



# Forest School Handbook





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.....just a few lines to allow me to introduce myself and 'Grass Roots Muddy Boots'. My name is Sally Wolff and I have decided to truly 'walk the walk' in order to invest in the well-being of children, by offering them some unique and inspirational experiences at Forest School.

I am a qualified, nurse, primary school teacher, SENCo (Special Educational Needs Co-ordinator) and Early Years leader. All of which, in their own way, have led me to become a Forest School Leader and start the

unforgettable journey of learning through play with children in nature.

**Come and play the Forest School way!**

## Introduction to Grass Roots Muddy Boots

### So what is Forest School?

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

The Forest School Association.





Forest School originates from Scandinavia and has grown in popularity in the UK since the early 2000s. It is the opportunity for children to engage with their organic instincts of being close to nature. Some may liken it to good old fashioned playing out and may recognise some of the activities as things that they used to do when they were children: building dens, making rope swings, playing hide and seek, climbing trees. Children are given the opportunity to experience freedom to choose activities and lead their own learning, following their interests and hopefully discovering hidden talents. Forest School is a combination of free play and direct teaching, alongside children's own self discovery and exploration, which is woven through everything they do. In essence.... **children are allowed to be children**, away from the ever growing pressures of life. It is their right to play! Play is where our children learn their most valuable lessons in a safe, motivating environment where lots of right answers exist to a problem. Children's self-esteem and confidence is fostered in a nurturing environment. Forest School offers all 'the goodies' in life, the things that we can't quantify, the things that make us a good people. They are attributes such as kindness, empathy, resilience, not giving up, having a go, ability to share, cooperate and collaborate, help others, have a strong sense of self and be a good friend. These are the building blocks for their future and if we get them right for children at a young age then we provide a great springboard into life and it's amazing possibilities! Children are given a sense of freedom within specific safety rules that they learn to follow quickly in order to experience all the fun that lies ahead. They are offered a sense of risk and challenge as is normal in life, they become good self-assessors of risk and benefit, a life skill that is invaluable. The three skill







strands of Forest School are: shelter, fire and tools and children are directly taught skills in these areas. So this is what I'm invested in, I believe in it educationally and for the well-being of not just children but adults as well, after all, don't we all love to play?

## Forest School Policy

### Our Ethos

No child can fail at Forest School. It is inclusive, offering **ALL** learners the opportunity to achieve. It takes place regularly, in all weathers, with the same group of children. It is a holistic approach and allows children to feel proud of their achievements and new found talents. It is exciting and fun offering children a unique sense of freedom and adventure.

### Aims

- \* Develop self-esteem
- \* Develop self-confidence
- \* Form positive relationships
- \* Develop empathy for others
- \* Learn to cooperate and work collaboratively
- \* Develop listening and attention skills
- \* Abide by set rules to stay safe
- \* Develop knowledge and appreciation of the natural environment and sustainability.

### Ecological Considerations

We also aim to teach children about wildlife and the fragile habitats that are present in the woodland. We promote awareness and respect for the environment and children are encouraged to start challenging their own choices around sustainability. for example, the litter that they have, where they stand in the woodland, what happens to the fire when we



leave. We teach a non negotiable of LEAVE NO TRACE and the children get into the routine of leaving the woodland as they found it.

## **The Role of the Forest School Leader**

The role of the Forest School Leader is to plan the activities to be delivered in the session. This may change according to assessments made of children interests and abilities. The activities need to be inclusive as there will be children ranging from only a few months (with parents at Little Shoots toddler sessions and of course family days) to 12 years all of varying abilities and interests so will plan low floor high ceiling activities to try and meet everyone's interest and needs. Planning will incorporate the adult helpers available and the ratios required. In terms of safety, the activities will be risk assessed, the site be checked prior to the visit, a site survey should be done, helpers DBS checked, all kit checked and the weather checked. Although this sounds structured these elements of the role are responsibilities which support learning and development by being prepared. The sessions are then facilitated by the leader and helpers, there may be some direct teaching of tools or fire for example but once skills have been taught there should be a reduction in direct teaching towards child led learning, allowing the child to discover, explore and apply the skills learnt. The opportunity of free play will always be on offer to children so they can lead their own learning whilst abiding by certain safety rules, for example, returning to the whistle. During this time children are able to revisit activities that they may have been shown and develop them further. An example of this may be 'Fairy Houses', I have a fairy box with things to make a small world in, which I will leave out at the bottom of a tree. The children may well access it independently refining their skills from the last time they accessed it. The forest School leader and helpers should be looking and listening during free play to see what



children's interests are and plan for this either immediately or the next day.

**What do the helpers do?** Helpers are amazing people at Forest School. They are adults who just want to get involved because they are on board with the Forest School ethos. Our adults are from all walks of life which is great for the children because they get to access all the knowledge and experience. A good helper, however, won't tell the children all the answers because their wisdom tells them that it is a greater gift to find the answers out for yourself! Check out our helpers profiles on Grass Roots Muddy Boots website to find out more about them. All of them our DBS checked and are known personally by me. If you are interested in becoming a helper please let me know. The role is invaluable and it involves facilitating children's learning, so as mentioned, not telling them all the answers but providing the right prompts shall we say. Helpers shared feedback with the leader and share successes and possible next steps and what the children are really fascinated by. **Also see Health and safety policy for helpers responsibilities.**

**What is expected of the children?** The role of the children is to experience this unique opportunity to feel a sense of freedom and enjoy exploring and discovering. They have a responsibility for their own learning to a certain extent and need to abide by some rules in order to stay safe. There is also an expectation that the children will look after their own belongings.

**What is expected of parents?** Parents should make sure that children arrive on time and have the appropriate **kit, lunch/snack and drink**. They are required to complete an online booking form before I am able to take their child on the session. Parents are also responsible to let the Forest School leader know if there are any changes to their **child's medical needs**. Children will be outdoors for the whole session,










regardless of the weather so it is really important that they are dressed appropriately. See Personal Protective clothing page 13 This is just a guide as all children are different and in summer will obviously require less clothing depending on the weather.

## Hygiene Policy

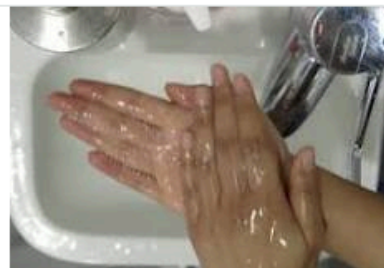
**Also please refer to campfire cooking.** A hand washing area is always available at the site this includes:

-  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 after using the toilet. children 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. Since Covid-19 children are supported in washing their hands for 20 seconds. FS leader will also ensure that children's skin does not react adversely to the increase in hand washing and will ensure a moisturising gentle soap is available.

### Procedure

1. Wet your **hands** with water.
2. Apply enough soap to cover your **hands**.
3. Rub your **hands** together.
4. Use 1 **hand** to rub the back of the other **hand** and clean in between the fingers. ...
5. Rub your **hands** together and clean in between your fingers.
6. Rub the back of your fingers against your palms.
7. Rub your thumb using your other **hand**.


















[www.nhs.uk > Live Well > Healthy body](https://www.nhs.uk/live-well/healthy-body/) ▼

[How to wash your hands - NHS](https://www.nhs.uk/live-well/healthy-body/how-to-wash-your-hands/)



## Food and Drink Policy

-  Perishable food that is to be consumed at the site is to be prepared at Grass Roots Muddy Boots kitchen.
-  Food is kept in Grass Roots Muddy Boots kitchen in a fridge or freezer as long as possible.
-  It is to be transported in a cool bag and is covered in an air tight container/plastic bag/cling/foil and labelled.
-  Food should not be left uncovered at any time to avoid contamination.
-  Children should only handle their own food.
-  Raw meat to be kept separate and food handler to wash hands in between handling meat.
-  separate containers/cutlery/crockery/pans etc to be used for children suffering with food allergies.
-  medical needs form to be completed by all parents indicating food allergies.
-  All utensils/cutlery and crockery to be cleaned after the session in a dishwasher at high heat.
-  All food is within the use by date
-  All openings in the skin caused by abrasions to be covered
-  Children to clean their hands at the washing station provided with soap and water or alcohol gel and dry them thoroughly.
-  A designated eating time is to be used
-  Children should be seated when eating
-  Fresh water provided in large blue sealed water container

**Please also make reference to Health and safety policy.**



# Behaviour Policy

## 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 relies on both sides being open and honest about how children respond to different situations. This is especially important to note if you suspect or have a diagnosis of Special Educational Need. Children's self esteem and self respect is nurtured and fostered at all times and we need as much information about how we can meet individual children's needs as possible. Other children need to be considered too so if a child requires a more attention from one of the adults it is vital that we know this in order to get the staff ratios right. Please don't feel embarrassed or uncomfortable about approaching me to discuss behaviour, everyone is treated fairly and your information is confidential. Adults 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 or inappropriate 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. Behaviour is always discussed with parents and carers, in order to maintain good communication about actions and consequences and how sometimes an action has already been dealt with and doesn't need re-visiting, it just needs the parent/carer to be aware. If behaviour is continuously unsafe and endangers others then unfortunately the child will no longer be able to attend Forest school.





This of course is a last resort and will be fully discussed with the child, parents/carers before this step is taken.

## Equal Opportunities Policy.

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



# Special Needs Policy

## Aim

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

In my past life as a teacher I was the Special Ed needs Coordinator at Kirk Smeaton School and has also qualified in the National Award for Special Educational Needs in 2015.

I will always 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. Consideration will be given to young people's specific needs as laid down in their Educational and Health Care Plan. Planning bespoke sessions to accommodate need. Children's self esteem will be nurtured and thought will go into tailoring the Forest School experience to ensure that ALL children have a great time. Planning and preparation is important so an open dialogue prior to the session is important between myself and parents/ carers. some children with Special Educational needs benefit from attending the mainstream sessions and other children benefit from the smaller groups that we run once a month at weekends where their family including siblings come and everyone plays out. Just give me a ring if it's safe and possible we will give it a go.

# Teaching and learning Policy

So what and how will my child learn at Forest School? Have a look at page 3 So what is Forest School? this is my Teaching and learning policy. If you are a student teacher or a Forest School leader who would



like some work experience then get in touch and I may be able to help you out.

## Personal Protective Equipment Information

As mentioned earlier this is just a guide. All children are different and your child may get cold easily and therefore require more layers. Please go with what is right for your child but remember that it is better to have too many clothes than not enough. **WARM AND WATERPROOF IS ESSENTIAL!**

Forest School situation	Personal Protective Equipment
Winter	Waterproof trousers Long under trousers - thermals /joggers etc Long warm socks (this is to protect against nettles/bramble injury) Sturdy boots or wellies (although not good for tree climbers) At least 2 layers of clothing on top Warm waterproof coat Gloves and hat
Summer	Long light weight trousers Long socks Sturdy boots Waterproof top and bottom Long sleeved t shirt Sun hat Sun cream applied before setting off and to be taken on the session.
Collecting natural materials	Gloves Hand washing facilities





Pausing a bow saw to cut a length of wood.	Glove on left hand if right handed and vice versa. Long trousers Sturdy boots Long socks
Using a bill hook to take the side branches off lengths of wood.	Glove on the hand holding the branch. Sturdy boots Long trousers Long socks
Walking in the woodland.	Sturdy boots long socks Long trousers Hi-Vis jacket
Transporting logs.	Gloves Sturdy boots Long socks Long trousers



## Tool Use Policy

This section allows you to see how we teach children tool use. The things children can make range from stickmen to wooden mallets or learning new carving cuts. Children use tools as soon as they would like to have a go. Small hand drills are a good one to start with for young children. There will always be a tool area where all tools will be kept. Blades will always be made safe when not in use and children will be taught how to do this. There may be a scenario where more experienced Forest School children would like to use a tool out of the tool area on a project in another area. This should be assessed by the Forest School Leader based on individual cases depending on the age and ability of the child and their awareness of safety of themselves and others. Ratios should be adhered to however a Forest school leader again may make a judgement based on their knowledge of individual children. When adults are taking part in the session the tool use and safety will be modelled, however if they choose to have a go with the tool they are responsible for their own safety and that of their child. Safe sitting is required for most tool use and this can be taught as one knee position of both knees. Appropriate PPC will be used. Children can bring their own tools to use at Forest school, however they should be handed into the Forest School Leader at the start of the session who will keep them in the tool area until the child want to use it. There may also be times when Forest School Leaders use their skills, knowledge and judgement to accommodate children's physical needs and abilities and may have to change the given procedure of a tool in order for the child to have the opportunity to use it. For example, children who are unable to kneel.



## Procedure

Tool	<b>Peeler</b>
Purpose	To whittle a stick to remove the bark.
Use at Forest School (activity ideas)	Making a giro musical instrument. Making a fire tool to cook with. Making a stick sword. make a bow and arrow.
Safety Equipment or Design Feature	Explain the features; name, handle, blade, pointed end.
PPE	Glove on the hand holding the stick.
Adult:Child ratio	Age 3-5 years 1:1 Reception and nursery children. Age 6-8 years 1: 3 KS1 Age 9 years and upwards 1:5 KS2 Ability of the child is also considered.
Transporting	Model to the children <b>walking</b> to and from the tool area with the pointed end down towards the ground.
Working Space	<b>Model</b> Forest School stance When you are working with the tool make sure you (and your partner) are two arms and tools away from anyone else.
Method of Use	Push the blade away from you down the stick making sure that the peeler is at the right angle for the blade to cut into the wood.
Checking	Use the Forest School tool checklist at the beginning and end of the session to count the tools out and in.
Cleaning	Use a soft cloth to remove any bit of wood from the blade after use. Make sure children are involved in this process.
Maintenance	Sharpen as required using a sharpening stone. Remove and label any tools from the kit bag that need maintenance.





<b>Storage</b>	Keep in a secure place in a dry bag, clean and free from wood.
<b>Tool</b>	<b>Knife</b>
<b>Purpose</b>	Multi purpose tool. Can be used for cutting or making woodland objects.
<b>Use at Forest School (activity ideas)</b>	Multi purpose tool. Can be used for cutting or making woodland objects.
<b>Safety Equipment or Design Feature</b>	Multi purpose tool. Can be used for cutting or making woodland objects.
<b>PPE</b>	Multi purpose tool. Can be used for cutting or making woodland objects.
<b>Adult:Child ratio</b>	Multi purpose tool. Can be used for cutting or making woodland objects.
<b>Transporting</b>	Multi purpose tool. Can be used for cutting or making woodland objects.
<b>Working Space</b>	Multi purpose tool. Can be used for cutting or making woodland objects.
<b>Method of Use</b>	Multi purpose tool. Can be used for cutting or making woodland objects.
<b>Checking</b>	Multi purpose tool. Can be used for cutting or making woodland objects.
<b>Cleaning</b>	Multi purpose tool. Can be used for cutting or making woodland objects.
<b>Maintenance</b>	Sharpen as required using a sharpening stone. Remove and label any tools from the kit bag that need maintenance.
<b>Storage</b>	Keep in a secure place in a dry bag, clean and free from wood.

<b>Tool</b>	<b>Bill hook or Froe</b>
<b>Purpose</b>	For splitting logs.



<b>Use at Forest School (activity ideas)</b>	Splitting initial pieces of wood for; a woodland book, making a mallet
<b>Safety Equipment or Design Feature</b>	Explain the features; name, handle, blade, sharp edge, blunt edge, used with a mallet
<b>PPE</b>	It is not necessary to wear gloves.
<b>Adult:Child ratio</b>	Age 3-8 years 1:2 Reception, nursery and KS1 Age 9 years and upwards 1:4 KS2 Ability of the child is also considered.
<b>Transporting</b>	Model to the children <b>walking</b> to and from the tool area with the blade pointing down, guard on and carried by the handle.
<b>Working Space</b>	<b>Model</b> Forest School stance When you are working with the tool make sure you (and your partner) are two arms and tools away from anyone else.
<b>Method of Use</b>	Working as a pair. One child uses the mallet and one child holds the bill hook in place using the handle and pinching the hook at the end. The blade is placed where the log is to be split again resting on a log and the child counts to 3 then says hit, at this point the other child hits the blunt side of the bill hook once. This is repeated until the wood is split. Make sure that the wood is sound and not rotting or wet. This makes it crumbly and difficult to split. The size of the bill hook to be used depends on the size of the wood.
<b>Checking</b>	Use the Forest School tool checklist at the beginning and end of the session to count the tools out and in.
<b>Cleaning</b>	Use a soft cloth to remove any bit of wood from the blade after use. Make sure children are involved in this process. Any mud must be removed as this speeds up the rusting process. This may require washing and drying well with an old rag.
<b>Maintenance</b>	Sharpen as required using a sharpening stone. Remove and label any tools from the kit bag that need maintenance.
<b>Storage</b>	Keep in a secure place in a dry bag, clean and free from wood.
<b>Tool</b>	<b>Bow saw</b>
<b>Purpose</b>	For sawing branches larger than a 50p piece



<b>Use at Forest School (activity ideas)</b>	Making legs for a woodland seat. Making a fairy or elf house. Cutting wood for a mallet or book
<b>Safety Equipment or Design Feature</b>	Explain the features; name, handle, blade, sharp edge, blunt edge.
<b>PPE</b>	Glove on the helping hand
<b>Adult:Child ratio</b>	Age 3-8 years 1:2 Reception, nursery and KS1 Age 9 years and upwards 1:4 KS2 Ability of the child is also considered.
<b>Transporting</b>	Model to the children <b>walking</b> to and from the tool area with the blade pointing down, guard on and carried by the handle. <b>Highlight to children never to attempt to replace the magnetic blade cover.</b>
<b>Working Space</b>	Model Forest School stance When you are working with the tool make sure you (and your partner) are two arms and tools away from anyone else.
<b>Method of Use</b>	Working as a pair. Both children have a glove on their helping hand. The piece of wood to be cut could be rested on another log to raise it up off the ground. This means that the blade would go into the supporting log rather than the ground when the stick is sawn through. The blade would potentially get damaged if it went into the ground. Firstly, the child holding the handle side of the saw would make 3 draws 'at least' which is pulling the saw towards the body taking it off and repeating. This will make a cut in the wood as a guide and support for the blade. Both children would brace the wood with their gloved helping hand and another helper could stand on the end of the wood to help in this process. The child at the side without the handle holds the small arch of the saw to mirror their partner's grip and children work together using a forward and back motion until the saw is through the wood. If the saw gets stuck this is often known as 'pinching' this is when the wood is nipping the saw so it can't move. By easing the wood apart it will ease this. Make sure the children know what to do with the open blade once finished. There is a tendency to discard the saw making it dangerous for others.
<b>Checking</b>	Use the Forest School tool checklist at the beginning and end of the session to count the tools out and in.
<b>Cleaning</b>	Use a soft cloth to remove any bit of wood from the blade after use. Make sure children are involved in this process. Any mud must be removed as this speeds up the rusting process. This may require washing and drying well with an old rag.



<b>Maintenance</b>	Sharpen as required using a sharpening stone. Remove and label any tools from the kit bag that need maintenance.
<b>Storage</b>	Keep in a secure place in a dry carpenter's bag, clean and free from wood.

<b>Tool</b>	<b>Hand drill</b>
<b>Purpose</b>	For making holes
<b>Use at Forest School (activity ideas)</b>	Make a wooden cookie, pan hook and stand for cooking.
<b>Safety Equipment or Design Feature</b>	Explain the features; name, handle, blade, sharp edge, blunt edge.
<b>PPE</b>	It is not necessary to wear gloves.
<b>Adult:Child ratio</b>	Age 3-8 years 1:3 Reception, nursery and KS1 Age 9 years and upwards 1:5 KS2 Ability of the child is also considered.
<b>Transporting</b>	Model to the children <b>walking</b> to and from the tool area with the blade pointing down.
<b>Working Space</b>	<b>Model</b> Forest School stance When you are working with the tool make sure you (and your partner) are two arms and tools away from anyone else.
<b>Method of Use</b>	Working as a pair (one holding the wood and one using the tool) The child using the tool will have to hold onto the wood too to enable them to use the drill effectively. Children reminded to drill clockwise and then to remove the drill rewind it the opposite way. Also that they should keep checking how far they are through the wood so as not to drill into the log they are drilling on. Always drill onto wood or the tool will get damaged.
<b>Checking</b>	Use the Forest School tool checklist at the beginning and end of the session to count the tools out and in.
<b>Cleaning</b>	Use a soft cloth to remove any bit of wood from the blade after use. Make sure children are involved in this process. Any mud must be removed as this speeds up the rusting process. This may require washing and drying well with an old rag.



<b>Maintenance</b>	Sharpen as required using a sharpening stone. Remove and label any tools from the kit bag that need maintenance.
<b>Storage</b>	Keep in a secure place in a dry bag, clean and free from wood.

<b>Tool</b>	<b>Pruning saw or folding saw</b>
<b>Purpose</b>	For sawing branches the size of a 50p piece
<b>Use at Forest School (activity ideas)</b>	Making legs for a woodland seat. Making a fairy or elf house.
<b>Safety Equipment or Design Feature</b>	Explain the features; name, handle, blade, sharp edge, blunt edge.
<b>PPE</b>	Glove on the helping hand
<b>Adult:Child ratio</b>	Age 3-8 years 1:2 Reception, nursery and KS1 Age 9 years and upwards 1:4 KS2 Ability of the child is also considered.
<b>Transporting</b>	Model to the children <b>walking</b> to and from the tool area with the blade away and carried by the handle. <b>Highlight to children to be extra careful when folding the saw away. There is a bit of a knack with pressing the button and folding at the same time and the gap that the blade goes into in narrow. This is a teaching point in itself.</b>
<b>Working Space</b>	Model Forest School stance When you are working with the tool make sure you (and your partner) are two arms and tools away from anyone else.





<b>Method of Use</b>	Working as a pair. Both children have a glove on their helping hand. The piece of wood to be cut could be rested on another log to raise it up off the ground. This means that the blade would go into the supporting log rather than the ground when the stick is sawn through. The blade would potentially get damaged if it went into the ground. Firstly, the child holding the saw would make 3 draws 'at least' which is pulling the saw towards the body taking it off and repeating. This will make a cut in the wood as a guide and support for the blade. Both children would brace the wood with their gloved helping hand and another helper could stand on the end of the wood to help in this process. The child at the side without the saw holds the wood to be cut. If using both hands to grip then both must be gloved. Using a forward and back motion until the saw is through the wood the child holding the knife uses this action. If the saw gets stuck this is often known as 'pinching' this is when the wood is nipping the saw so it can't move. By easing the wood apart it will ease this. Make sure the children know what to do with the open blade once finished. There is a tendency to discard the saw making it dangerous for others.
<b>Checking</b>	Use the Forest School tool checklist at the beginning and end of the session to count the tools out and in.
<b>Cleaning</b>	Use a soft cloth to remove any bit of wood from the blade after use. Make sure children are involved in this process. Any mud must be removed as this speeds up the rusting process. This may require washing and drying well with an old rag.
<b>Maintenance</b>	Sharpen as required using a sharpening stone. Remove and label any tools from the kit bag that need maintenance.
<b>Storage</b>	Keep in a secure place in a dry tool bag, clean and free from wood.

<b>Tool</b>	<b>Loppers</b>
<b>Purpose</b>	For cutting branches
<b>Use at Forest School (activity ideas)</b>	Clearing a Forest School site, collecting fire wood, making a stickman, woodland pencil.
<b>Safety Equipment or Design Feature</b>	Explain the features; name, handle, blade, sharp edge, blunt edge.
<b>PPE</b>	No gloves for tool use only for holding the wood.



<b>Adult:Child ratio</b>	Age 3-8 years 1:1 Reception, nursery and KS1 Age 9 years and upwards 1:4 KS2 Ability of the child is also considered.
<b>Transporting</b>	Model to the children <b>walking</b> to and from the tool area with the blade pointing down, guard on and carried by the handle. Loppers are quite heavy and can easily fall apart at the handles opening the blade.
<b>Working Space</b>	Model Forest School stance When you are working with the tool make sure you (and your partner) are two arms and tools away from anyone else.
<b>Method of Use</b>	Working as a pair. Children holding the wood in place need to wear gloves. The stick that is being cut is laid in the mouth of the blade. The loppers are used on the floor with the lower handle lying on the ground and the upper handle in the air. This method is good for small children as they just have to put their weight down on the top handle to make the cut. An adult will need to stabilise the tool and also be there to hold the loppers after the cut is made.
<b>Checking</b>	Use the Forest School tool checklist at the beginning and end of the session to count the tools out and in.
<b>Cleaning</b>	Use a soft cloth to remove any bit of wood from the blade after use. Make sure children are involved in this process. Any mud must be removed as this speeds up the rusting process. This may require washing and drying well with an old rag.
<b>Maintenance</b>	Sharpen as required using a sharpening stone. Remove and label any tools from the kit bag that need maintenance.
<b>Storage</b>	Keep in a secure place in a dry tool bag, clean and free from wood.

<b>Tool</b>	<b>Secateurs</b>
<b>Purpose</b>	For cutting twigs
<b>Use at Forest School (activity ideas)</b>	Clearing a Forest School site, collecting fire wood, making a stickman, woodland pencil.
<b>Safety Equipment or Design Feature</b>	Explain the features; name, handle, blade, sharp edge, blunt edge.
<b>PPE</b>	No gloves for tool use only for holding the wood.



<b>Adult:Child ratio</b>	Age 3-8 years 1:1 Reception, nursery and KS1 Age 9 years and upwards 1:4 KS2 Ability of the child is also considered.
<b>Transporting</b>	Model to the children <b>walking</b> to and from the tool area with the blade pointing down, guard on and carried by the handle. secateurs can be quite difficult to lock and can easily fall apart at the handles opening the blade.
<b>Working Space</b>	Model Forest School stance When you are working with the tool make sure you (and your partner) are two arms and tools away from anyone else.
<b>Method of Use</b>	Working as a pair. Children holding the wood in place need to wear gloves. The stick that is being cut is laid in the mouth of the blade. Children squeeze the handles together making sure the twig is well inside the mouth of the tool.
<b>Checking</b>	Use the Forest School tool checklist at the beginning and end of the session to count the tools out and in.
<b>Cleaning</b>	Use a soft cloth to remove any bit of wood from the blade after use. Make sure children are involved in this process. Any mud must be removed as this speeds up the rusting process. This may require washing and drying well with an old rag.
<b>Maintenance</b>	Sharpen as required using a sharpening stone. Remove and label any tools from the kit bag that need maintenance.
<b>Storage</b>	Keep in a secure place in a dry tool bag, clean and free from wood.



## Campfire Policy

At Grass Roots Muddy boots we always have a fire for children to enjoy and learn from. One Forest School leader will always be supervising the fire whenever it is lit. Children are taught that they would not create fire or be left alone with fire unless they were with an adult. Not to say that the fire element of Forest School has to be taught in a different way from the child led ethos but more from a safety point of view. Areas such as fire and tools have to have an adult present due to the potential devastating consequences of children teaching themselves. Therefore the adults role here is to facilitate learning not to dictate but to make sure that children have a firm grasp of the safety rules before they are allowed to practise their fire lighting and cooking skills. Children have plenty of free choice once these foundations are in place.

**Non negotiable understanding children must have before being allowed to fire light, cook and come anything else that involves being close to the fire (within 1.5 m)**

- ◆ Ability to safe sit - As already mentioned this can be adapted if a child has a physical barrier to being able to safe sit or if the child is with a parent who is safe sitting and who is aware of the other following points.
- ◆ Understands what the fire circle is and why it helps us stay safe
- ◆ Knows how to access and exit the fire circle safely
- ◆ understanding of walking only within the fire circle
- ◆ understands that sitting around the outside of the fire circle is ok but if they were to move closer to the fire then the above would apply.
- ◆ Understand that nobody goes in the fire square where the fire is and anything that is on fire should be kept in this area.

There will Introduction and safety around fire before it is lit to explain the above and to play games and talk to re-enforce this. Once this is in place children have the opportunity to have free choice as long as they are staying safe. At Grass Roots it is acceptable for children to 'play with



fire' this is not acceptable at all Forest Schools, however, children have natural intrigue to play with fire and learn about how fire behaves in different situations. As a learning opportunity this is welcomed for children that are experienced in fire at Forest School and are aware that their actions will be copied by children who are younger or may not be as experienced. If this is the case it is important to explain to children why a child is being allowed to do things with fire that they are not allowed to do. Or better still the more experienced children explain and teach others. Children will also have the opportunity to cook on the fire in a variety of different ways. Children choose what they would like us to bring in terms of food and have the chance to prepare food. Fire will only be lit in the designated fire area that has been risk assessed and inspected on the day of the session. Permission from the landowner has been sought and given.

### **Procedure**

- 🔥 Highlight the fire area as a "no go" area, possibly play some games to endorse this.
- 🔥 The fire area should be large enough to ensure that children are 1.5m away from the fire.
- 🔥 There should be a gap in the canopy of the trees to reduce the risk of over hanging branches catching fire.
- 🔥 Ensure that all the required areas are prepared: First Aid, Hand washing area, emergency water/extinguishing purposes, food prep.
- 🔥 Highlight all the areas and their purpose to the group.
- 🔥 Children should check that long hair is tied back and no toggles or anything else is dangling from their bodies creating a fire hazard.
- 🔥 Talk about **The fire Triangle** of heat, oxygen and fuel.
- 🔥 Demonstrate safe sitting and allow children to practice this.
- 🔥 Model building a fire in preparation for lighting it.
- 🔥 Identify the parts of the flint and steel and that this will create a spark and therefore heat in the fire triangle. Show the cotton wool as the fuel.



## Lighting and managing the fire

- 🔥 Demonstrate lighting the cotton wool and then feeding the fire quickly with small pieces of dry kindling followed by sticks in three sizes of little finger, middle finger and wrist.
- 🔥 Children should feed the fire from their safe sitting position and use the fire glove if necessary

## Cooking on the fire

**Before handling food hands must be washed in the hand washing area either with soap and water or alcohol gel and dried properly.**

- 🔥 Cooking should only take place once the fire is hot enough, the flames have died down and the embers are glowing. The food can burn if not.
- 🔥 **In the fire cooking** to make bread ash cakes. use a fire glove to place a small cake amount of dough in the hot ash at the bottom of the fire. Check that the dough inside is no longer sticky, remove using the fire glove or a fire tool and brush off the ash. Use the 10 blow rule, then touch with fingers, repeat if necessary.
- 🔥 **On a stick cooking** place chunks of food onto a skewer and hold over the glowing embers of the fire. Avoid placing directly into a flame as this will burn the food on the outside and leave the inside uncooked. The stick may also catch fire. An alternative is to lie the skewer on top of a horizontal griddle as described below. Again, use the 10 blow rule as described above.
- 🔥 **On top of the fire cooking** Ensure that the shape of the fire accommodates placing a griddle/pan/kettle on top of it. It must be a fairly even surface. Make sure that the fire gloves is used to re-arrange or take the food off the heat as the handles may be hot. Heat oil in the pan and once this is sizzling drop the bread soaked in egg and milk in the pan. There must be enough oil or butter so that the bread doesn't stick to the pan. Turn as appropriate and then when golden on both sides lift the pan off using the fire glove and place it on the ground in the fire area. Using a spatula lift out the food onto a plate and observe the 10 blow rule as described above.





### **Extinguishing a camp fire**

- 🔥 Using a sturdy long stick spread the ashes to begin the process of putting the fire out
- 🔥 Using the emergency water gently pour over all the remains of the fire.
- 🔥 REMEMBER THAT THE WOOD WILL HOLD THE HEAT FOR QUITE A WHILE.
- 🔥 Using the stick turn the ashes and soil together making sure the fire is out.

### **Permanent fire site**

- 🔥 Take charred wood away from the site
- 🔥 Leave the fire area in place

### **Temporary fire site**

- 🔥 Remove all charred wood from the site
- 🔥 Integrate the ashes into the soil and combine with leaf litter to disguise.
- 🔥 Place the branches of the fire area back into the woodland
- 🔥 Remove all traces of woodland seats

## **Emergency and Serious Incidents.**

### **Procedure**

#### **Young person separated from the group**


- 🔊 Stand still and shout
- 🔊 Second adult blow the whistle for return and gather all the other children at basecamp
- 🔊 Check all the boundaries
- 🔊 Contact the police and parents if the child not found
- 🔊 Contact the police if any suspicious people seen
- 🔊 Contact the child's parents
- 🔊 When separating into two groups for a walk for example. Be mindful of the ages of children/abilities that are in the groups.





 Always take a mobile phone and a second adult.


### **Major incident**

**This is when one of the emergency services is required.**

 Emergency services are called using mobile phone.

 The O/S coordinates are given over the phone to the emergency services and details of the incident which will be recorded on the risk assessment. Second adult wearing a high visibility jacket makes their way to the rendezvous to meet the emergency services.

 Second adult leads the emergency team to the site.

 First adult delivers First Aid as per Outdoor First Aid Manual and training.

 Second adult contacts parents

## **Health & Safety Policy.**

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.

#### **Forest School Leader Responsibilities**

##### **Forest School leader and founder of Grass Roots Muddy Boots must:-**

- Assess the risk of activities and record these in a risk/benefit analysis.
- Introduce measures to control those risks.
- Tell employees about the measures they have introduced.
- Maintain an up to date safeguarding and first aid training certificate.
- Ensure child:adult ratios are maintained as recorded in risk/benefit analysis.
- Parents have completed the online booking form and signed to say they have read and understood the terms and conditions and disclaimer documents.
- 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 if venturing off school site
- 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 if working with a school group

- 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 and carry out a daily risk assessment on the days the site is to be used.
- 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.
- Ensure that all adults working with GRMB have an up to date enhanced DBS check.

### **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.
- Be in possession of an enhanced up to date DBS check

## 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.
- Begin to start assessing their own risk and risk to others.

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 /online 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 FS leader with emergency contact numbers
- consent/decline online to photo permission and acceptance of T and Cs and disclaimer
- Give the FS leader information about the child's emotional, psychological and physical health.

**It is part of the parent's responsibility to read the course information and are signing to that effect on the booking form that they have read and understood it.**



## **External Education Providers/Organisations**

### **Nursery/Primary Schools Secondary Schools/College students/**

**Trainees** During Forest School sessions for Nursery/Primary school children, the children will be fully supervised by at least one member of staff from the setting, plus a Forest School Leader and one other adult. The ratios may differ depending on the needs and age of the children in the session. This will be assessed on an individual basis. Additional helpers may accompany the group but all must have an up to date enhanced DBS check from school or GRMB. Adults are never being left alone with children, however, there are some circumstances when they may be required to. For example, toilet hygiene of young children. Where possible, in this situation the teacher from the school will assist the child.

## **Transport Policy**

Sometimes there is a need to transport children using a mini bus from a given school to the woodland. 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.





## First Aid and Administration of Medicines Policy

At least one adult will have the paediatric and outdoor first aid training and an up to date, stocked 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. A record should be kept of injuries that required first aid for audit and monitoring purposes. Parents/carers will be informed at the end of the day of any injuries and the treatment given. Forest School leaders are responsible for keeping the first Aid box up to date and stocked. Near misses are reflected upon and actioned in the risk assessment. It is **ESSENTIAL** that parents/carers complete the booking form fully, giving all the details of any allergies or intolerances. This is particularly pertinent given the following:

- ◆ If the injury requires a plaster in the first aider's opinion, then one is used.
- ◆ If an unprescribed lotion or medicine is required then the first aider will contact the child's parent or carer to seek permission. For example a bee sting that needs sting relief.
- ◆ If a child has a splinter the first aider will attempt with the child's consent to remove it.
- ◆ The above are carried out as more harm would be caused by leaving the injury untreated.
- ◆ in the case of emergency first aid. This would be carried out without permission in order to sustain life.

**All the above are in consideration of any allergies or intolerances.**

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 medicines. In the situation that children are on regular medication but are well enough to come to Forest School for example regular puritan is given for hay fever, parents/carers should give children their medication before and after the session to avoid children missing a dose in the day.

## Weather Conditions Policy

Assessments of weather conditions will be taken prior to a visit and the forecast will be monitored. Sessions will be cancelled if:

- ◆ the temperature is deemed extreme,.
  - ◆ if the wind speed is assessed as amber on the scale.
  - ◆ if there is lightening in the woods.
  - ◆ Where possible, the sessions will carry on regardless of the weather as long as it is deemed as safe.
  - ◆ If the weather deteriorates suddenly during a session, the Forest School leaders will decide whether to leave the site, use alternative accommodation or return the participants to their setting/contact parents for collection.
- 
- ◆ The participants are asked to where full winter or summer kit and while the FS leader will have limited amount of spare clothes this is

Scale	Description	Miles Per Hour	Effects	Risk
0	Calm	0-1	Smoke rises	Blue
1	Light air	1-3	Smoke drifts	Light Blue
2	Light breeze	4-7	Leaves rustle	Light Green
3	Gentle breeze	8-12	Twigs move	Green
4	Moderate breeze	13-18	Leaves and small branches sway	Light Yellow
5	Fresh breeze	18-24	Small trees sway	Yellow
6	Strong breeze	25-31	Large branches sway	Orange
7	Moderate gale	32-38	Whole trees in motion	Dark Orange
8	Fresh gale	39-46	Twigs break off trees	Red
9	Strong gale	47-55	Branches break off trees	Dark Red
10	Whole gale	56-64	Trees uprooted	Pink
11	Storm	65-74	Widespread damage	Light Purple
12	Hurricane	75+	Devastation	Dark Purple

not to be relied upon and as mentioned above it is parents responsibility to send children with appropriate clothing and spare clothes, insect repellent, sun cream, water/juice in a bottle. The nature of woodland means that Forest School sites are quite sheltered and most will have a shelter on site.

◆ Parents/carers must be prepared to come and collect their children if the weather worsens and the assessment to close Forest School is made. This is rare.

◆ Please see p14 for kit guidance. It is **Essential** that children come in the correct kit. More clothes is better than not enough. In terms of safety children can injure their skin in the woods if they do not have long trousers and can also become cold very quickly when their clothes are not waterproof

or warm enough. CHILDREN OFTEN DON'T KNOW WHEN TO TELL ADULTS THAT THEY ARE COLD.



# **Assessment of Risk Policy**

## **How we balance risk and benefit**

**Children need and want to take risks when they play. Play provision aims to respond to these needs and wishes by offering children stimulating, challenging environments for exploring and developing their abilities. In doing this, play provision aims to manage the level of risk so that children are not exposed to unacceptable risks of death or serious injury.**

**Play Safety Forum. Managing Risk in Play Provision:  
Implementation guide D Ball et al (2013)**

**<http://www.playengland.org.uk/media/172644/managing-risk-in-play-provision.pdf> accessed 22/11/17**

Managing risk is a vital part of planning and delivering a Forest School Programme. Risk but equally as important, the benefit of taking risks lies at the heart of the Forest School ethos. A balance between the two must be found in order for children to experience challenge learning to assess risk for themselves and protecting themselves from serious harm. Risk is part of our every day lives, therefore teaching children to manage it is an important tool to have in their life tool kit. It is therefore impossible to eliminate risk altogether as it is an intrinsic part of play and how children learn, we can however anticipate risk and put in place policies and procedures to minimise the risk whilst maximising the benefit.

Assessment of risk should be a proactive process rather than reactive. There are Forest School activities that carry obvious risk such as ones involving fire and tools. The benefits of such activities are that they build resilience, concentration, physical skills and many more. The benefits would be documented on a risk-benefit assessment and then categorised as recorded below. the risk starts as medium or high and



then after control measures have been put in place the risk should be reduced. The process informs policy and procedure documentation and I have personally found it useful for clarification in my own mind of the risks and the steps that I should include automatically in my planning and communication with the children and adults.

#### Useful documents

Play Safety Forum. Managing risk in play provision: A position statement. reprint (2008)

<http://www.playengland.org.uk/media/120462/managing-risk-play-safety-forum.pdf> accessed 21/11/17

A full and comprehensive site risk/benefit assessment will be conducted prior to the first visit to any new site. This will be done by the Forest School Leader. This risk assessment will be reviewed regularly. A visual check will be undertaken immediately prior to every session. Individual generic risk/benefit assessments will be used for the use of tools and some activities/actions. Individual activities will be risk/benefit assessed previously by the Forest School Leader. Ongoing risk/benefit assessments will take place at various times during a session – 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!

#### **Ground Conditions**

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. . Discussions will also take place on how to safely access/cross/use such areas. The ground is uneven and often wet therefore walking boots or wellies are recommended.

### **Vegetation**

The areas of woodlands used are checked for toxic plants and participants will be instructed not to pick or eat any plants, unless the session dictates it eg, making nettle tea or foraging. 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.

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. Clear and correct 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. **It should be noted that risk assessments are always made by the forest School leader at the beginning of every session to check that the site is safe. Children also will join in this as they become used to the process they will spot dangers and potential hazards and tell others.**

## **Booking, Cancellling and Refunds**

Grass Roots Muddy Boots Forest School sessions are usually booked and paid for in advance. Once a session or party has been booked online the child's place is secure. In the case of a party this is a deposit of £50. Ticket holders may cancel up to 24 hours before the event they are booked on and receive a refund or ticket transfer option. Please contact Sally if you have extenuating circumstances and are outside the 24 hour cancellation





period. If a child doesn't turn up on time then the leader will attempt to contact the parent. Unfortunately there will be no refund for the session. Grass Roots is a small business making a priority to care about customers so where possible we will always try to transfer your ticket, however if you don't turn up or you cancel within 24 hours then this is one of the situations where someone else could have had the place so we would be unable to give you a refund.

Sessions will be cancelled if:

- ◆ If the number of children booked on is not viable to run the session
- ◆ High winds or extreme temperatures (see weather conditions policy)
- ◆ If there is lightening and Forest School is in a woodland that day.



## Sustainability Policy

Grass Roots Muddy aims to educate children and adults in the benefits of sustainability and therefore endeavour to thread this through learning and playing. At the start of sessions there will be a brief talk with the group about the expectations for the day. Within this will be an expectation around litter. Children are encouraged to bring a low carbon footprint packed lunch and sometimes we will have competitions to see who has the most sustainable lunchbox. For example, sandwiches are wrapped in foil instead of clingfilm which can be re-used and recycled. Children will take their own waste home. Waste from the GRMB team after cooking for children at parties for example will wholly be recyclable. Waste will be collected in a recyclable paper bag. Existing plastic cups will be washed and re-used, existing plastic bottles will be re-used for juice or drinking water. Children will be encouraged to eat healthily, with some sugary treats but these are to be seen as a treat. **Also see the ecological impact policy.** The site is cleared of any trace of litter. Children are taught about the benefits of coppicing trees such as hazel and then using the harvested wood to make objects, putting the wood to good use. All the equipment at Forest School is re-used, repaired, cleaned to make sure it is used for as long as possible.



## Ecological Impact Assessment and Management Plan

### Name of the site: Bishop Wood, Cawood

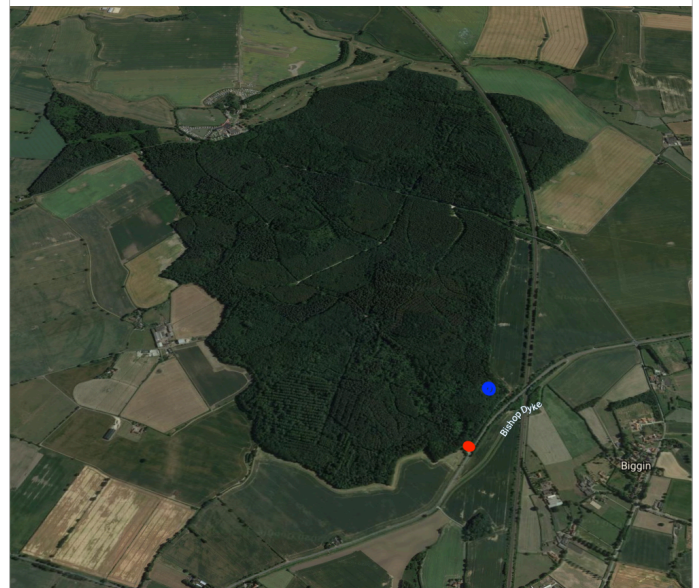
**Access** is gained off Bishopdyke road which leads into the woods down a private track called Hammersike road.

This site belongs to The Forestry Commission England, the woodland is public right of way, however there is no public access for cars unless we open the gates. The site is set next to the dyke and on the edge of the woods next to the farmer's field

The blue dot is the location of the site and the red is where the vehicle access is.

53 degrees 48' 52' North

1 degree 09' 45' West





**Archeological interest of the site and soil type.** The soils at Bishop Wood are predominantly poorly drained groundwater gleys with drier parts of the wood providing areas of brown surface-water gley. Based on the Forest Research Ecological Site Classification, soils are classed as 'moist' soil moisture regime (SMR) and 'medium' soil nutrient regime (SNR). These characteristics present a wide range of species suitable for growing across the site and one that would be expected to give rise to lowland woodland types; mixed broadleaved with bluebell (W10) and alder-ash with bottle sedge (W7). **Ref Forestry England Forest Plan 2017**

**Bedrock** The flat landscape is formed on drift geology remnant from lake deposits laid down during and after the last Ice Age across what was Lake Humber. These superficial glaciolacustrine and fluvial deposits are laid over bedrock of Triassic Mercia Mudstone where as a consequence of glacial activity and meltwater processes, silts and clays were deposited.

**Ref Forestry England Forest Plan 2017**

### Flora and fauna in the woodland

Bishop Wood Forest is designated as a Site of Nature Conservation Interest (SNCI) and is locally important for a range of flora, fauna and bio-diverse habitats.

#### Plants

A network of drains and ditches pass through and adjacent to the forest, providing a large area of riparian habitat. These sites typically support a more diverse woodland structure where native broadleaf tree species, shrubs and ground flora can naturally regenerate, providing ecologically diverse habitat corridors across the forest. An Internal Drainage Board drain passes through the wood.



<b>Trees</b>	<p>Broadleaves are the dominant species group at 60% of the woodland area with pines at 34% and the remainder comprised of other conifer species and open/felled land. There are few areas of mappable permanent open ground within the wood due to its fertile nature and ability to quickly regenerate once cleared of trees. However, forest roads and rides provide an excellent resource for herb-rich verges and can account for up to 13 hectares of open space</p> <p><b>Ref Forestry England Forest Plan 2017</b></p>
<b>Fungi</b>	Fungi are common with a lot of dead wood lying around. One of the most common is <i>Daldinia concentrica</i> or King Alfred's cakes which grows on dead wood.
<b>Mosses</b>	Not that common the forest floor is dry due to the pine canopy
<b>Birds</b>	The forest is home to a wide range of national and regionally important declining woodland birds including Song Thrush Lesser Redpoll Garden Warbler Willow warbler Willow Tit Bullfinch Dunnock Yellowhammer
<b>Butterflies (Lepidoptera)</b>	Argent and Sable moth
<b>Mammals</b>	Badgers, foxes, rabbits
<b>Insects</b>	beetles, woodlice, spiders
<b>Management</b>	
Currently under the management of The Forestry Commission England who we are in regular contact with and have visits every few months to check on the ecological impact of the sessions.	



### Ecological impact of running a Forest School programme at this site

	Denudation	Compaction	Pollution	Corruption
Exploring	Removal of fast growing flora and fallen dead wood	New footpaths have been trodden in creating new access	Noise may have disturbed fauna and possible nesting birds in Spring.	spread of seeds on feet and clothes and bringing in horse chestnuts for example to thread.
Campfire lighting	Clearing of the area of flora	fire site and the surrounding area has been stripped of fire wood	smoke although we are away from the public. Potential rubbish left.	children leave their fruit snack remains this could encourage rats.
Den building	removal of branches and dead wood from the floor.	Den building area created over time that has been flattened.	string left behind	Adding man made items to the den
Woodcraft	removal of branches	tool site created	leaving tools or string behind	leaving tools or string behind.
<b>Measures to maintain ecology</b>	coppice or pollarding will regrow the branches. Use fallen wood.	Rotate sites/rest the site or create a pond where the ground has been compacted to encourage wildlife.	collect charred wood from the site, checking tools back in, talking to children about leaving no trace	take dens down to discourage others from using the den and leaving man made items behind

**Monitoring** Each session should have some dedicated time to collect all items carried onto the site, clear rubbish and make sure there is no trace. The site could be compared by taking pictures in different seasons over the years. There has definitely been a change in the site positively; the children have made it their own and the site has evolved to include different areas and access points. Negatively; it is very compacted and is now visible from the path mainly due to the canopy falling and seasonal changes.

**Recommendations** To rest the site over winter, to discuss with the land owner various options in order to maintain as natural environment as possible.





# 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.

## **Grass Roots Muddy Boots workers responsibilities**

- ▶ In the instance of working alongside schools and other organisations it is the responsibility of any worker who has concerns about the welfare of a child to discuss this with Sally. This includes concerns about other members of staff that are interacting with the children from other organisations other than GRMB. Equally so this includes GRMB workers. <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>
- ▶ In the instance of a terrorist attack GRMB workers are to follow direction from the school staff on the school's lockdown procedure to keep the children safe.
- ▶ New workers should be given Keeping Children Safe in Education document to read. Part 1 and annex A is the minimum requirement to read and understand. They must have good understanding of the signs to look out for when a child is in need.



- ▶ Return an enhanced DBS check from Adventure Plus. Initial paperwork to be returned to Sally.
- ▶ Workers must know what to do in the instance that a child discloses that they are suffering abuse. Knowing not to promise a child that they can keep what they tell them a secret but will be able to help them and only share the information with people that can help them.
- ▶ Maintain the attitude that 'it could happen at Grass Roots' quite often children feel that the Forest School environment is a safe place to share information about their welfare. This must always be taken seriously, followed up by talking to the child about what they have said and reporting it to Sally.
- ▶ Sally as the designated child protection officer has a responsibility to record this information in writing and share it with the most appropriate organisation/person. This may be taking advice from the local children's social care (para 42 KCSIE)
- ▶ Whilst anyone is able to make a referral to the children and families' service the correct procedure for Grass Roots is to report it to Sally (DSL) in the first instance. It is important though to monitor the child's circumstances for signs of improvement the worker press for re-consideration
- ▶ <https://www.safeguardingchildren.co.uk/professionals/practice-guidance/> and in exceptional circumstances speak to the children and families' services directly
- ▶ If a worker feels uncomfortable reporting to Sally then NSPCC whistleblowing helpline is an alternative route for reporting any safeguarding issues for concern.
- ▶ DSL and workers to have a regard to the duty to prevent children being drawn into terrorism, reporting cases of children going missing from education; possible arranged marriages or female genital mutilation.
- ▶ Be aware of local early help process and understand their role in line with <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> 2018 being particularly alert to the potential need for early help for the child who is:
  - disabled and or has additional needs
  - a young carer
  - family member in prison
  - showing signs of being drawn into criminal/anti-social behaviour, inc involvement in gangs
  - frequently missing from home/school/care home.
  - is at risk of modern slavery, trafficking or exploitation
  - risk of being radicalised/exploited
  - is in a family circumstance presenting challenges for the child such as drug misuse, mental health issues, alcohol misuse, domestic violence/abuse
  - Is misusing drugs or alcohol themselves
  - is privately fostered
- ▶ do not assume that someone else will take action and share information that may be critical to the welfare of a child. Be mindful that early intervention, assessment and



allocation of provision is essential. Speak to Sally if you have any fears about sharing information. This may be critical in keeping a child safe.

CONCERNS SHOULD ALWAYS LEAD TO HELP FOR THE CHILD AT SOME POINT.

## **Parents and Carers Responsibilities**

Please make reference to **What is expected of parents? in Grass Roots Muddy Boots handbook**. Parents are required to complete an online booking form before their child/children can attend a session. They consent yes or no 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. Parents are also asked to disclose any behavioural issues or whether their child has any additional needs and EHCP in place. Parents must also state who is collecting their child from Forest School on the booking form. This person should be known to the Forest School leader and the child. In exceptional circumstances A password can be created or the forest School leader will ring the parent/carers if a person unknown to them comes to collect the child

### **Identification of children who are suffering or likely to suffer significant harm.**

It is all the staff and volunteer's responsibility to identify if a child is being harmed; emotionally, physically and behavioural signs should be picked up. Relationships between staff and children in Forest School are good and promote nurture. Staff are well placed to spot signs of significant harm to a child.

### **Definitions**

**child** anyone that has not yet reached their 18th birthday (children's Acts 1989 and 2004)



**Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say and how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:



- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

It is our responsibility to identify signs of harm to a child and bring this to the attention of the organisation/person. 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.

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



GRMB record all concerns 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 2019 Working Together to Safeguard Children 2018* and *What To Do If You Are Worried A Child is Being Abused 2015*. attached to this policy is a universal referral form from the NSPCC which anyone can complete and send in. If the issue is more urgent follow the NSPCC link above for contact numbers and out of hours service. Contact the council if you know the area that the child is from. follow this link.

<https://www.gov.uk/report-child-abuse-to-local-council>

## Referral

17. Anyone who has concerns about a child's welfare should make a referral to local authority children's social care and should do so immediately if there is a concern that the child is suffering significant harm or is likely to do so. Practitioners who make a referral should always follow up their concerns if they are not satisfied with the response.

18. Local authority children's social care has the responsibility for clarifying the process for referrals. This includes specific arrangements for referrals in areas where there are secure youth establishments.

19. Within local authorities, children's social care should act as the principal point of contact for safeguarding concerns relating to children. As well as protocols for practitioners working with children and families, contact details should be signposted clearly so that children, parents and other family members are aware of who they can contact if they wish to make a referral, require advice and/or support.

20. When practitioners refer a child, they should include any information they have on the child's developmental needs, the capacity of the child's parents or carers to meet those needs and any external factors that may be undermining their capacity to parent. This information may be included in any assessment, including an early help assessment, which may have been carried out prior to a referral into local authority children's social care. Where an early help assessment has already been undertaken, it should be used to support a referral to local authority children's social care; however, this is not a prerequisite for making a referral.

## Contextual Safeguarding

This is likely during Forest School as contextual safeguarding is when an issue occurs outside of school/college. As all sessions except school site sessions take place in this





context. If the issue was on school site then the school's safeguarding procedure would be used if it is contextual safeguarding then GRMB procedure is to be used as follows; GRMB will provide as much information as possible as part of the referral process to Children's Social Care.

Workers should recognise that children with SEN and disabilities can face additional safeguarding challenges. 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 more prone to peer group isolation and disproportionally impacted by behaviours such as bullying, without outwardly showing any signs and may have communication barriers and difficulties overcoming these barriers.

It is **not** the responsibility of the workers to investigate or determine the truth of any disclosure or allegation of abuse or neglect. This includes allegations of peer abuse. All workers, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL (or in their absence with the person who deputises) prior to any discussion with parents.

#### **a) Workers must immediately report:**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people





- any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images
- any concerns related to serious crime, including knife crime
- any concerns relating to peer abuse
- any concerns relating to youth produced sexual imagery (sexting)
- any concerns relating to a child's engagement with extremist groups or ideologies

### **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**

Workers 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

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>

## Consent

It is good practice that agencies work in partnership with parents and carers and they are informed of your concerns with consent obtained for referrals.

Consent is always required for referrals to services such as Prevention Service, without it, the services available to the family may be limited.

Consent is not required should you believe informing the parents or carers would place a child at significant risk of harm.

Where consent has not been obtained, and professionals feel that a referral is still warranted, they should submit a referral detailing their actions and inform parent and carers of their actions. In cases of suspected Child Sexual Abuse in the family and Fabricated or Induced Illness it is best practice NOT to inform the family of the referral.

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 made by submitting a [universal referral form](#):



## Action following a child protection referral

If required by children's services DSL will attend meetings and contribute as much as possible. Other workers may need to contribute.

The DSL will:

- contribute to the Strategy Discussion and all assessments










- provide a report for, attend and contribute to any subsequent Child Protection Conference

## **Records and monitoring**










### **Allegations made against adult helpers**

Report to DSL. 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

### **Record of safeguarding issue involving a child**

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

-  Child's full name and address, DOB, primary carers/parental responsibility, email contacts, authorised persons to collect, court orders, if there is a CPP (child protection plan) in place.
-  Key contacts in other agencies inc GP details
-  date and time of incident
-  date and time incident recorded
-  factual details from child/parents/others. In original form 'child speak'
-  details of previous concerns
-  details of conversations with parents/carers
-  Any contact with significant contacts, carers/other agencies
-  any agreements on actions taken dated, signed and time recorded

### **All records should be objective and include:**

- statements, facts and observable things (what was seen/heard)
- diagram indicating position, size and colour of any injuries (not photograph)
- words child uses, (not translated into 'proper' words)
- non-verbal behaviours

All sensitive and CP records are held securely, kept confidential and are only accessible to those who need to know.



When sharing confidential information about a worker or child, GRMB has regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000. Advice on information sharing advice for practitioners can be accessed [here](#).

The school notes that Keeping Children Safe in Education (2019), para 78: 'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children' 'This includes allowing practitioners to share information without consent.' KCSIE 2019 para 80.

### **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. Remain update on prevent training. Follow individual school's prevent policy in the event of a terrorist attack.

### **Protect and Prepare:**

As part of the UK Counter Terrorism Strategy (CONTEST), public places are asked to consider the risk of a terrorist attack and what preparations could be made to mitigate that risk. The North Yorkshire Schools' Emergency Procedures guidance, requires schools to:

- Ensure all staff undertake the [Action Counters Terrorism \(ACT\) Awareness Training](#)
- Assess the security of the school site and make necessary improvements
- Develop lock down and evacuation procedures
- Teach pupils how to stay safe if they were caught up in an attack- [Run, hide, tell guidance](#)








The guidance can be accessed at:

<https://cyps.northyorks.gov.uk/school-emergency-response>

### **British Values**

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

#### **Checking workers**

-  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)

### **GRMB has an awareness of the following new guidance:**

#### **Sexual Exploitation:**

School recognise Child Sexual Exploitation (CSE) can happen in person or online. An abuser will gain a child's trust or control them through violence or blackmail before moving onto sexually abusing them. This can happen in a short period of time. An abuser may groom a young person by giving gifts, drugs, money, status and affection. This is usually exchange for the young person performing sexual activities. Key to identifying potential CSE is a change in behaviour, having money or items they cannot or will not explain, alcohol or drug misuse, sexually transmitted infections, being secretive. School will consider whether a referral should be submitted to NYCC Children & Families Service and whether information should be passed onto North Yorkshire Police. Guidance on Child Sexual Exploitation is available [here](#).

#### **Criminal Exploitation:**

School recognise that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. and County Lines guidance available [here](#).

#### **Trafficking:**

School recognise Trafficking is where children and young people are tricked, forced or persuaded to be moved or transported and then exploited, forced to work or sold. Children are trafficked for





sexual and criminal exploitation, benefit fraud, forced marriage, domestic slavery, forced labour, committing crime like theft, county lines. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children. National NRM guidance available [here](#).

### **Sexualised behaviour**

Use of NSPCC risk assessment traffic light system. The incident should be reported as above the same as any other safeguarding incident.

DSL - Records and carries out risk assessment, then reports to head teacher/parent depending on the context and is monitored.

### **Supporting documents**

- [Carrying Knives /Offensive weapons](#)
- [Children not attending school](#)
- [Poor or irregular attendance and persistent lateness at school](#)
- *Children and the courts*
  - [Advice for 5-11 year olds witnesses in criminal courts](#)
  - [Advice for 1-12 year olds witnesses in criminal courts](#)
  - [CAFCASS](#)
- Children Missing Education:  
[National](#) and [NYCC](#) guidance
- Children Missing from Home or Care:  
[National](#) and [NYSCP](#) guidance
- Children with a Family Member in Prison
  - [NICCO](#) guidance
- Children and the Court System (CAFCASS guidance / KCSIE 2019 page 90)
- [Children not collected](#)
- [Children Privately fostered](#)



- Child Sexual Exploitation/Grooming:
  - [National](#) and [NYSCP](#) guidance
  - [Online training](#)
- [Child Criminal Exploitation: County Lines](#)
- [Children who are Bullied](#)
- [Children who self-harm and suicidal behaviour:](#)
  - [North Yorkshire Pathway of support for children and young people with self-harming behaviour and/or suicidal ideation](#)
  - [Online training](#)
- [Children who Sexually Harm](#)
  - [NSPCC Managing Sexualised Behaviour Training \(charge applicable\)](#)
- [Contextual Safeguarding](#)
- [Domestic Abuse and Impact on Children](#)
  - [Training](#)
- [Drugs Advice for Schools](#)
  - [NYCC Substance Misuse Guidance for schools](#)
  - [Drugs: advice for schools](#)
  - [Drug Strategy 2017](#)
  - [Information and advice on drugs](#)
  - [ADEPIS platform sharing information and resources for schools: covering drug \(&alcohol\) prevention](#)
- [Honour Based Violence \(including Female Genital Mutilation, Forced Marriage and Breast-ironing\)](#)
  - [Female Genital Mutilation information and resources](#)
  - [Female Genital Mutilation: multi-agency statutory guidance](#)
  - [NYSCP Female Genital Mutilation Practice Guidance](#)
  - [Female Genital Mutilation: Online Training](#)
  - [Forced marriage: statutory guidance and government advice](#)
  - [Forced marriage: Online Training](#)
  - [Breast-ironing or flattening](#)



- [Homelessness](#)
- [Modern Slavery and Human Trafficking:](#)
  - [Online training](#)
- Parental Mental Health:
  - [Online training](#)
- [Private Fostering](#)
- Radicalisation to extremist behaviour:
  - [Prevent Guidance](#)
  - [Channel Guidance](#)
  - [DfE Safeguarding advice for schools](#)
  - [DfE and Home Office Social media guide](#)
  - [Online training](#)
  - [Understanding Pathways to Extremism and the Prevent Programme](#)
  - [School emergency response](#)
- [Serious Violence](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [Upskirting](#)
- [Youth Produced Sexual Imagery](#)



## Coronavirus Policy

This guidance is in response to the worldwide Caronavirus pandemic 2020. These outline the adjustments that we will be making at Forest School in order to stay safe. It should be noted that until we know more about the transmission of Coronavirus we will be taking the following actions to mitigate as much risk as possible. As yet we don't even know if it is possible for the virus to be transmitted outside. what we do know based on the current evidence is that the risk is significantly lower.

<https://inews.co.uk/news/coronavirus-catch-outside-indoors-why-get-covid-19-explained-426628>

<https://www.sfchronicle.com/news/article/Is-risk-of-coronavirus-transmission-lower-15287602.php>

The following will be talked about in the morning briefing with the children before the session.

### Hubs

We are following the Government guidance that has been given to school on this and have made hubs of 20 children for a week of holiday club. Out of these 20, 15 will come to each session. This will mean that we have two days between changing the hubs and for the whole week the children will mix with the same people. Children will be asked to respect others space but we realise that children are not able to **socially distance** when playing therefore the hubs are a way of reducing the risk.

### Food and Drink

Children will not be preparing food for others at this time. We will however, still be cooking on the fire in small groups. Children will not be able to share their packed lunches.

### Toilet

Due to the virus being present outside the body on plastic for up to 72 hours the toilet will be cleaned with soap and water, proven to remove



coronavirus or spray disinfectant and allowed to dry before the next child. There is currently some evidence to suggest that the virus may be present in faeces therefore the toilet will be converted into a composting toilet in a designated spot with the privacy still of a tent. Hand washing gel and toilet roll will be provided.

### **Tools, Fire Lighting and there equipment**

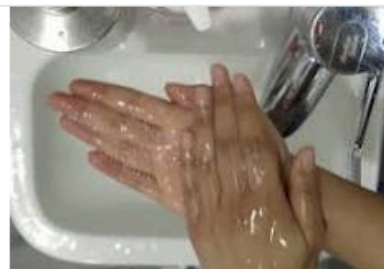
will be wiped down between each child.

### **Hand washing**

Since Covid-19 children are supported in washing their hands for 20 seconds. FS leader will also ensure that children's skin does not react adversely to the increase in hand washing and will ensure a moisturising gentle soap is available.

### **Procedure**

1. Wet your **hands** with water.
2. Apply enough soap to cover your **hands**.
3. Rub your **hands** together.
4. Use 1 **hand** to rub the back of the other **hand** and clean in between the fingers. ...
5. Rub your **hands** together and clean in between your fingers.
6. Rub the back of your fingers against your palms.
7. Rub your thumb using your other **hand**.



[www.nhs.uk](http://www.nhs.uk) › Live Well › Healthy body ▼

[How to wash your hands - NHS](#)

### **Symptom reporting**

during the summer holiday club parents/carers will be asked to join a WhatsApp group, if this is not acceptable to the adults involved another means of communication can be arranged. The group will be asked if anyone in their household is symptomatic of coronavirus.

**high temperature, new continuous cough, loss or change of smell or taste.**



If your child does present with these symptoms, parents/carers are required to get a test, if this comes back positive then parents/carers must inform us. At this point the hub will collapse and refunds will be given.

You will need to be available to come and collect your child in the event of the hub collapsing. This would only happen if someone in the hub developed symptoms whilst at Forest School. In the unlikely event that this happens you will be given a refund for the future sessions that will be affected.

We will be working in hubs of 20 children with 15 children at any one session. This is so that children are playing with the same children for the week.

We will be unable to swap and change children into hubs so once you have committed to hub you will be asked to stick with your choice and select a minimum of three days that you would like your child to come to Forest school.