bill hook I put it down with the handle facing forwards and the hook and blade facing inwards.
- When I have finished with the bill hook I put it in the designated place or in the toolbox provided.

## Loppers



- These are loppers.
- This is the handle.
- I take the cover off like this.
- This is the blade.
- This is the cutting edge.
- When I have finished with the loppers I put the cover back on like this.
- I stand with the loppers like this.
- I walk with the loppers like this.
- I pass the loppers like this.
- When I use the loppers I use them two arms and a tools length away from anyone else.

- I use the loppers to cut wood thinner than a two pence piece.
- I have bare hands on the tool.
- When I am not using the loppers I put them down with the handle facing forwards and the blade facing behind me.
- When I have finished with the loppers I put them in the designated place or in the toolbox provided.

### Sheath Knife



- This is a fixed blade knife.
- This is the handle.
- This is the cover.
- I take the cover off like this.
- This is the blade.
- This is the cutting edge.
- When I have finished with the knife I put the cover back on like this.
- I stand with the knife like this.
- I walk with the knife like this.
- I pass the knife like this.
- When I use the knife I use it two arms and a tools length away from anyone except my partner like this.
- I use the knife to cut cord and to whittle.
- I have bare hands on the tool.
- I have a glove on my helper hand.
- When I am not using the knife I put it down with the handle facing forwards and the blade facing inwards.
- When I have finished with the knife I put it in the designated place or in the toolbox provided.

### Stick Peeler



- This is a stick peeler.
- This is the handle.
- This is the cutting edge.

- I stand with it like this.
- I walk with it like this.
- I hold the stick peeler like this.
- I always use it 1 arm and a tool length away from other users.
- When I am using it I always use it on the outside of my body and away from me
- When whittling I wear a glove on my helper hand.
- When I am not using it I place it on the ground with the handle facing forwards and the blade pointing in.
- When I have finished using it I put it in the place or box that is provided.

## Small Tools & Equipment Risk Assessment

Tool / Equipment	Bill Hook				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
<p>Incorrect or improper use of bill hook.</p> <p>Resulting in cuts grazing and / or bruising.</p>	<p>Children &amp; Adults</p> <p>Person using tool and those in close proximity</p>	<p>Medium</p>	<ul style="list-style-type: none"> <li>• Safety talk given and followed.</li> <li>• Safe working area maintained clear of obstacles and safe working distance maintained.</li> <li>• Ensure all tools are well maintained.</li> <li>• Tool only used in designated area, unless approved and supervised by designated leader.</li> <li>• 'No running' policy in vicinity of those using tools.</li> <li>• No glove needed on hand using tool, helping hand gloved.</li> <li>• First aid kit kept close to hand.</li> <li>• Blade covered when not in use and stored in tool bag.</li> <li>• Tools counted in and out each session.</li> <li>• Adult supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Check understanding with individuals as required.</li> <li>• Visual check of tools before use.</li> <li>• Any child behaving inappropriately stopped.</li> </ul>	<p>Low</p>

Tool / Equipment	Bow Saw				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
<p>Incorrect or improper use of bow saw</p> <p>Resulting in cuts and / or grazing.</p> <p>When cutting branches on tree – risk of falling branch hitting someone. Cuts and bruises.</p>	<p>Children &amp; Adults</p> <p>Person using tool and those in close proximity – children are likely to be working in pairs.</p>	<p>Medium</p>	<ul style="list-style-type: none"> <li>• Safety talk given and followed.</li> <li>• Safety talk given and followed.</li> <li>• Safe working area maintained clear of obstacles and safe working distance maintained.</li> <li>• Ensure all tools are well maintained.</li> <li>• ‘No running’ policy in vicinity of those using tools.</li> <li>• No glove needed on hand using tool, helping hand gloved.</li> <li>• First aid kit kept close to hand.</li> <li>• Blade guard used when not in use and stored in tool bag / box.</li> <li>• Tools counted in and out each session.</li> <li>• Adult supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Check understanding with individuals as required.</li> <li>• Visual check of tools before use.</li> <li>• Check blade tension.</li> <li>• Any child behaving inappropriately stopped.</li> </ul> <p><b>When used outside a designated area:</b></p> <ul style="list-style-type: none"> <li>• Ensure other members of group are aware of location and remind others in area to stay clear.</li> </ul> <p><b>If sawing branches from a tree:</b></p> <ul style="list-style-type: none"> <li>• Ensure all equipment and persons are unlikely to be damaged or hurt when it falls.</li> </ul>	<p>Low</p>

Tool / Equipment	Loppers				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures	Residual Risk Rating
<p>Incorrect or improper use of loppers,</p> <p>Falling branches.</p> <p>Resulting in cuts and bruising.</p>	<p>Children &amp; Adults</p> <p>Person using tool and those in close proximity</p>	Medium	<ul style="list-style-type: none"> <li>• Safety talk given and followed.</li> <li>• Safe working area maintained clear of obstacles and safe working distance maintained.</li> <li>• 'No running' policy in vicinity of those using tools.</li> <li>• No gloves needed both hands using tool.</li> <li>• First aid kit kept close to hand.</li> <li>• When not in use stored in tool bag / box.</li> <li>• Tools counted in and out each session.</li> <li>• Adult supervision.</li> </ul>	<p>Ensure these are considered and amended before any individual activity is undertaken.</p> <ul style="list-style-type: none"> <li>• Check understanding with individuals.</li> <li>• Any child behaving inappropriately stopped.</li> </ul> <p><b>When used outside a designated area:</b></p> <ul style="list-style-type: none"> <li>• Ensure other members of group are aware of location and remind others in area to stay clear.</li> </ul> <p><b>If lopping branches from a tree:</b></p> <ul style="list-style-type: none"> <li>• Ensure all equipment and persons are unlikely to be damaged or hurt when it falls.</li> </ul>	Low

Tool / Equipment	Sheath Knife				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures	Residual Risk Rating
				<p>Ensure these are considered and amended before any individual activity is undertaken.</p>	

<p>Incorrect or improper use of knife. Potential risk of cuts or wounding.</p>	<p>Children &amp; Adults  Person using tool and those in close proximity</p>	<p>Medium</p>	<ul style="list-style-type: none"> <li>• Safety talk given and followed.</li> <li>• Safe working area maintained clear of obstacles and safe working distance maintained.</li> <li>• Used only in a designated area unless approved and supervised by leader.</li> <li>• 'No running' policy in vicinity of those using tools.</li> <li>• No glove needed on hand using tool, helping hand gloved.</li> <li>• Tools maintained / sharpened during extended use.</li> <li>• First aid kit kept close to hand.</li> <li>• Kept in sheath when not in use and stored in tool bag / box.</li> <li>• Tools counted in and out each session.</li> <li>• Adult supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Check understanding with individuals as required.</li> <li>• Any child behaving inappropriately stopped.</li> </ul>	<p>Low</p>
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Tool / Equipment	Stick Peeler				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
<p>Incorrect or improper use of stick peeler.</p>	<p>Children &amp; Adults</p>	<p>Medium / low</p>	<ul style="list-style-type: none"> <li>• Safety talk given and followed.</li> </ul>	<ul style="list-style-type: none"> <li>• Check understanding with individuals.</li> </ul>	<p>Low</p>

Risk of cuts and grazes.	Person using tool and those in close proximity		<ul style="list-style-type: none"> <li>• Safe working area maintained clear of obstacles and safe working distance maintained.</li> <li>• Work only in designated area.</li> <li>• 'No running' policy in vicinity of those using tools.</li> <li>• No glove needed on hand using tool, helping hand gloved.</li> <li>• First aid kit kept close to hand.</li> <li>• When not in use stored in tool bag / box.</li> <li>• Tools counted in and out each session.</li> <li>• Adult supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Any child behaving inappropriately stopped.</li> </ul>	
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Tool / Equipment		Mallet			
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
Incorrect or improper use of mallet  Risk of bruising / fractures	Children & Adults  Person using tool and those in	Medium	<ul style="list-style-type: none"> <li>• Safety talk given and followed.</li> <li>• Safe working area maintained clear of obstacles and safe working distance maintained.</li> <li>• 'No running' policy in vicinity of those using tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Check understanding with individuals.</li> <li>• Any child behaving inappropriately stopped.</li> </ul>	Low

	close proximity.		<ul style="list-style-type: none"> <li>• No glove needed on hand using tool, other hand gloved.</li> <li>• First aid kit kept close to hand.</li> <li>• When not in use stored in tool bag / box.</li> <li>• Tools counted in and out each session.</li> <li>• Adult supervision.</li> </ul>		
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Tool / Equipment		Shovel			
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
<p>Incorrect or improper use of shovel</p> <p>Risk of bruising / fractures</p>	<p>Children &amp; Adults</p> <p>Person using tool and those in close proximity.</p>	Medium	<ul style="list-style-type: none"> <li>• Safety talk given and followed.</li> <li>• Safe working area maintained clear of obstacles and safe working distance maintained.</li> <li>• 'No running' policy in vicinity of those using tools.</li> <li>• No glove needed on hand using tool, other hand gloved.</li> <li>• First aid kit kept close to hand.</li> <li>• When not in use stored in tool bag / box.</li> <li>• Tools counted in and out each session.</li> </ul>	<ul style="list-style-type: none"> <li>• Check understanding with individuals.</li> <li>• Any child behaving inappropriately stopped.</li> </ul>	Low

			<ul style="list-style-type: none"> <li>• Adult supervision.</li> </ul>		
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Tool / Equipment	Storm / Kelly Kettle				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
<p>Incorrect or improper use of Kelly Kettle</p> <p>Risk of burns from fire and hot metal sides.</p> <p>Risk of scalding from water and steam</p>	<p>Children &amp; Adults</p> <p>Person using tool and those in close proximity</p>	Medium	<ul style="list-style-type: none"> <li>• Safety talk given and followed</li> <li>• General fire precautions adhered to (see separate risk assessment and policy / procedure.)</li> <li>• Ensure it is on a sturdy level non-flammable base (it has a high centre of gravity).</li> <li>• Ensure cork is removed from spout and spout is pointing away from individuals using the kettle.</li> <li>• Feed flames through chimney.</li> <li>• Make sure air hole opposite side to spout.</li> <li>• Do not leave unattended.</li> <li>• Use fire safety gloves when handling.</li> <li>• Safe working area maintained clear of obstacles and safe working distance maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Check understanding with individuals.</li> <li>• Any child behaving inappropriately stopped.</li> </ul>	Low

			<ul style="list-style-type: none"> <li>• 'No running' policy in vicinity of Kettle</li> <li>• First aid kit kept close to hand.</li> <li>• When finished maintain adult supervision whilst kettle cools..</li> </ul>		
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**General**

- Keep tools in good, clean order.
- Check tools are safe to use before the start of each session.
- Carry out tool maintenance (cleaning and oiling) once a week.
- Do not use tools with damaged blades or handles or with loose bolts or fixings.
- When transporting tools do not carry more than can be held securely.
- A blunt blade is more dangerous than a sharp one.
- Count tools in and out.

**Forest School site risk assessment**

Hazard	Risk	Safety measures
Trip hazards: <ul style="list-style-type: none"> <li>• Uneven ground / holes</li> <li>• Wet slippery surface</li> <li>• Muddy ground</li> <li>• Icy ground</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Verbal/visual instruction to walk carefully</li> <li>• and look where they are walking</li> <li>• Wear appropriate footwear</li> <li>• Mark off area if necessary, remove obvious trip hazards on pre-visit site check if possible</li> </ul>

Low branches causing eye injuries	Medium	<ul style="list-style-type: none"> <li>• Point out location of low branches</li> </ul>
Brambles, prickly or thorny plants and stinging nettles	Medium	<ul style="list-style-type: none"> <li>• Show location of any brambles and stinging nettles and ask children them to avoid them</li> </ul>
Insect bites and stings	Low	<ul style="list-style-type: none"> <li>• Verbal/visual warning not approach or try to catch bees and wasps</li> <li>• Monitor site for nest activity and avoid nest sites</li> <li>• Keep arms and legs covered</li> <li>• Check anyone with severe allergies has their epi-pen and is able to administer it</li> </ul>
Tasty looking fruit/berries and fungi	Low	<ul style="list-style-type: none"> <li>• Verbal/visual instruction that some fruit/berries and fungi are poisonous, and should not be eaten</li> <li>• Ensure hands are washed before eating and verbal instruction to keep hands away from face</li> </ul>
Nuts, e.g. horse chestnut, hazel, acorns	Low	<ul style="list-style-type: none"> <li>• Be aware of children with allergies</li> <li>• Check anyone with severe allergies has their epi-pen and is able to administer it</li> </ul>
Harmful litter, e.g. metal, glass, hypodermic needles	Low	<ul style="list-style-type: none"> <li>• Remove harmful litter during pre-visit site check</li> <li>• Point out location of any harmful litter as activity progresses and remove</li> </ul>
Contact with harmful substances - soil	Low	<ul style="list-style-type: none"> <li>• Ensure hands are washed before eating and verbal instruction to keep hands away from face</li> </ul>
Exposure to the elements – rain, wind, snow, ice	Low	<ul style="list-style-type: none"> <li>• Make sure that children are wearing appropriate clothing</li> <li>• Use tarpaulins for shelter</li> <li>• In extreme cases work indoors and have alternative activities plan</li> </ul>

Exposure to the elements – sun	Low	<ul style="list-style-type: none"> <li>• Work in shade</li> <li>• Wear hats</li> <li>• Check sun screen is being worn</li> <li>• Provide regular drinks</li> </ul>
High winds	Low	<ul style="list-style-type: none"> <li>• Avoid areas with trees – work in playing field</li> <li>• In extreme cases work indoors and have alternative activities plan</li> </ul>
Structural damage to trees	Low	<ul style="list-style-type: none"> <li>• Check branches during pre-visit site check</li> <li>• If area's unsafe, work in meadow or work indoors and have alternative activities plan</li> </ul>
Animal faeces	Low	<ul style="list-style-type: none"> <li>• Look out for faeces during pre-visit site check and remove</li> <li>• Point out location of faeces during session so it can be avoided</li> <li>• Wash hands thoroughly if anyone comes into contact with faeces</li> </ul>
Fencing perimeter	Low	<ul style="list-style-type: none"> <li>• Pre-session checks to assess any gaps in the school fence</li> </ul>

## Fire Policy

As part of the Forest School experience it is desirable to have an open fire at times within the woodland to allow the children to enhance their learning and development with some risky activities. Encounters with risk help children to manage their coping strategies and discover and explore the world through real experiences. This policy sets out the guidelines to follow to ensure safe practice is a thread throughout the activity.

### **Aim**

To use fire safely as part of the Forest School experience.

### **Method**

Fires must only be lit after a risk assessment has been carried out and they must only be within the fire circle area. This includes the use of Kelly Kettles. There must always be a trained adult present within the fire circle when a fire is lit or hot embers remain, never leave a fire unattended.

Prior to the fire pit being built the soil or bedrock must have been assessed to avoid a fire being lit on a flammable surface such as peat. The fire should be surrounded by a 1 metre square of double logs to provide a good barrier to the fire in case a learner losing balance. Pegs should be used to prevent the logs being knocked. Fires should not be lit close to overhanging branches or on a really windy day.

There must be an adequate supply of fire water close to the fire pit to ensure there is enough water available to extinguish the fire if it gets out of control. A fire blanket must be brought into the woodland to wrap round someone if their clothes become alight. Fire proof gauntlets should be kept at the fire area to allow adults to pick up hot items.

Before visiting the area the children should have had the opportunity to ask questions and be given information about fire safety. When at the fire circle the rules should be demonstrated for the children to see. There should be no more than 2 people, adults and children, within the fire circle next to the fire at any one time. The best position for cooking is on one knee (the respect position) so you can move backwards easily and remain stable. Long hair should be tied back, tassels and ties tucked away and scarves removed.

### **Monitoring of policy**

This policy will be reviewed annually but may also be influenced earlier by new research and government guidelines.

### **Kelly Kettle**

The Forest leader may use this to heat water. Never leave the bung in whilst heating water. This is only to be in place during storage so as to keep the chamber clear from forest debris or insects and mini-beasts. Once the fire is going in the Kelly Kettle base carefully add the chimney top to it by holding the handle parallel to the ground, and supported on each side by your hands.

When lit, do not stand directly over, or look straight down the chimney. Never blow into the top. When pouring out the water support the base by holding the bung chain in one hand and the handle with the other. To put the fire out, pour the remaining water into the base. When not in use all tools will be securely locked away in the tool shed. Tools should be checked and cleaned before they are put away. Half

termly the Forest Leader will ensure that each tool is thoroughly cleaned and oiled. Wear and tear will be monitored daily.

## Health and Safety Policies & Procedures

Heritage Park sets out clear statements of intent regarding the Whole School's approach to the health and safety of its children, staff and visitors to the School and the School Site.

Provided below is a list of additional points and measures which relate directly to our Forest School sessions.

There is always a high Leader to participant ratio at Forest School. The high number of Leaders means that participants can safely experience activities like climbing trees, walking across logs blindfolded, lighting (controlled) fires and using knives that are usually considered too risky in other situations. It also means that Leaders are able to give individuals one-to-one attention when needed, and to lead small group work.

All activities are thoroughly risk assessed before the start of each session and Leaders continue to monitor the safety of the group as activities evolve. There is always a trained first aider present at each session and a written emergency plan to follow.

Participants are also involved in completing their own risk assessments throughout the sessions. This gives them ownership of the process and helps them to be aware of, and calculate, the risks involved in each activity. They are asked to state what risks and hazards they should be aware of and what steps they can take to reduce or mitigate them. For example, they are given flags to mark hazards like brambles and hidden ditches.

### **DAILY PROCEDURES**

To ensure the safety of children and adults attending Forest School sessions, there are certain checks that need to be made before, during and at the end of each session. It is the Forest School Leader's responsibility to ensure that all checks have been completed.

This daily health and safety checklist provides a reminder of all daily procedures. This must be used each day.

#### **Pre-visit checks**

- Run through the site risk assessment and amend/update as necessary. Remove all visible litter and faeces.
- Remove obvious trip hazards and mark off areas as out-of-bounds where appropriate.
- Cut any overhanging vegetation from paths and boardwalk.
- Ensure risk assessments are completed for all activities.
- Erect shelter(s).
- Set up Forest School circle.
- Set up hand washing station.

- Check that the Forest School rucksack contains all necessary items (see section on Forest School equipment), including all emergency procedure information, a stocked and in date first aid kit, fire blanket and dated fresh water.
- Check you have all the materials and resources needed for the activities you have planned.
- Check that all tools you are planning to use are in good working order.
- Check that your phone is in working order and is fully charged.
- Check you have a fully charged school radio.

### **At the start of the session**

- Take register and head count.
- Remind children about physical boundaries (use visual cues when needed) and that they must stay within these.
- Remind children how they should behave and how to stay safe on site (see site risk assessment).
- Explain the need for, and principles of, fire safety.

### **Throughout the session**

- Be vigilant.
- Remind children of how to stay safe by highlighting potential hazards (see individual activity risk assessments), reminding them of the boundaries and asking that they make an adult aware of any possible hazards that they spot.
- Carry out regular head counts at the start of activities and at break time.
- Take photos and make observations of individual children.
- Use de-escalating techniques in line with the behaviour policy whenever possible when dealing with behavioural issues.

### **At the end of the session**

- Carry out a final head count and escort the group back to the school.
- Count and pack up all equipment.
- Count and pack up all resources.
- Clear fire area and make safe. Remove ash and cover over the site of fire.
- Evaluate the session.

### **Adult Roles & Responsibilities**

- The Trained and Named Forest School Leader is always the person in charge of Forest School sessions.
- The Forest School Leader has overall duty of care for the children in their charge. However all adults involved in the Forest School session are required to take all reasonable steps to ensure that children are safe.
- All adult helpers MUST sign and date a form to show that they have read and understood this handbook and the risk assessments appropriate to the session in which they are helping. They must sign and date the form stating that they comply with the general operating procedures for Forest School.

- The Forest School Leader or Assistant will always carry and take a first aid kit into the forest at every session.
- The Forest School Leader or Assistant will always carry an Emergency Bag into the forest for every session.
- The Forest School Leader will ensure that the Emergency Bag contains:
  - Essential survival equipment
  - A contact list for each child undertaking the activities: and
  - The School's telephone number (and location details for the emergency services)
- The Forest School Leader will always carry a mobile phone and will ensure that there is easy access to a land line if the group is out of range.
- In the event of an emergency, The Forest School Leader will ensure that the School contacts the emergency services. If contact with the school is lost the Leader will contact the emergency services.
- The Forest School Leader will review the risk assessments before every trip into the School's Forest Site.
- When tools are used the adult child ratio will be 1:1
- There is one exception to this – when using peelers for whittling the ratio can be 1:2.
- The Forest School leader is responsible for the maintenance and checking of all tools and equipment to be used at Forest School, prior to their use.
- The Forest School Leader is responsible in training the children in how to use the tools and equipment safely and appropriately.
- The Forest School Leader will be responsible for the pre-visit check of the Forest School site prior to a Forest School session.

### **Emergency procedure**

Call the emergency service/s that you require on 999 from a landline or 112 from a mobile. Notify a member of the Senior Leadership Team.

Give as much information about the patient and their location as possible:

- Who has been injured
- What their injuries are
- If they have any medical conditions
- Where on the site the patient is
- The directions to the site and the patient

Arrange for a member of the admin team to direct the ambulance service to the location of the incident.

Don't hang up until you are told to do so by the call taker.

Try to stay calm.

### **Missing person procedure**

The following procedure should be instigated and followed by the Forest School Leader responsible for a group in the event of any person (adult or child) going missing from the Forest School group.

- Conduct a head count to check that all other members of the group are present.
- Have two members of staff or volunteers stay with the group at the Forest School circle and await further instructions.
- Send the remaining staff and volunteers to search the immediate area for an agreed length of time (e.g. 5 minutes). Arrange for them to return to the agreed meeting place at an agreed time.
- Ensure that each of the searchers has a mobile phone with sufficient credit and battery life. Searchers should stay within an area they know and be aware of their own safety.
- If the missing person is not found in the agreed length of time, everyone should walk to the school. Here the rest of the group can wait in safety and comfort.
- Alert school staff to the fact that there is a missing person. Commence the school's missing persons procedure, contact parents/carers immediately and provide regular updates, contact the police after 20 minutes.
- The Forest School Leader will lead on any missing persons case.
- The police may be contacted prior to 20 minutes depending on the circumstances.

### **Fire procedure**

- In the event of a fire that cannot be put out quickly and safely by the Forest School Leaders will alert the school via the school radio system and request emergency services are called.
- Gather everyone together, conduct a head count and evacuate area to a safe location – Field meeting point in case of fire.
- Arrange for someone to stand at the entrance to the school to direct emergency services.

### **Campfire procedure**

Heritage Park Forest School provides opportunities for children to get closer to nature and the outdoors through a variety of activities, which include learning about fire safety and how to make fires through the use of Kelly kettles. Children may also get the opportunity to light their own fires on wooden blocks or in small metal containers. This will only take place under strict supervision, with a one to one adult to child ratio.

All Forest School Leaders are skilled and practiced in fire-building and management. Kelly kettles and small fires only will be used and lit in the centre of the Forest School circle.

All Forest School activities are rigorously risk assessed. Sessions are planned in such a way as to introduce higher risk activities to children over a period of time. This allows Leaders to get to know the children in the group and for the children to learn how to behave responsibly and to build knowledge and understanding of the activity.

### **Developing routines – Sessions 1 and 2**

- When they arrive at the Forest School site, children are shown how to sit round the Forest School circle (step over sit mats/tree stumps and sit down).
- The need for, and principles of, fire safety are explained. This will include the rule that when Kelly kettles or a fire are being used in the centre of the circle, only one child at a time is permitted to approach the Kelly kettle or fire, on instruction from the Forest School Leader.
- The children are shown how to move around the circle (step out of circle and walk around outside).

In subsequent sessions, children will be asked to recall how they should behave at the Forest School circle. Depending on the behaviour and ability of the group, the use of Kelly kettles and/or lit fires will usually be introduced in much later sessions.

### **Forest School Leaders' daily campfire and use of Kelly kettle and camp fire procedures**

To ensure that everyone stays safe on site and that risk is managed effectively, Forest School Leaders will follow a daily campfire and Kelly kettle procedure.

#### **Forest School Leaders will:**

- Keep igniters in a safe location.
- Ensure there is a supply of water/soil/sand to douse the fire.
- Always carry a fire blanket.
- Ascertain the location and size of the fire to be built and plan accordingly including fuel stocks.
- Carry out a pre-visit site check and risk assess the site and the activity.
- Be prepared to abandon the activity in the event of unforeseen circumstances rendering the activity unsafe and have another activity on standby.
- Alert the fire brigade in advance if necessary to avoid false alarm and misidentification of Forest School fires as being uncontrolled.
- Douse fires at completion and check them after 30 minutes to ensure that they have not spread.

#### **When lighting fires, Forest School Leaders will:**

- Not wear loose clothing and tie long hair back, and ensure that children have their hair tied back and also have no loose clothing.
- Wear gloves.
- Allow only one child at a time to help with fire construction / approach the fire.
- Try to keep away from the smoke.
- Put out the fire with water when finished.

#### **When using Kelly kettles, Forest School Leaders will:**

- Only light a fire in the tray of the Kelly kettle in the centre of the Forest School circle.
- Kneel on one knee for ease of moving backwards.
- Never place the kettle on the fire without containing water.
- Only fill the kettle with water when cool.
- Place the tray of the kettle on a flat surface.
- Remove the cork before putting the kettle on the fire.
- Keep the spout on the opposite side to themselves and others.
- Remove the kettle from fire when the water starts to boil.
- Remove the kettle from the fire with the handle held vertically, using the chain to support it in an upright position.

### **Toilet and shelter facilities at Forest School**

#### **Toilet facilities**

There are no toilets at the Forest School site. Children attending Forest School sessions will be informed in advance of the situation, and all children will be asked to go to the toilet before they leave school.

Children who need the toilet will be accompanied by an adult from the Forest School site or supported by the Care team.

During Offsite trips into the local woodland/Peak District opportunities will be provided for the students to access public toilets which will be clearly stated within the Evolve.

### **Shelter at the Forest School site**

In case of inclement weather, a shelter from the elements will always be provided at the Forest School site. This will consist of one or more securely fixed tarpaulins which will provide shade in the summer months and protection from wind, rain and snow in the winter.

### **Litter and Waste Water Procedure.**

All waste/litter created by Forest School, and any waste/litter will be collected for appropriate disposal.

- The Forest School Leader will provide waste containers.
- All waste produced or found on site during the Forest School session will be placed within the waste containers
- At the end of the Forest School session the Forest School Leader will remove the waste containers for appropriate recycling/disposal.

A small amount of waste water is created at Forest School, from hand washing and washing up. Solid debris is removed from the water for disposal in the waste containers. The waste water is then disposed in the woodland over a wide an area as possible.

## Safeguarding Children

Heritage Park School fully recognises its responsibility for the safeguarding and protection of our pupils.

Our policy applies to all staff, governors and volunteers working in the school. There are several main elements to our policy:

- Ensuring we practice **safe recruitment** in checking the suitability of staff and volunteers to work with our pupils.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and implementing procedures as agreed by Sheffield City Council for identifying reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed children protection plan.
- Establishing a safe environment in which pupils can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse.

The school will therefore:

- Establish and maintain an environment where pupils feel secure, are encouraged to talk to trusted adults of their choice and are listened to.
- Ensure pupils know that there are specific adults in school they can approach if they are worried about matters of significant harm. They will be informed that some matters cannot be kept confidential and may be referred to the Sheffield Safeguarding Hub.
- Ensure that pupils have opportunities to raise issues in a confidential manner.
- Include opportunities in the curriculum to develop skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the South Yorkshire Consortium of Local Safeguarding Boards and we follow processes as set out in the Sheffield Children's Services Model Policy in order to: -

- Ensure we have a minimum of 2 designated staff members for child protection one of whom will be from the Senior Leadership Team who has undertaken appropriate training and support for this role.

**Currently the designated staff are Sarah Davidson / Vanya Elwis / Jake Bower/ Katie Cardwell/ Mark Fairbrother**

Ensure every member of staff (including temporary, supply staff and volunteers) and governing body know the name of designated senior person responsible for child protection and their role. **This is Jake Bower.**

Ensure all staff, including supply staff, students on placements and volunteers understand their responsibilities in being alert to the signs of abuse and that they are responsible for child protection. Ensure that pupils with off-site provision continue to feel safe and supported. We will exchange details of the designated staff with providers of off-site education. Ensure that parents have an understanding of the responsibility placed on the school staff for child protection by setting out its obligations on the school website.

Fulfil our responsibilities towards children on a Child Protection Plan. We will notify the relevant professionals if there are any unexplained absences for any of these pupils. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences. Other agencies include but are not limited to: Police, CYT, MAST, YJS, Amber project, Green light project, Young carers, CAHMS and Ryegate

- Keep records of concerns about pupils even where there is no need to refer to the matter immediately.
- Ensure all records are kept securely and separate from the main pupil file and in locked locations.
- Develop then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safer recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel a sense of helplessness, humiliation and sometimes a sense of blame. The school may be the only stable, secure and predictable element of the lives of children at risk. When at school behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- The school ethos which promotes a positive, supportive and secure environment, giving pupils a sense of being valued and the knowledge that they will be listened to and taken seriously in matters which affects them.
- The school curriculum particularly SEL, PHSE and Nurture
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school.
- Liaison with other agencies that support the pupil such as MAST, Child and Adult Mental Health Services, Attendance and inclusion, CYT, Youth Justice and young carers
- Ensuring that where a pupil is subject to a Child Protection Plan and he/she leaves Heritage Park School their information is transferred to the new school immediately and the child's social worker is informed.

**Forest School sessions are led by Sarah Davidson who is the Designated Safeguarding Deputy.**

The Safeguarding Policy can be found on the school website:

<https://www.heritagepark.sheffield.sch.uk/Policies/>

## Equal Opportunities, Inclusion and Forest School

We are committed to giving each child every opportunity to achieve the highest of standards, irrespective of ethnicity, religion, attainment, age, disability, gender, sexuality or background. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children. We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement.

We will:

- Ensure equality of access for all children
- Employ a range of styles, including collaborative learning, so that children can value working together
- Seek to involve all parents/carers in supporting their child's education
- Take account of the performance of all children when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of children.

## Risk Assessment Guidelines

A site risk assessment is undertaken each week and a daily risk assessment and check is made prior to every Forest School session at our Forest School 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.

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

The risk assessment process is detailed below:

- We look for potential hazards.
- We decide who might be at risk of harm.
- We evaluate the current level of risk looking at individual pupil risk assessments
- We decide on a course of action or set of precautions that will be put in place to minimise the potential risk in line with the individual pupil risk assessment
- We then re-evaluate the level of risk once our course of action and precautions have been put in place.
- We create a risk assessment and collate them in the Forest School file.
- 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
- We regularly monitor and review each risk assessment, half termly and as an action is needed.

An Evolve will be completed 2 weeks prior to any offsite activity which will then be approved by the School Principal and Educational Visits Coordinator (EVC).

## Poor Weather Procedures

We will not go to Forest School if the conditions are deemed dangerous such as in high winds, during thunder storms, or during periods of extreme cold.

The Forest School Leader will make the decision to continue with Forest School or postpone due to bad weather.

When it is wet a shelter will be built immediately by a trained adult so that there is a sheltered area that is available from the start that can be used.

## Designated Person Responsibilities

<b>Forest School Leader</b>	Sarah Davidson	
<b>Forest School First Aid</b>	Sarah Davidson	
<b>First Aid at Work</b>	Sarah Davidson	Chloe Ager
<b>Paediatric First Aid</b>	Michelle Lerner	Deidre Ridge
<b>Emergency First Aid in School</b>	Sarah Davidson Alex Stark Jake Bower Katie Cardwell Mark Fairbrother Alicia Murashe Gemma Sale Sameera Hanash	Mursh Haque Martin Cookson Arun Bradley Fran Hanson Leeanne Heywood Rob Holland Harry Simpson

<b>Designated Safeguarding Lead</b>	Jake Bower	Sarah Davidson
<b>Designated Safeguarding Deputy Lead</b>	Vanya Elwis	

The Health and Safety Policy and the First Aid Policy will be published on the school website:

<https://www.heritagepark.sheffield.sch.uk/Policies/>

## Insurance Requirements

Zurich Municipal

Contact details:

Heritage Park School

Norfolk Park Road

Sheffield

S2 2RU

## Letter to Parents/Carers



### Heritage Park School

Norfolk Park Road  
Sheffield, S2 2RU

email: [enquiries@heritagepark.sheffield.sch.uk](mailto:enquiries@heritagepark.sheffield.sch.uk)

School Principal: Mr M Fairbrother

Dear Parent / Carer,

I am writing to let you know your child will be accessing Forest School this term. The sessions are planned to help develop your child's social and emotional skills within different settings and will give us an opportunity to take usual indoor lessons outside. Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.

Some activities will require students to bring a change of clothes each week that are okay to get muddy and wet. School will provide them with waterproof coats, trousers and wellington boots but they will still need a pair of old trainers or preferably some walking shoes. As the weather gets colder your child will need to bring warmer clothes.

Activities are inclusive of but not limited to:

- Woodwork using tools
- Natural art
- Maintaining and sustaining the Forest School site
- Fire lighting
- Using knots and lashings
- Shelter building
- Bug hunts

Offsite trips will include visits to Local parks/ woodlands and the Peak District.

We ask if you could provide your child with adequate sun protection e.g. sun lotion or long-sleeved t-shirt, hat and sunglasses. We also ask if you could provide them with water bottles which they can refill at school.

Could you please return the slip below to give consent for your child to take part in this activity.

Thank you for your help and co-operation

Sarah Davidson  
Forest School Lead  
Designated Safeguarding Lead  
Sdavidson@heritagepark.sheffield.sch.uk  
0114 2796850  
07950971916

***The Safeguarding Team are always looking for donations of any old and unwanted clothing. So if you have any old towels, swimming shorts, scarves, gloves, hats, socks, wellingtons boots and walking boots that you no longer need please send them in....***

Thank you

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I give permission for \_\_\_\_\_ to attend the sessions every .....

Signed \_\_\_\_\_ Parent/Carer.