



CHURCHWOOD PRIMARY ACADEMY



At Churchwood Everyone Can



Forest School Handbook

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1. What is Forest School?

Forest School is a long term outdoor programme of activities delivered by trained practitioners within a natural environment and whatever the weather! Our programme will be tailored to meet the needs of the children as they grow in confidence, skills and understanding.

- Our vision of Forest School

We believe that there is no limit to what our pupils can achieve and it is our privilege at Churchwood Primary Academy to nurture the potential talents of all our pupils and to provide them with an effective springboard for their future.

We will further our ambitions for our pupils by providing them with an outstanding and safe learning environment which encourages all learners to attempt new challenges and take risks with confidence.

In close partnership with our community, we will ensure all our pupils leave us ready to make a valued contribution to society.

- Principles of learning in Forest School

The ethos of our Forest School allows learners the time and space to develop skills, interests and understanding through practical, hands-on experiences. It also allows practitioners to step back and observe the children in order to then encourage and inspire individuals to achieve through careful scaffolding and facilitating. We support the six principles of Forest School, which were agreed by the UK Forest School community in 2011.

Principle 1:

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

- Forest School takes place regularly, ideally at least every other week, with the same group of learners, over an extended period of time, if practicable encompassing the seasons.
- A Forest School programme has a structure which is based on the observations and collaborative work between learners and practitioners. This structure should clearly demonstrate progression of learning.
- The initial sessions of the Forest School programme establish physical and behavioural boundaries as well as making initial observations on which to base future programme development.

Principle 2:

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

- Whilst woodland is the ideal environment for Forest School, many other sites, some with only a few trees, are able to support good Forest School practice.
- The woodland is ideally suited to match the needs of the programme and the learners, providing them with the space and environment in which to explore and discover.
- A Forest School programme constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/ manager, the forest school practitioner and the learners.
- Forest School aims to foster a relationship with nature through regular personal experiences in order to develop long-term, environmentally sustainable attitudes and practices in staff, learners and the wider community.
- Forest School uses natural resources for inspiration, to enable ideas and to encourage intrinsic motivation.

Principle 3:

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

- Where appropriate, the Forest School leader will aim to link experiences at Forest School to home, work and /or school education
- Forest School programmes aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner.

Principle 4:

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

- Forest School opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests.
- Forest School uses tools and fires only where deemed appropriate to the learners and dependent on completion of a baseline risk assessment.
- Any Forest School experience follows a risk benefit process

Principle 5:

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

- Forest School is led by qualified Forest School practitioners, who are required to hold a minimum of an accredited Level 3 Forest School qualification.
- There is a high ratio of practitioner/adults to learners.
- Practitioners and adults regularly helping at Forest School are subject to relevant checks into their suitability to have prolonged contact with children, young people and vulnerable people.

- Practitioners need to hold an up-to-date first aid qualification, which includes paediatric (if appropriate) and outdoor elements.
- Forest School is backed by relevant working documents, which contain all the policies and procedures required for running Forest School and which establish the 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.
- Observations of children is an important part of the Forest School pedagogy.
Observations feed into tailoring future experiences and learning in the Forest School.

2. Communication

Forest School will involve all children at Churchwood over the course of a year, so it is vital that everyone has access to the same information. A generic leaflet (see appendix 1) is available in school and on the website.

School Staff

Twilight CPD sessions will be provided when needed to ensure staff are aware of how forest school operates. The handbook is available to all staff. Miss Baines is the Forest School Leader and she will be the first point of contact for any queries or questions staff may have. All documents are available to staff in the staff shared drive. Each class teacher will be emailed with the session plan before the session, where possible forest school will complement the topic being undertaken by the class.

Parents

Parents receive a letter home before each series of sessions reminding them that their child is going to be attending Forest School. Where new or different activities are being undertaken the parents will be asked for consent, or simply informed. Photos/videos are posted on website and further information about Forest School is also included in newsletters. A copy of the abridged handbook will be available to view on the school website. Parents are welcome to attend Forest School as volunteers.

Volunteers

This handbook is given to Volunteers and all volunteers will have an induction meeting with Miss Baines. All activities are demonstrated to the volunteers and they are instructed in appropriate protocols.

Wider Community

The website has a section for Forest School. Miss Baines regularly liaises with immediate neighbours especially when changes are being made to the site. Tweets are released relating to activities that have been undertaken in the Forest School.

3. Supporting Well-Being and Enjoyment at Forest School

This section outlines expectations for the wellbeing of the participants and staff in the Forest School. It should be read as a series of protocols which must be adhered to.

Our Forest School Code of Conduct

Entering the Forest:

We will enter the Forest respectfully and know that when at Forest School specific expectations are in place. We will explore, investigate, learn and play in a manner that will not damage our Forest environment. We understand that we share our Forest School with plants and animals and that when we are in our Forest School we are sharing the environment with them.

Boundaries:

Before each session begins children are made aware of how far that they can explore and of any fixed boundary markers. If children move to explore hidden areas an adult should also move into the cover deep enough to be able to see the children but allowing the children the freedom to explore independently. If you lose sight of a child shout '1,2,3, where are you?' The children have been taught to respond '1,2,3, I'm here' through games that are practised regularly.

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 beginning. 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 designated fire circles.

Tree Climbing:

An adult must be present when wanting to climb trees in the Forest School. The ground cover should be checked for sharp objects and unearthed tree roots and the tree identified as suitable for climbing. A visual check must be made for loose and rotten branches. Children are permitted to explore to their own limits or to a maximum height of 1.5m. Adults should be near enough to catch if a child should fall but far enough away to not be invasive to the children's exploration

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.

Rope and String Use:

We encourage the collection and transportation of materials. 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.

Picking up and playing with stones:

Stones may be picked up and transported. Children often like to make patterns and pictures with them. Stones must 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?

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. (See tool use protocols).

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. Sticks must be carried pointing towards the floor. Longer sticks may be dragged or carried with the help of another person when each person is at either end. Sticks are not to be thrown.

Eating and Drinking:

Nil by mouth policy for anything found in the Forest, unless this activity has been specifically planned for during the session (e.g. blackberry picking). 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.

Collecting wood:

Wood is collected for fire lighting purposes. It is collected in four thicknesses – matchstick sized, pencil sized, thumb sized and wrist sized. Sticks may be collected for creating pictures and patterns but should be collected sparingly so as not to disrupt creature habitats.

Clothing:

It is important that all children and staff have appropriate clothing suitable for all weather conditions. The Forest School leader will ensure that items of spare clothing are kept in school and will check children's attire before setting out. If any child is considered inappropriately dressed for Forest School and alternative clothing cannot be found in school that child will remain at school

Toileting:

Before a Forest School session, children will be given the opportunity to go to the toilet.

Walking up Procedure

Children are familiar with safe walking procedures. Staff will give instructions, such as single file walking, paired walking where applicable. During progressive sessions children are gaining skills in performing risk assessments and will become more aware of dangers of moving to the site.

Weather

Before the session use a local forecast to assess safety of running. The site should be assessed prior to taking out a group. Try and leave cancellation as late as possible. Below is a short outline of conditions that may lead to a cancellation of a session:

- A rough guide is don't enter woods in winds of force 4 increasing to 5.
- In windy conditions keep a watchful eye on the surrounding tree branches.
- A rule of thumb is to leave the wood if substantial tree branches are blowing at 20 degrees or more.
- Be aware that it is possible for tree limbs and branches to drop on any day.
- If the children are getting too cold either warm them up through exercise, shared shelter, sitting by the fire or going inside.
- In the case of an electrical storm, children will be guided by an adult to safe shelter
- In the case of extreme heat, children will be encouraged to drink plenty of water, wear suitable clothing, seek shelter from the sun when necessary and staff will monitor the situation and end session if necessary.
- Where children are distressed by extreme weather conditions a decision can be made to end a session either for that child or the in some cases the whole group. It is important to remember emotional wellbeing is as important as physical wellbeing.

Daily Operating Procedure

What to do before the session

- Check that all risk assessments are in place – see the Forest School check list
- Assess the site for new hazards
- Set up activities
- Check equipment needed
- Ensure that there is correct staff/client ratio and that all staff are familiar with this handbook.

Before leaving the school site

- Register to be completed and head count them
- Check children are appropriately dressed
- Ensure children have water bottles
- Make sure children have used the toilet
- Remind them of the walk up rules

What to do during the session

- Ongoing risk assessment: Ongoing risk assessments to be carried out by Miss Baines.
- Head count: carry out regular head counts, particularly when entering and leaving site.
- Run activities, observe and evaluate.

What to do after the session

- Head count
- Tool check and tools maintenance.
- Evaluation for next session the learning is reviewed and evaluated. Miss Baines will discuss any observations with the other adults who have attended the session and will review the session in general.
- Evaluate the plan for the session that has just been completed and then plan for the next session taking due consideration of all observations and comments made.

4. Policies and protocols

All staff and volunteers are asked to read the policies and pay particular attention to the following which can found in appendix 2:

- Safeguarding Policy
- Health and safety policy
- Confidentiality policy

Safeguarding Statement

Churchwood Primary Academy is committed to the safeguarding of all pupils in our care. As such, all staff, governors and volunteers will help keep our children safe by adhering to the school's Child Protection and Safeguarding policy.

All staff employed by the school, and volunteers who work in school for a set minimum of time as outlined in official guidance, will be subject to CRB checks. References will be sought and safer recruitment procedures adhered to at all times.

Confidentiality

It is important never to repeat anything overheard or witnessed in school. If there are any concerns regarding a child/children please discuss with the designated teacher. A copy of the Confidentiality Policy is available.

Equality and diversity:

We operate under the School's policy on Equality and Diversity namely:

Equal Opportunities Statement: We promote equality and the building of a democracy in which all members have rights and responsibilities, and the same opportunity to benefit from, and take part, in the education provided by the school – within and beyond its premises. Diversity is valued as a rich resource that can contribute to the learning of all pupils and staff.

Disability Statement: Churchwood Primary Academy is proud to be an inclusive school. We offer access to a broad and balanced curriculum for all pupils regardless of disability. We strive to ensure all pupils can access, educationally and physically, all learning opportunities within and beyond the school.

As with any additional needs the school works closely with parents and appropriate outside agencies to ensure equality of access for all.

Every Child Matters: This Effective Learning policy demonstrates how we aim also to meet the five outcomes outlined in the document 'Every Child Matters – Change for Children 2004' (DfES publication – 1088-2004, version 1.0); namely:

1. Be healthy
2. Stay safe

3. Enjoy and achieve through learning
4. Make a positive contribution to society
5. Achieve economic well-being

Behaviour protocol

Forest School aims to:

1. Build self-esteem, independence, motivation to learn whilst always maintaining a safe environment
2. Promote awareness, respect and care for other individuals and for the natural environment
3. Reinforce collaborative behaviour
4. Develop continuity of expectations and of approach to behaviour management both at Forest School, in school and beyond
5. Develop awareness of acceptable behaviour and responsible behaviour in an outdoor environment
6. Develop in both children and adults a pride in their achievements.

In order that these aims are achieved, certain standards of behaviour must be sustained and reinforced across school. It is understood throughout school that rudeness and impertinence are unacceptable but also we must show children appropriate responses and appropriate ways to behave. Persistent rudeness and impertinence should be reported to the Forest School Leader. Copies of the academy's Good Behaviour Policy is available in all teachers planning files.

Interventions:

We do not operate a 'no touch' policy at Churchwood Primary Academy.

ALL adults working in the school should ensure that any physical contact between themselves and pupils is appropriate and does not cause discomfort to the pupil concerned. Adults working in the school should ensure they are never alone with a pupil and do not leave themselves vulnerable to misunderstanding. Adults should avoid physical contact such as sitting a child on their lap for an extended period of time but should not be afraid to comfort, encourage or support in an appropriate manner. Some children are uncomfortable being hugged or touched and adults must remain sensitive to this. Where a child is at risk of hurting him or herself or others, then proportional, gentle restraint may be necessary.

Under no circumstances should an adult fully restrain a child. Additional adult help must always be summoned when an adult feels restraint may be needed.

We operate a Traffic Light System in class, this should also be used at Forest School. See the Good Behaviour for further clarification.

Risk Protocol:

We encourage our children, in a safe and structured way, to take risks. Children learn by their mistakes and by being free to make them in a comfortable and safe surrounding. When appropriate children should be encouraged to “have a go” at an activity, take a risk and learn from their experiences.

We have a legal duty to carry out Risk Assessments but this does not mean that children have to miss out on activities. If the risk or potential harm from the activity is acceptable or can be managed or minimised and the benefits for the value in the activity outweigh the risk then the activity will go ahead.

Alongside dynamic risk assessment at Forest School we conduct four levels of Risk Analysis (see appendix 3 for examples):

- 1) Site Assessment
- 2) Daily Check
- 3) Activity Risk benefit Assessment
- 4) Tool/resource Risk Benefit Analysis

Fire Protocol

- Establish a fire area, checking for branches beforehand.
- Mark out fire area – circle should be at least 1.5 meters away from the fire all round. Train young people how to approach and leave before lighting a fire. A fire circle can be made using log sitting stools or in the learning area.
- Don't light in windy or very dry conditions.
- Keep fires approx 4m from any shelter built from easily combusting materials. If a shelter is designed to have an integral fire establish safety rules and multiple exits before use (check design with an expert and keep a record of this).
- Ensure fire kit, including fire resistant gloves and water, is close by.
- A kneeling position should be used when sitting around the fire.
- Never leave a fire unattended.
- No one may enter the fire circle perimeter unless invited to do so by an adult.
- There may be 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.

When Children are Lighting or Managing a Fire

- Remove gloves.
- Tuck in hair/hat tails.
- Ensure jacket sleeves etc are not past wrists.
- If young people have fires restrict flame height to equivalent of your knee

When Cooking

- Inform parents/carers of planned activity and gain permission. Check client group does not suffer from food allergies or that other reasons, such as religious reasons, do not permit individuals to handle or consume certain food types. Ensure you have up-to date information about allergies and religion.
- Food hygiene regulations should be followed.
- Risk assess working area and activity.
- Food hygiene regulations should be followed.
- Carry antiseptic wipes or soap and water for hand washing. Have a plant sprayer filled with water to clean hands, this qualifies as running water.
- Split open food and check it is cooked before consumption.
- When cooking with a stick use green wood and remove bark before cooking using a knife and scraping action.
- Don't re-heat cooked food.
- Avoid foods that need a lot of fat to cook in case of pan fire.
- Get young people to tuck in long hair and tie, roll up or fasten loose clothing.

Tool Protocol

Tools should be checked before and after each session and monitored when in use. Duct tape is carried to make safe any tools which break during the session.

Only in the use of the bow saw should a glove be worn when using tools.

When introducing a new tool:

- Ask the children what it is and what it is for.
- Discuss uses for the tool at Forest School.
- Emphasise that all movements should be made in the direction away from the body.
- Keep the hand holding the wood as far away as possible from the blade.
- Always assume safe position – for example Low kneel.
- When passing tools, ensure eye contact is maintained. A useful script is:
- '(child 2's name). I am passing you the _____'.

Tool then placed on ground in front of child 2 ready to be picked up safely.

Secateurs and Loppers

General information/Safety rules/Storage:

- Secateurs are used for cutting twigs and branches that are too thick to be cut by scissors.
- Loppers are used for cutting twigs and branches that are too thick to be cut by secateurs.
- Secateurs should always have the safety lock in place when being carried. They should be carried by the handle, with the point towards the ground. One hand should be on each handle when using the loppers and ensure there is a safe working area. When

using secateurs the working area should be clear of others. The other hand should be held well away from the blade.

Tool Safety Check

- Examine handles and hinges. Spray with WD40 if stiff.
- Make sure there are no signs of damage or rusting.
- Open the handles over your lap. Use a thumb to wipe the blades at a right angle, it should feel rough.
- Ensure the locking and spring mechanisms on the secateurs are working properly.
- Tool Maintenance and Cleaning
- Use a cloth to wipe the blade clean and dry.
- Oil the tool and sharpen with sharpening stone as required.

Vegetable Peelers

General information/Safety rules/Storage

- This tool is used for whittling wood.
- Children should be reminded of safety rules above. Peelers work best with green wood. Dead wood can be tricky, requiring children to use more pressure.
- Peelers should be carried by the handle with the blade pointing down.
- Peelers are stored in the tool box.
- Tool Safety Check
- Check the handle, ensuring the grip is securely in place.

Tool Maintenance and Cleaning

To clean the peelers, run a gloved finger down each side to remove bark and dirt.

On return to school, ensure the peelers are dry.

Bow-Saw

General information/Safety rules/Storage

- When using a bow saw use the handover method. Bow saws should be used in pairs. Children should be kneeling seated at either side of the piece of wood, with their legs at a distance from the saw. The hand holding the wood should be away from the blade. Bow saws are carried at the side of the body with the teeth facing backwards. Guards should be on at all times when saw is not in use and when being carried and transported.

Tool Safety Check

- Examine the handle for damage. Ensure the blade is firmly attached to the handle. Examine the blade for chips and replace when necessary. Check the blade cover for damage and replace when necessary.

Tool Maintenance and Cleaning

Dry the blade, guard and handle.

Knife

General information/Safety rules/Storage

- Knives are used for whittling and other controlled wood work. Knives should always have safety cover on when being carried and not in use. Safe seated position (with Legs apart and elbow on knees) or kneeling position depending on the task should be used. The blood bubble criteria should be adhered to at all times. Knives should be numbered kept in a secure box and signed out.

Tool Safety Check

- Check the blade, handle and cover for any damage or rust. Check blade for sharpness. The blade should feel rough. Use the knife to test sharpness. Check that the handle is secure and that the blade does not wobble.

Tool Maintenance and Cleaning

- Wipe the knife clean and dry. Rust needs to be sanded off. Sharpen when necessary using the sharpening stone. A sharp knife is safer than a blunt one.

Food and Drink Protocol:

The following protocol should be followed at Forest School:

The Forest School Leader will be responsible for checking that no member of the group has any listed allergy to any of the products; if they have, the Forest School Leader will use their discretion as to whether a substitute product or different activity will be most appropriate.

Activities will include cooking of food and wild food and the trying of these. Children will be instructed through an adult protocol. This is where nothing goes in their mouth until an adult has checked it. Children will be taught, at an age appropriate time, reasons why berries and/or fruit from the woodland may not be eaten during Forest School sessions. They will be reassured that fruit from the woodland can be safe to eat, but can equally be dangerous and that adult (i.e. parent) supervision is very important in ensuring only the correct berries are eaten.

When using Cooking as an activity

- Inform parents/carers of planned activity and gain permission. Check client group does not suffer from food allergies or that other reasons, such as religious reasons, do not permit individuals to handle or consume certain food types. Ensure you have up-to date information about allergies and religion.
- Food hygiene regulations should be followed.
- Risk assess working area and activity.
- Food hygiene regulations should be followed.
- Carry antiseptic wipes or soap and water for hand washing. Have a plant sprayer filled with water to clean hands, this qualifies as running water.

- Split open food and check it is cooked before consumption.
- When cooking with a stick use green wood and remove bark before cooking using a knife and scraping action.
- Don't re-heat cooked food.
- Avoid foods that need a lot of fat to cook in case of pan fire.

Food Hygiene Procedure will be followed:

- All perishable food must be stored in a cool box / bag and wrapped in appropriate packaging to avoid attracting insects and vermin.
- All unused food stuffs and packaging must be disposed of appropriately.
- Hands must be cleaned before handling food and utensils.
- All children coming to Forest School must have a dry place in which to store their lunch bags.
- All water provided by Forest School must be fresh i.e. provided in sealed containers.

Wild Food

Forest School recognises that developing awareness and relationships with nature necessitates the children's confident ability to recognise and interact appropriately with trees and plants. Huge benefits result from the ongoing development of these relationships. With safe and professional guidance the children are shown some uses of the plants for food, medicine and other practical uses. This greatly enhances their appreciation of their environment and leads to motivation to protect it. Other benefits include gathering the plants and processing them together, which, as an activity, promotes team work, community and can be developed to increase understanding of indigenous people and their values, as well as an appreciation for our own heritage uses of native plants. The children also gain self-confidence in being able to correctly identify plants and trees (especially when, in doing, they may then go on to use it) appropriately.

Development of practical skills and tool use:

- Pruning, use of loppers, secateurs and pruning saw
- Coppicing
- Digging sticks, trowels etc. for roots
- Use of fire and cooking techniques Preparation of wild foods can involve many different processing techniques
- Development of understanding source of foods and the energy required in processing. This develops appreciation and relationships with nature.

Risks:

We recognise the risks presented by the use of wild plants, and place great importance on the recognition and avoidance of these risks. The presence of these harmful species means that we must be constantly vigilant and respectful during these activities.

Emergencies:

First Aid	<ol style="list-style-type: none"> 1. Follow Policy and Procedures Document. Any illness or injury to be treated by a qualified first aider. 2. Administer First Aid. 3. Remove others in group from the situation, ensuring they are safe. 4. Notify school office. And if necessary call for further assistance, or notify emergency services. 5. Have medical details available in medical bag, and notify parents/guardians as appropriate. 6. All accidents, however minor, must be reported to the Principal who will complete an accident report form. 7. Follow up to parents as per school policy.
Missing Child	<ol style="list-style-type: none"> 1. On discovery of missing child use '1,2,3, where are you?' procedure and recall rest of the group. 2. Activity for the rest of the group shall be suspended in order that up to two members of staff, including the Forest School Facilitator if appropriate may be released to conduct a search which shall last no more than five minutes. The rest of the Group will be kept in the learning area and sedentary activities such as having a snack, singing or sharing activity run by remaining adults. 3. A five minute interval is immediately timed by Miss Baines. 4. Once the five minute interval has expired The class teacher will contact emergency services giving grid reference on daily check list 5. The school will be informed so that they can contact the child's parents and inform them of the situation. 6. Staff should corroborate details of the situation, including last known position of the missing child and any timings. These will be recorded on the Emergency Procedures Record Sheet
Stranger or Uninvited Person	<ol style="list-style-type: none"> 1. Challenge intruder, asking them to leave immediately. Escort them from the site. 2. Inform the School's Office and Child Protection Liaison Officer. 3. If a child is involved the police must be called, and the child/children involved are to be removed from situation and made to feel safe. 4. Parents/guardian should be briefed by Forest School Leader ASAP or in accordance with advice of the Police, ASAP.
Serious Behaviour	Always adhere to school's Good Behaviour policy

Problems	<ol style="list-style-type: none"> 1. Talk child involved down. 2. Remove other children from the area of risk, if it is deemed to be necessary. 3. Inform office and call for help as needed. 4. Debrief child after calm down period. 5. Log incident. 6. Inform parents/guardian 7. Create risk assessment, if necessary 8. Close supervision and monitoring of behaviour.
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Emergency Procedure Protocol

All participants will be briefed in what to do in case of emergency. A whistle will be blown as a signal to stop what you are doing, gather with a member of staff, be silent and wait for instructions. The Forest School Leader will assess the situation, the nature and extent of the injury/accident. They will ensure that the rest of the group are safe from danger and are adequately supervised. They will attend to the casualty, giving first aid of necessary. An incident report will be completed later.

In case of injury

If anyone sustains an injury or illness which cannot be treated by first aid on site and requires medical assistance:

1. In serious cases, 999 should be dialled using a mobile phone carried by the Forest School Leader and then the school will be notified. The school will be responsible for notifying the parent.
2. The rest of the group will be supervised away from the incident and if in danger, will be moved to safety.
3. One member of the staff will meet the ambulance at the site entrance and direct the crew to the incident site.
4. If the injured child is taken to hospital, one member of staff will go with them and the child's parent will be updated about the situation by the staff remaining at school.
5. In minor cases, the Forest School Leader will arrange to contact the parent of the injured child so they can be collected and taken to the hospital, doctor or home.

Home Contact: School office 01424 852326

Mobile reception and number: Good reception across the site 07854800768

Emergency procedure and access details:

The site can be accessed via the Church in the Wood car park and garden

Nearest hospital: The Conquest Hospital, The Ridge, Hastings

Requesting Attendance by Emergency Services

- Dial 999 and ask for the emergency service. Be ready with the following information:

Telephone number (mobile number if call is made on a mobile – see above)

Details of your location

A brief description of the problem (for example, if you are requesting an ambulance, you will need to describe the symptoms of the person who is injured/ill)

State that the crew will be met by _____ at the entrance to the location to the site.

Grid reference: TQ 786115

If an emergency occurs where Miss Baines is needed to administer first aid the supporting Forest School TA will resume control of the group and the volunteers will support the continuation of the activity where possible. The volunteers will run sedentary games. Where an emergency occurs which does not require first aid the emergency will be dealt with by the class teacher and Miss Baines will continue Forest school delivery.

Lost or Missing Person Protocol

Children are instructed that they have to stay within the fenced site and each group is counted in and out of the sessions. They know to immediately gather around the adult calls.

In the event of a suspected lost or missing person the other staff will be informed and will search the site.

- Activity for the rest of the group shall be suspended in order for staff to be released to conduct a search which shall last no more than five minutes. The rest of the Group will be kept in the learning area and sedentary activities.
- A five minute interval is immediately timed by Miss Baines.
- Once the five minute interval has expired The class teacher will contact emergency services giving grid reference on daily check list
- The school will be informed so that they can contact the child's parents and inform them of the situation.
- Staff should corroborate details of the situation, including last known position of the missing child and any timings. These will be recorded on the Emergency Procedures Record Sheet