



# Forest School Policies





## Policies and Procedures Checklist

Policy or procedure	Held (yes or no)	Location	Renewal date
Health and Safety	Yes	Forest School Policies. <b>P4</b>	Nov 2018
Equal Opportunities and Diversity Policy	Yes	Forest School Policies <b>P11</b>	
Child Protection and Safeguarding policy	Yes	Forest School Policies <b>P12</b>	
Behaviour	Yes	Forest School Policies <b>P23</b>	
Food and Drink	Yes	Forest School Policies <b>P24</b>	
Special Needs	Yes	Forest School Policies <b>P25</b>	
Teaching and Learning	Yes	Forest School Policies <b>P26</b>	
Forest School	Yes	Forest School Handbook <b>P5</b>	
Using Tools	Yes	Forest School Handbook <b>P16</b>	
Camp fires	Yes	Forest School Handbook <b>P21</b>	



Emergency and Serious Incidents	Yes	Forest School Handbook <b>P24</b>
Daily Operations	Yes	Forest School Handbook <b>P25</b>
Booking and cancelling	Yes	Forest School Handbook <b>P26</b>
Accidents and near misses	Yes	Forest School Handbook <b>P27</b>
How we balance risk and benefit	Yes	Forest School Handbook <b>P28</b>
How we communicate	Yes	Forest School Handbook <b>P29</b>
Sustainability	No	See ecological impact assessment and 3 year plan. Forest School Handbook <b>P29</b>
Policy for checking DBS		All written into the Safeguarding and protecting children policy. Forest School Policies <b>P11</b>
Administration of medicines and illness		
Use of the toilet		
DBS checks		



## Health & Safety Policy Statement.

### Statement of Aims.

Forest school sessions offer learning opportunities for children and young people. Part of their purpose is to encourage participants to face new challenges and to learn to take reasonable risks. In order to do that safely, the adults involved must know their role and ensure that the necessary risk assessments are carried out regularly and thoroughly. Risks can rarely be eliminated entirely, but they can be reduced to a minimum without unduly limiting opportunities for children to explore and learn.

### Objectives of the document.

- To identify the roles of those involved in Forest Schools, with respect to Health & Safety.
- To identify safety procedures so that they can be carried out effectively and without difficulty.
- To identify suitable and sufficient risk assessment processes to ensure that risks are adequately controlled.
- To develop effective communication systems throughout the setting.
- To ensure that all those involved in Forest School are aware of all relevant Health & Safety documents.
- To develop effective inspection/monitoring procedures to ensure compliance with the County Council's Health & Safety requirements.

### Health and Safety Organisation.

### Statement of Aims.

Forest School sessions offer learning opportunities for children and young people. Part of their purpose is to encourage participants to face new challenges and learn to take reasonable risks. In order to do that safely, the adults involved must know their role and ensure that the necessary risk assessments are carried out regularly and thoroughly. The following guidance for adults and children must be clearly understood by all concerned.

### The Legal Framework.

(Health & Safety At Work Act 1974 and Regulations 1992)



Forest School leader and owner of Grass Roots Muddy Boots must:-

- Assess the risk of activities.
- Introduce measures to control those risks.
- Tell their employees about the measures they have introduced.
- Maintain child protection and first aid training
- Ensure child:adult ratios are maintained
- Parents have signed consent and completed booking forms
- Arrangements have been made for the medical and special educational needs of children attending.
- Adequate first aid provision will be available.
- The mode of travel is appropriate.
- Travel times, pick up and drop off points are known.
- There is adequate and relevant insurance cover.
- They have swapped mobile phone numbers with the other adult
- The Forest School leader, teacher and school contact have a copy of the emergency procedures, the names of everyone in the group and contact details for the next of kin.
- There is a contingency plan for any delays, including a late return home.
- The Forest School Leader or another member of teaching staff is competent to lead the activity and is familiar with the site.
- Follow the health and safety guidelines and policies.
- Clearly define each group supervisor's role and ensure all tasks have been assigned.
- Be familiar with the site.
- Undertake the planning and preparation for the visit, including briefing group members.
- Review activities and advise teacher where adjustments may be necessary.
- Ensure that teachers/adults are aware of what the visit involves.
- Observe the guidance for teachers and other adults.

Volunteers and future employees must:-

- Take reasonable care of their own and others' health and safety.
- Co-operate with their employers over health and safety matters.
- Carry out activities in accordance with training and instructions.
- Inform the employer of any serious risks.
- Act in accordance with the teacher's common law duty (as a reasonable parent would do in the same circumstances).



- Follow the written procedure for arranging school visits, including obtaining the head teacher's prior approval.
- Not be left in sole charge of children. **Unless in major incident.** Follow the instructions of the forest school leader and teacher adults and help with the control and discipline.
- Speak to the leader/adults if concerned about the health and safety of children at any time during the visit.
- Observe the guidance for teachers and adults.

## Children

The group leader must make it clear to children that they must:

- Follow the instructions of the leader and any other adults.
- Look out for anything which might be a threat and tell an adult about it.

Attendance at Forest School by children and young people whose behaviour may be considered to be a danger (to themselves or to the group) will be reviewed, and strategies put in place to allow them to participate wherever possible.

## Parents

The Forest School Leader/teacher should:

- Provide both written information and briefing sessions to help parents decide whether their child should go on the visit.
- Tell parents how they can help prepare their child for the visit.
- Invite parents to support Forest School sessions as a volunteer if they wish.

Parents will need to:

- Provide the teacher with emergency contact numbers
- Sign a consent form
- Give the teacher information about the child's emotional, psychological and physical health.

Health & Safety Guidance.

## Statement of Aims

Forest School sessions offer learning opportunities for children and young people. Part of their purpose is to encourage participants to face new challenges and learn to take reasonable risks. In order to do that safely, the adults involved must know their role and ensure that the necessary risk assessments are carried





out regularly and thoroughly. The following guidance for adults and children must be clearly understood by all concerned.

## Supervision

### Nursery/Primary Schools

During Forest School sessions for Nursery/Primary school children, they will be fully supervised by at least one member of staff from the setting, plus a Forest School Leader and one other adult.. Additional helpers may accompany the group and will be taken through the Flintshire Forest School Induction Pack and participating in a health and safety briefing session. Although adults are not left alone with children and young people, it is essential that adults who regularly help as volunteers are police checked. Usually a group will be no larger than fifteen children and an appropriate ratio of adults to children will be observed according to the setting. The number of adults to children will be increased if necessary to accommodate larger groups and children with special educational or other needs.

### Secondary Schools/College students/Trainees

Forest School sessions for older groups will also be fully supervised by at least one member of staff from the setting, plus a Forest School Leader. Additional adult helpers may accompany the group after being taken through the Flintshire Forest School Induction Pack and participating in a health and safety briefing session. An appropriate ratio of adults to children will be observed according to the settings policy and the activity to be undertaken, which will be increased if necessary to accommodate students with special educational or other needs.

## Minibus

The minibus will be driven by an adult and will be fully equipped with seat belts, which adults will ensure are fitted and used properly. All adults driving the minibus will have passed the current MIDAS driving – test or, if hired from an outside company, a PSV licence. The driver of the minibus will ensure that all checks have been carried out prior to the visit and be aware that they cannot be in a supervisory role whilst driving. The mini-bus will always be driven to within a reasonable distance of the Forest School site. In the event of an accident/breakdown the relevant emergency procedures will be followed.

## The Shelter

Where possible a shelter will be constructed within a Forest School site. This will be both sturdy and waterproof and will be regularly checked for stability and safety.

## Firesite.



Normally a designated area for fires will be present within a Forest School site. Seating will be arranged for the children to sit on at a safe distance from any fires lit. The children and young people will be encouraged to walk around the designated area at all times and they will not approach any fires unless specifically supervised to do so. Water will always be available to safely extinguish fires and the fire site will be designed to reduce the risk of any spread of fire.

#### Toilets/Hand washing

There are no toilets on Forest School sites. Children and young people are allowed to use designated areas of the wood and are told how to do so with due care and consideration to hygiene, care for the environment and personal privacy. Sessions only last a maximum of three hours – for younger children much less- and in practice most complete the session without the need to go.

There is no running water, but for each Forest School session there will be a container of water on site. Hand wash, towels and antiseptic wipes will also be available.

#### First Aid

At least one adult will have the relevant first aid training and a First Aid Kit, along with relevant emergency equipment, which will always be readily accessible. There will also be a mobile phone on site and in the event of a serious accident the emergency procedures will be followed.

#### Weather Conditions

Assessments of weather conditions will be taken prior to a visit and if the weather is too extreme the session will be cancelled. Where possible, alternative indoor provision will be arranged. If the weather deteriorates suddenly during a session, the adults will decide whether to leave the site, use alternative accommodation or return the participants to their setting. When windy and there is a danger of falling branches, the children will be taken to an alternative setting or the session will be cancelled.

The participants are asked to bring Wellington boots and suitable warm/waterproof clothing. If possible the setting will provide them with any missing essential items. The nature of woodland means that Forest School sites are quite sheltered and most will have a shelter on site. Participants will experience hot, cold and wet weather but this will harm no-one if they are properly dressed. If cold, they will be more active in order to maintain warmth. In extreme heat, care will be taken to stay in the shade and plenty of water for drinking will be available.

#### Ground Conditions

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On some sites the ground conditions may present a higher risk and these will be assessed and dealt with accordingly, for example mud or steep slopes. Paths steps or even boardwalks may be constructed to avoid or reduce the risks. Discussions will also take place on how to safely access/cross/use such areas.

### Vegetation

The areas of woodlands used are checked for toxic plants and participants will be instructed not to pick or eat any plants. Areas of nettles, brambles and other potentially harmful plants will be cut regularly to open up areas for access, but some areas will be left uncut to support dependant wildlife.

### Using Tools/Lighting Fires

Participants will only be involved in using sharp tools/fire when the Forest School Leader deems that they are confident and competent at working in the woods. When tools such as penknives and small saws are used the younger participants will always be appropriately supervised. Fires will only be lit in the designated areas and again the participants will be appropriately supervised.

With older groups, tools will be used after individual risk assessments of each child have been carried out to determine the degree of supervision necessary. Children will always be in sight of an adult. Proper instructions will have been given and safety issues discussed prior to the use of any tools. Where appropriate, participants will use safety and protective gear such as gloves etc.

### Forest School Leaders Personal Safety

When working alone, ie when carrying out visual checks prior to site visits, a mobile phone will be carried and the relevant authorities will be made aware of their intentions and whereabouts. The setting where a Forest School Leader is expected will contact the relevant authorities if they do not appear within a reasonable period after the agreed time, and cannot be reached on their phone. Whilst in the woods with the children, the Forest School leader will usually be within sight of another adult

### Risk Assessment

A full and comprehensive site risk assessment will be conducted prior to the first visit to any new site. This will be done by the Forest School Leader and, if possible, in conjunction with a member of staff from the site setting. This risk assessment will be reviewed regularly. A visual check will be undertaken immediately prior to every session. Individual generic risk assessments will be used for the use of tools and some activities/actions. Individual activities will be risk assessed previously by the Forest School Leader. Ongoing risk assessments will take place at various times during a visit – this normally consists of judgements and decisions made as the need arises, which will then be recorded after the visit.



Risks can be minimised, but they cannot be eliminated altogether, and health and safety concerns need to be balanced against the potential benefits of any activity. Children, young people and adults will suffer the occasional bumps, cuts and bruises which are a part of everyday life. The application of common sense will ensure that everyone is as safe as they can be, whilst enjoying all the physical and intellectual challenges of Forest School!













## Equal Opportunities Policy.

### Statement of Aims.

Grass Roots Muddy Boots welcomes and celebrates diversity and the strength this brings to Forest School sessions. Everyone is included and offered equal opportunities.

### Our Responsibilities

The Equality Act 2010 says that we must not treat people unfairly because of age, disability, sex (gender), gender reassignment, sexual orientation, race, religion or belief, pregnancy or maternity, marriage or civil partnership. These are called "protected characteristics".

-  Stop bullying, harassment or any discrimination
-  Make sure that everyone has fair choice
-  Build relationships between children
-  Foster an inclusive and caring environment
-  Embrace difference
-  Treat all adults and children with respect
-  Change things so that those with disabilities can be included
-  Encourage feedback from children and parents on fairness
-  Treat people as individuals
-  Model kind language



# Safeguarding and Protecting Children

## Vision Statement

**'Keeping children safe is without doubt our first priority. All the adults that help at GRMB will make a commitment to keeping children safe. We do this by assessing risk and developing procedures to follow and guard against children being harmed. We keep children safe by teaching them to assess their own risk in order to keep themselves safe in all situations not just at Forest School'.**

### Designated child Protection person

Sally Wolff is the designated child protection person and has completed the required safeguarding training. Sally has the responsibility to keep up to date with training and make sure that all volunteers are trained and briefed appropriately, this includes the DBS process. Sally has been DBS checked throughout her 25 year + career as a nurse and teacher and has an up to date Outdoor paediatric first aid certificate and anaphylaxis training.

### Volunteers, students and visitors

Volunteers are all enhanced DBS checked and registered with the update service by GRMB before they are able to come into contact with the children. From time to time we may have students or people who would like to join us for a session for the experience. If a DBS is held then it is checked prior to them having contact with the children. This group of people are never left unsupervised with the children.

### Parents and Carers





















Please make reference to **What is expected of parents? p7** Parents are required to complete a booking form (Appendix 1) before their child/children can attend a session. They consent to their child attending the session, their photograph being used in GRMB social media, website and advertising. They also have to disclose any medical needs, allergies, medicines that they are taking. Parents are required to tell the leader on the day if a child has been unwell or been given any medication. **See administration of medicines policy.** Parents are responsible for dropping children off at designated point and are responsible for them until we leave the meeting point. They are required to state who is collecting their child and record a password in case they arrange for someone unknown to the leader to collect their child/children. In this case the leader will not release the child into this persons care until they are able to give them the password. Parents are required to give a contact phone number in case of an emergency and an email for



communication purposes. If parents/carers are unwilling to give this information then their place on the course is suspended and a refund will not be given.

It is our responsibility to identify signs of harm to a child and bring this to the attention of the parent/guardian unless we feel that this would be detrimental to the safety of the child in which case this information would be forwarded to the local authority children's services. **See procedure below.**





We believe that early intervention is paramount in these situations and children should be protected from all forms of neglect and abuse. The following will be discussed with parents/carers unless it is felt detrimental to the child and then reported to the Local Authority:

-  Significant changes in behaviour
-  deterioration in health or well-being
-  unexplained bruising, marks or signs of possible physical, sexual, emotional abuse or neglect.
-  Comments made by children which give cause for concern
-  Any reason to suspect abuse outside the session
-  Inappropriate behaviour displayed by other adults
-  bullying
-  racist, disability, homophobic and transphobic abuse
-  gender based violence
-  Radicalism/extreme behaviour
-  child exploitation/trafficking
-  impact of new technology - no phones allowed except those carried by adults.
-  Teenage relationship abuse
-  substance abuse
-  domestic violence
-  female genital mutilation
-  forced marriage
-  fabrication of illness
-  poor parenting
-  other issues not listed here but that pose a risk to children, young people and the vulnerable.

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

-  Listen to the child, allowing them to lead the discussion



-  Keep calm and offer some reassurance and accept what the child says without challenge
-  Make NO promises. You cannot 'keep a secret'. You should make it understood that there are limits to confidentiality at the start of the disclosure
-  Inform the Forest school leader
-  Keep an accurate, written record of the conversation including; the date, time, the location and what was said by the child and yourself. Keep it secure and hand the record to the designated member for child protection as soon as possible.

## What to do if you have concern - REPORTING PROCEDURE

All staff and volunteers follow the NYSCB Child Protection Procedures and Practice Guidance [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk) which are consistent with Keeping Children Safe in Education July 2016; Working Together to Safeguard Children 2015 and What To Do If You Are Worried A Child is Being Abused 2015

It is **not** the responsibility of the leader or volunteers to investigate or determine the truth of any disclosure or allegation of abuse or neglect. All adults, however, have a duty to recognise concerns and maintain an open mind. They must not assume that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration. They must remain alert to the fact that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs.

Accordingly all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL prior to any discussion with parents.

### Responding to Disclosure

Disclosures or information may be received from children, parents or other members of the public. GRMB recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all adults will handle disclosures with sensitivity.





Such information cannot remain confidential and adults will immediately communicate what they have been told to the DSL and make a contemporaneous record. If in doubt about recording requirements adults should discuss with the DSL

### Principles

Adults will **not** investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that s/he can make an informed decision of what to do next.

Adults will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- not ask leading questions
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate and be informed of what action is to be taken

### Action by the DSL (or Deputy DSL in their absence)

The following actions will be taken where there are concerns about significant harm to **any child, including where there is already an open case to Children's Social Care**, (e.g. Looked after Child)

Following any information raising concern, the DSL will consider:



- any urgent medical needs of the child
- whether to make an enquiry to the Customer **Contact** Centre 01609 **780780** to establish if the child is or has been subject of a Child Protection Plan.
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Prevention Service, Children's Social Care ref. Appendix C
- the child's wishes and any fears or concerns **they** may have

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a referral to Children and Families' Service because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

**OR**

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Children and Families' Service will be accompanied by a standard referral form <http://www.safeguardingchildren.co.uk/worried-about-child>



## Action following a child protection referral









It is the responsibility of all staff to safeguard children. It is the role of the DSL (or appropriately trained Deputy DSL.) to attend multi-agency meetings and provide reports for these. Other adults at GRMB, however, may be asked to contribute.

The DSL will:

- make regular contact with Children's Social Care
- contribute to the Strategy Discussion and all assessments
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child has a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, follow the NYSCB procedures <http://www.safeguardingchildren.co.uk/professionals/professional-resolutions>
- where there is significant information in respect of a child subject to a Child Protection Plan, **immediately** inform the key worker or **their** manager in Children's Social Care e.g. any significant changes or concerns, departures from the CP plan, child moves/goes missing/is removed from school or fails to attend school

## Allegations made against adult helpers

Report to DSO. Record will be made of the following:

-  Child's full name and address
-  date and time of incident
-  date and time incident recorded
-  factual details
-  details of previous
-  concerns
-  details of conversations with parents/carers
-  Any action taken



### **Mobile phones and cameras**

All adults should carry mobile phones for emergency contact. The leader must have and give a list all the numbers of the adults at the session. Phones should only be visible if making an emergency call or a call from a parent/carer or taking photographs as per consent of the children. **Only children who have consent can be videoed or photographed.**

### **Prevent Duty**

It is our duty to protect young people from being drawn into extremism. It is important that we talk about these issues so that children understand terrorist acts. Report all suspicions of extreme view as per Prevent training.

### **British Values**

We teach children to respect each other and celebrate diversity of our culture.

### **Lost Child - see Forest School handbook major incidents procedure and risk assessments.**

### **Administration of medicines and illness**

Parents/ Carers should inform the leader if a child has been administered medicines prior to the session. **Adults are not able to administer medicines on site. Only in exceptional circumstances will the leader do this after parents have completed an administration of medicines form and the leader has checked the prescription.** Children should be well enough to attend the session and all activities. This is a decision that is made by the parents at the start of the session. However, if the leader feels that a child is not well enough or health deteriorates during a session they reserve the right to ask the parent/carer to collect the child from the session. **If a child has vomiting they should be 48 hours clear of any further sickness before coming to a session.** Anaphylaxis emergency red bags should be brought by the child and carried by the leader. This also applies to other medicines.

### **Toilet**

GRMB currently only has access to toilet facilities at Kirk Smeaton School. If children should need to urinate then an appropriate place in the woods should be found with adult supervision, sites should be rotated and monitored. The child should be able to be independent from this point and not require adult help. If this is not possible then a toilet care plan should be written with the parent concerned. On full day



sessions children will have the opportunity to use the school toilet at the start, lunchtime and the end of the day.

## DBS Checking

- They must complete a DBS form and submit 2 forms of Identification plus the originals
- They must be registered with the update service so that the leader can check their DBS status at anytime.
- Grass Roots Muddy Boots will pay for the above
- Grass Roots muddy Boots reserve the right to refuse a volunteer
- DBS checks are done for GRMB under the umbrella company of Adventure Plus DBS, Training and Volunteers [www.adventureplus.org.uk](http://www.adventureplus.org.uk)

## C. Contacts for North Yorkshire

### PREVENTION SERVICE

#### Advice and Support from Area Prevention Managers

##### West

Craven	Caroline Porter	01609 532412
Ripon & Rural Harrogate 532323	Jon Coates	0 1 6 0 9
Harrogate Town & Knaresborough	Rachel Yeadon	01609 533446

##### Central

Richmondshire 535682	Vanessa Handley	0 1 6 0 9
Hambleton 536468	Sharon Britton	0 1 6 0 9
Selby Town 532385	Pat Scully	0 1 6 0 9
Rural Selby 534022	David Fincham	0 1 6 0 9



## East

Whitby & The Moors	Diane Leith	01609 532479
Ryedale 798167	Simon Osman	01609
Scarborough Town	Liz White	01609 533139
Scarborough South & Filey	Simone Wilkinson	01609 532927

## Advice and Referral

### CHILDREN AND FAMILIES' SERVICE

Customer **Contact** Centre 01609 780780

**For advice please ask to speak to a social worker in the MAST**

[Children&families@northyorks.gov.uk](mailto:Children&families@northyorks.gov.uk)

Emergency Duty Team 01609 780780

### NORTH YORKSHIRE POLICE

101

(Ask for the Serious Crime Team in your area)

## Safeguarding Unit

Designated Officers for Managing Allegations (LADOs)

**Duty LADO (consultations, new referrals and urgent matters)**

**01609 532477**

Susan Crawford

01609 532152

07813 005161





**Karen Lewis**  
07715 540711

01609 534200

**Dave Peat**  
533363

01609 535646

07814

**Julie Kaye**  
533363

01609 532508

07814

**Andy Kenyon**

01609 534215

07973792398

**Manager**

**Heather Pearson**

01609 532301

07715540741

**Business Support** including CME Coordinator (Children Missing Education)

[Safeguardingunit@northyorks.gov.uk](mailto:Safeguardingunit@northyorks.gov.uk)

01609 532477

**NYCC HUMAN RESOURCES**

[schoolshradvisory@northyorks.gov.uk](mailto:schoolshradvisory@northyorks.gov.uk)

01609 798343

**Contact numbers for referral to Children's Social Care in neighbouring Local Authorities:**

Redcar & Cleveland

01642 771 500

Stockton on Tees

01642 527 764

Darlington

01325 346 200

Middlesbrough

01642 726 004

Durham

03000 267 979

Cumbria

0333 240 1727

Lancashire

0300 123 6720

Bradford

01274 437 500

Leeds

0113 376 0336

East Yorkshire

01482 395 500

Wakefield

03458 503 503



Doncaster

01302 736 000

York

01904 551 900





# Behaviour

## **Key values**






At GRMB we are committed to positive behaviour management and understand that children need time to settle into the group and the rules that they are expected to follow in order to keep them safe. In return they will experience great rewards of being trusted to follow their own interests and feel a sense of freedom to learn. Children's behaviour is very much managed as a partnership between the leader and parents/carers and will therefore be discussed regularly. Children's self esteem and self respect is nurtured and fostered and we try at all times to be inclusive. Adults will talk to children positively and calmly and praise the good behaviour rather than highlight the negative behaviour.

**Procedure** If a child's behaviour is deemed as dangerous to others or if they have stopped other children learning. 'Removal' will mean that the child's self esteem is maintained and one of the adults may have some time out with them. We don't have raised voices where possible and children whose behaviour is unsafe will be given two warnings. On the third I will report back to parents/carers and try to make a plan going forward that is positive. If this process is repeated and the child reached their third warning again then their place will be suspended and no refund will be given.



## Food and Drink

**Also please refer to campfire cooking and hygiene procedure.** A hand washing area is always available at the site this includes:

-  hand wash gel
-  fresh water
-  soap
-  towel
-  wipes

Children are taught the correct hand washing procedure and are expected to wash their hands before they handle food and are reminded not to put their hands near their mouths during the session. They are able to wash their hands at any point during the session.



# Special Needs Policy

## Aim

**That all children have the opportunity to experience success.**

Sally Wolff was the Special Ed needs Coordinator at Kirk Smeaton School and has also qualified in the National Award for Special Educational Needs in 2015. At GRMB we will endeavour to make special arrangements to ensure that ALL young people have the opportunity to experience Forest School. This will include planning with Special needs providers and parents/carers for access to a woodland or outdoor space. GRMB can visit the children in their own environment if necessary. Consideration will be given to young people's specific needs as laid down in their Educational and Health Care Plan.



## Teaching and learning Policy

Please see *So what is Forest School?* at the start of the handbook and *Forest School Policy*, this is our Teaching and learning policy.