

AUCHINAIRN AFTERSCHOOL CARE AND FOREST SCHOOL HANDBOOK 2025-2026



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Visions, aims and values

The vision of Auchinairn Afterschool Care (AASC) and Forest School (FS) is to ensure children and staff within the service develop to the highest standard possible. We aim to provide a warm, caring, safe and stimulating environment for primary school aged children hours of 3pm and 6pm.

We value good character and promote a culture of collegiality, where integrity, respect, trust and communication are central to the culture. A culture where open and honest communication is valued, where co-operation is essential, and fairness is integral to a collegiate practice; These are at the core of the service's ethos. We aim to help nurture happy, confident and resilient children.

We strongly believe in the benefits of outdoor play and are committed to providing outdoor and particularly woodland activities. Our approach to the outdoor practice is based on the six Forest School principles:

1. Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit
2. Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world
3. Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners
4. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves
5. Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice
6. Forest School uses a range of learner-centred processes to create a community for development and learning



We believe that children and young people should be respected for who they are and also for their capacity to instigate, test and maintain curiosity in the world around them. We believe in the child's right to play, their right to access the outdoors, their right to access risk and their right to experience the vibrant reality of the natural world. Play is integral to the FS ethos and principles: - we aim to ensure children have access to an area which supports these principles and tailor to the needs of the individual child and their right to play.

Through the outdoor and woodland experiences, we provide, children and young people will be given the opportunity to develop curiosity, self-confidence, self-esteem, creativity, empathy, communication skills, social skills, their knowledge of the natural environment, their ability to assess risk, share responsibility in the decision-making process and share all duties fairly and equally. FS enables everyone to connect with nature, value the flora and fauna and take care of the environment.

Whether we are indoors or outdoors, we aim to provide a range of stimulating, fun activities and outings for all children. We aim to plan these activities and outings in collaboration with service users, within the local community. We aim to provide children with appropriately challenging and achievable tasks and activities which promote confidence, self-esteem, resilience, social skills, emotional intelligence, language and communication skills, problem solving skills, conflict resolution skills and independence.

We aim to ensure children are cared for by competent and confident staff, who, will respect and treat each child with dignity, respect for privacy, to help them make informed choices, to ensure their safety in all aspects of life, to encourage them to reach their full potential and ensure equality and diversity.

Sessions continue throughout all seasons and involve risk taking in a supported environment. There must be a level 3 trained FS leader or fire and tool trained staff member on site for fire and tool activities, shelter building and tree climbing to be allowed, and to ensure we respect the land.

Children within the service may participate in activities which will involve an element of risk, however, before participating, the child/young person's age and stage of development will be assessed as will their understanding of the risks involved. The risks associated with such activities will be assessed and all such activities supervised.

Information

NAME	Auchinairn Afterschool Care and Forest School (AASC)
ADDRESS	Indoor – Unit 2, 173 Auchinairn Road, Glasgow, G641NG Outdoor – Woodland off Lumloch Road, G645LD
TELEPHONE	07584514181 or 07720086816
E-MAIL	auchinairnafterschoolcare@outlook.com
WEBSITE	www.auchinairnafterschoolcare.co.uk
SOCIAL MEDIA	Facebook – Auchinairn Afterschool Care & Forest School
CAPACITY	96 Children from 3pm to 6pm.
CARE INSPECTORATE	CS2003003655 – Karen Bradley
HOURS OF OPERATION	7.30am to 6pm
DAILY SESSION TIMES	7.30am to 9am breakfast club. 3pm to 6pm Monday to Friday. 7.30am to 6pm school holidays full day care.
HOLIDAY DATES	Centre is closed on the following dates: Friday 26 th & Monday 29 th September 2025 Monday 22 nd December 2024 – Friday 2 nd January 2026 Friday 3 rd April & Monday 6 th April 2026 Monday 4 th May 2026 Friday 22 nd & Monday 25 th May 2026 Monday 20 th July 2026
FUNDING/FEES	Breakfast club is £7 per day, afterschool care is £19.50 per day and full day care is £46 per day.

Location

The location of our outdoor woodland site is off Lumloch Road, G665LD. This postcode covers a vast area of land, so we encourage you to search for the site via Google Maps. An aerial view of the site has been added below.



The woodland site AASC use is owned by Caledonian Estates and managed by Galbraith. AASC have been granted permission by Caledonian Estates to use the woodland for Forest School sessions. We have full access to the woodland site, overall maintenance of the site is our responsibility. However out of respect for the landowners AASC will ask for permission before taking down any trees, or making large changes to the site(like adding the car park).

Insurance

The Forest School is covered by Public Liability and Employer's Liability Insurance. Insurance is brokered by Birnbeck Insurance Services. Birnbeck provides competitive bespoke insurance policies utilising the majority of UK insurers tailored to commercial, business and personal needs.

Registering and Admissions

Parents applying for an aftercare place must register by emailing Auchinairnafterschoolcare@outlook.com and requesting a registration pack.

Enrolment

Once you have completed the registration documents, you will be invited to attend a parent induction with a member of the AASC team. Before your child starts with the setting, they will also attend at least one child taster session.

Admissions Policy

Places will be allocated initially by date of application. There may be a small number of subsidised places available to families in line with regional priority groups.

Priority will be given to siblings of children already attending the service.

Full admissions policy can be found in the Parent Policies attachment.

Aftercare Staff

Name	Position	Qualifications	Days/Hours Worked
Management			
Nikki Morton	Manager	PDA Childhood Practice – Underway.	
Lesley Morton	Deputy Manager	SVQ3 – Currently completing PDA.	Monday to Friday
Red Group			
Julie Jamieson	Senior Childcare Practitioner	FOLA Level 8. SVQ3 Social services of children and young people.	Monday to Friday
Lesley Morton	Senior Childcare Practitioner	See above.	Monday to Friday
Laurie Ferguson	Childcare Practitioner	Working towards SVQ3-social services of children and young people. Fire and tool trained.	Monday to Friday
Yellow Group			
Charlene Strang	Senior Childcare Practitioner	Forest School Leader Level 3. SVQ3 CCLD.	Monday, Tuesday, Wednesday, Thursday
Natasha Schouller	Childcare Practitioner	Fire and Tool trained, working towards SCQ3 social services of children and young people	Monday to Friday
Mia Gribbon	Childcare Practitioner	Fire and Tool trained, working towards SCQ3 social services of children and young people	Monday to Friday
Blue Group			
Nadine Jamieson	Team Leader	Fire and tool trained. SVQ4 CCLD.	Monday to Thursday
Ella Queen	Childcare Practitioner	Fire and tool trained, working towards SVQ3 social services of children and young people	Monday to Friday
John Davidson	Bank Staff		Monday, Wednesday and Friday.

All staff members have been vetted through Disclosure Scotland. All staff members are appropriately qualified and are members of the Scottish Social Services Council (SSSC).

Staffing and Ratios

Forest School sessions are run by a Level 3 Forest School Practitioners or Forest and Outdoor Learning(FOLA) level 8 with the support of other adults.

Qualified level 3 or Forest and Outdoor Learning(FOLA) Level 8 Practitioners – Nikki Morton Level 3 (2017) and Lesley Morton Level 3 (2019),Charlene Ferguson FOLA level 8 (2023), Julie Jamieson FOLA level 8(2024). Most other members of the team are trained in fire and tool use.

All Forest School Leaders hold an Outdoor First Aid certificate while other staff members hold indoor First Aid certificates.

All members of staff have a current PVG, any helper/volunteer/new employee who do not have a PVG will never be left alone with children.

Leader Responsibilities

- Review and update relevant policies and the handbook when necessary
- Manage and update risk assessments when required
- Carry out Risk and Site Assessments, and share with all participating adults and children
- Inform parents of Forest School sessions, advising them of appropriate clothing and seek permission
- Carry an appropriate first aid kit in line with the First Aid policy to address medical and allergy needs.
- Engage with parents of children participating with Child Protection concerns or with Additional Support Needs so as to meet their needs appropriately.

Ratios

The following ratios as standard practice:

General Activities P1 – P7 1:8

Tool use and fire building P1 – P3 1:1/1:2 (when skilled)

P4 – P7 1:4 (This can be changed at FS Leaders discretion)

Adult supporters may consist of both PVG checked staff from within the practice and parent helpers to ensure the ratios are adhered to.

The role of the supporting adult

The role of the supporting adult in forest school is to assist the forest school leader in ensuring safety, security and the health & wellbeing of the learners. Assist in completing risk assessments(both site and dynamic) and regular inspections of the environment, activities and any equipment. They build trusting relationships and engage in shared learning through play-based and largely child-initiated and led activities. The supporting adult should always seek guidance from the Forest School Leader before organising activities.

AASC Forest School Families

Parents are encouraged to become involved in every stage of their child's development. We recognise the importance of the partnership with families and strive to build and maintain a sound and effective relationship with each parent/carer. Your involvement will contribute greatly to all aspects of your child's wellbeing. We are keen to involve parent/carer in our service and their contribution in improving the service. We have many activities that our families can become involved in, for example open days and get to know the staff sessions, and stay and play. We welcome family members to help at our open days and encourage grandparents to get involved too.

Starting Aftercare

Each child will be assigned a key worker, your child's key worker will observe them during sessions, ensuring their needs are being met. Your child's key worker will update you on your child's progress, via our Online Learning Journals account.

Once you enrol your child you will be invited for a visit to complete a parent induction, you will receive your care plan after the induction. Your child will also be invited to come in for at least one taster session, the number of taster session can be amended depending on the needs of your child.

Please notify us immediately if your contact numbers change – particularly mobile numbers. It is essential we keep our records up to date in case we have to contact you in an emergency.

Arrival and Collection

Breakfast Club

Children should be dropped at our indoor base for breakfast club from 7.30am, please note the latest your child can be dropped is 8.30am, as we leave for school at this time. The latest drop of for your child to have breakfast is 8.15am, this is to ensure your child has enough time to eat and enjoy their breakfast, if you are dropping your child after 8.15am please ensure they have had breakfast before.

Staff will escort your child to school using our fleet of minibuses.

Afterschool Care

Staff will collect your child from school at 3pm, we will then transport them to the location of our session via our fleet of minibuses. The service closes at 6pm.

Sessions take place in our outdoor woodland, should the location of the session need to change due to adverse weather, staff will inform parents via text message, please note only one parent will be messaged at this time, so whoever receives the message please pass the information on to whomever is collecting.

Children can be collected from the service at any time, however, the staff and children will leave the woodland and return to the indoor base at 5.30pm.

If you are collecting before 5.30pm please collect from the outdoor woodland, anytime after this children can be collected from the indoor base.

Full Day Care

Our service opens at 7.30am, children can be dropped off at the indoor base anytime after this. We ask that children are dropped off by 9am, to ensure we have can get ready for the outdoors as early as possible. If you are dropping off later than 9am, please text and inform staff. Children can be collected from the outdoor woodland or the indoor base. Generally during full day care we aim to return to the indoor base by 4.30pm, if there are any changes we will inform parents/carers via text message. Our service closes at 6pm.

Attendance

Regular attendance in aftercare is very important to ensure you child does not miss out on learning opportunities and experiences.

Children should be brought and collected from aftercare by a responsible adult. It is very important that staff are notified of any change in arrangements, for example if a friend or other family member is to drop/collect your child.

If staff do NOT know the person collecting, they will be asked for your password, which is your responsibility to pass on to them. Your child will not be passed over to someone without the correct password and your notice via message.

If you require to chat with the staff for any reason please ensure you are arriving for collection at least **10 minutes before** the end of a session.

Late Collection

Our service closes at 6pm, if you are late there may be additional charges applied.

Un-notified Absence Policy

The aftercare requires you to phone or text before 12pm, if your child is unable to attend that day for any reason. School pick up time can be a stressful time for staff, especially if your child is not present on their scheduled day and you have not notified us previously.

Please note if you have not notified us of your child's absence and we cannot get a hold of you at pick up time, we will follow our unnotified absence policy, which can be found in your registration pack.



Forest School Sessions

Risk Management.

Due to the child-led ethos in forest school and being out in a natural unpredictable environment, AASC forest school understands that taking risks will form a part of each session. We aim to risk assess dynamically throughout each session, and before any new activity take place a full risk assessment be drawn up by a forest school leader. Ultimately we will aim to teach learners how to assess risks on their own, allowing the learner to be fully independent during their forest school experience. In order to ensure we are providing the safest learning experience for our learners, the forest school leader's will consistently apply the five-step approach to risk assessments for all activities.

Five step approach

- Look for hazards
- Decide who may be harmed and how
- Evaluate the risks and decide whether the current precautions are adequate or whether more controls should be put in place
- Record the findings
- Review the assessment and revise if necessary



Risk assessments are how we ensure our forest school sessions remain safe, in addition we follow the guidelines below.

- Carry out seasonal risk assessments on each site Forest School activities take place.
- Daily site risk checklist will be completed by each forest school leader before any learners arrive on site, findings are recorded on daily risk assessment form.
- Complete an activity risk assessment for any new activity to be undertaken (before activity begins).
- Ensure all staff and helpers/volunteers have read over and are familiar with site, and activity risk assessments prior to session.
- Be responsible for teaching children adequate skills in order to keep themselves safe, particularly in relation to the use of tools and fire.
- Involve staff, volunteers and children in the risk assessment process as part of learning, and the forest school experience.
- Inform staff, volunteers and children of any potential hazards and any adjustments in place to minimise the risk.
- Ensure all legal guidelines regarding off-site activities, such as adequate insurance and parental permissions are met.

- Ensure that all staff, volunteers and children are aware of the emergency procedures for the forest school site.

First Aid

The responsibility of health and safety at Forest School is that of the qualified Forest School Leader. However, any adult who is trained within first aid and holds a current certificate may support the administration of First Aid. The leader will ensure that kits carry essential items and that procedures are followed according to the guidelines below. All members of the AASC have had first aid training as part of their induction training.

If an accident should occur, the senior staff member/forest school leader will complete and accident report which is shared with parents.

Before carrying out a Forest School session it is vital that any prior medical issues are known. Parents must complete a registration form, which has a section relating to medical needs. If a child should require regular medication parents must complete a medical administration form for the sessions which should be kept confidentially within the medicine/emergency bag. Adults/staff should be made aware of medical needs, such as the use of an epi pen or inhalers, where appropriate. AASC have a staff meeting where any medical needs are discussed before a session begins, to ensure all staff are made aware. Individual medicines should be kept in a box with the medical consent form, clearly labelled with the child's name, date of birth and expiry date.



Health and Safety

AASC and Forest School health and safety policy is included in your registration pack.

Forest School Sessions

For forest school sessions, we section off the woodland into three groups, the school your child attends will determine which group they are in, they groups are red, yellow and blue. We section off the woodland using bunting as a boundary.

Once the children are transported to the woodland from school, the staff will support them to get ready for the outdoors, putting on their outdoor suits, boots and putting their personal items into a waterproof bag.

Once children are ready, they will wash their hands and sit for a small snack. During snack we will offer children a drink of water as well.

After snack children are then free to play within their group area, children are also allowed to explore out with their boundary, but must let the staff know before.

The staff for each group will come prepared with activities for the session, these activities include both forest school, craft, exploration, problem solving and physical activities. Listed below are some activities the children can take part in during a session.

- Fire building, campfire cooking, mini fires
- Tool work, flint and steel practice, using potato peeler, knives, axe, mallets, bow saw, hand saws, draw knives, palm drills, shovels etc. Any tool work must be done by a forest school qualified member of staff, or a staff member with the fire and tool qualification. The ratios of adult to child when doing these activities will depend on the children present and are at the discretion of the forest school member.
- Den building, using roped and tarps
- Tree climbing
- Foraging
- Whittling
- Obstacle courses, using slackline, blue net, ropes and tyres, zip-line
- Scavenger hunts
- Nature friendly crafts, we do not use glue or glitter in the woodland
- Physical games, great for keeping the children warm in the colder months
- Music games
- Water play
- Woodland walks



During every session staff will put up a swing, hammock, have mud kitchen, tarps and ropes available for the children to explore and play.

At the end of each session, children will tidy up their area before we leave the woodland. 'Leave no trace' is an important part of our forest school session ethos, and staff will support children to ensure we are leaving the woodland in the condition it was when they arrived. This includes tidying away any equipment or filling in any holes that the children may have made during the session.

The children will then get ready to leave the woodland, removing the outdoor suits, boots and getting their personal items from the waterproof bags.

Reflective practice is an important part of our sessions, completing a reflection with the children allows staff to understand which activities and events the children enjoyed, learn what the children would like to do in the future and highlights any problems that need to be addressed during future sessions. Collaboration between the staff and children during this time fosters trusting relationships and supports children to exercise their right to have their views and opinions heard. This reflection time also allows staff to reflect on their session and own practice, which is critical for improving their daily practice.

Cancellation of outdoor session

The Forest School Leader is responsible for the cancellation of Forest School sessions.

Forest School should be cancelled in the following circumstances:

- Changes and damages to the site deeming the site unsafe during the risk assessment that cannot be resolved in time.
- Severe weather conditions, for example thunder storms or high winds(above 5 on the Beaufort Scale).
- Insufficient adult to child ratio.
- Absence of Forest School Leader.

In the event of a cancellation parents will be informed through the service's text messaging system. Parent helpers/volunteers will be personally phoned.

In the event of unexpected extreme weather, children will be transported back to indoor base and parents/carers will be notified by senior staff by text. Parents/carers will collect their children from the indoor base.

Should the outdoor session need to be cancelled, the session will be moved to the indoor base. The forest school leader will inform parents via our text messaging service if a session requires to be moved indoors. Should this occur AASC forest school will still try, where possible, to include aspects of the forest school learning to the indoor session.



Importance of play

“Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child’s soul.”

Friedrich Froebel, 1782-1852

Play is a very emotive word which means different things to different people. The meaning of play has been debated by philosophers and academics for centuries, and was recognised as far back as Plato who is quoted as saying ‘*avoid compulsion and let your children play*’ In the last century David Lloyd George stated that ‘*play is a child’s first claim on the community*’ Play gained wider recognition under the United Nations Convention on the Rights of the Child in which Article 31 enshrines the child’s right to play.

Young children, who learn to share, take turns, work, and play with others show a higher degree of success later in life. As children became older and had more opportunities for peer interaction, the non-social types (solitary and parallel) declined in favour of the social types (associative and cooperative) Lorton & Walley, 1979

Health Benefits of Outdoor Play

- Increases physical activity. Children who attend schools with diverse natural settings are more physically active, more aware of nutrition, more civil to one another & more creative.
- Improves nutrition. Children who grow their own food are more likely to eat fruits and vegetables and show higher levels of knowledge about nutrition.
- Improve healthy eating habits throughout their lives (Morris & Zidenberg-Cherr, 2002).
- Improves eyesight. More time spent outdoors is related to reduced rates of near sight.

Physical Benefits of Outdoor Play

- Children need daily exercise that will get their hearts and lungs working hard. NHS guidelines recommend the under 5s need 3hrs exercise/day with a mix of bone strengthening, muscle building and cardiovascular.
- Running, climbing, digging, and swinging from branches, these needs are more than met every day.
- Exercise improves children's emotional health, allowing for relaxation, calmness, and a heightened sense of well being (Armstrong 1996)
- Children who play regularly in natural environments show more advanced motor fitness, including coordination, balance, and agility. They are ill less often.

Natural Connections - Benefits of Outdoor Play

- An affinity to and love of nature, along with a positive environmental ethic, grow out of regular contact with and play in the natural world during early childhood.
- Children's loss of regular contact with the natural world can result in a bio-phobic future generation not interested in preserving nature and its diversity. “*Imagine a world in which all children grow up with a deep understanding of the life around them*” (Louv 2005).

Social Benefits of Outdoor Play

- Improves social relations. Children will be better able to get along with others, healthier and happier with regular opportunities for free and unstructured play outside.
- Supports creativity and problem solving. Studies found children engage in more creative forms of play in green areas and played more cooperatively (Bell and Dymont, 2006).
- Play in nature is especially important for developing capacities for creativity, problem-solving, and intellectual development.
- When children play in natural environments, their play is more diverse with imaginative and creative play that fosters language and collaborative skills.
- Play in a diverse natural environment reduces or eliminates bullying.
- Natural environments stimulate social interaction between children.
- Children permitted to play freely with peers develop skills for seeing things through another person's point of view – co-operating, helping, sharing, and solving problems

Cognitive Benefits of Play

Play is crucial to the healthy development of children's minds. Science confirms our intuitions about the benefits of play. It appears to have important positive effects on the brain and on a child's ability to learn.

- Play opportunities improve memory and stimulate the growth of the cerebral cortex
- Play and exploration trigger the secretion of BDNF, a substance essential for the growth of brain cells.
- Kids pay more attention to academic tasks when they are given frequent, brief opportunities for free play
- Play develops children's language skills & promotes creative problem solving.

Will children really learn?

- While playing outdoors a child is likely to encounter opportunities for decision making that stimulate problem solving and creative thinking because outdoor spaces are often more varied and less structured than indoor spaces.
- There are usually fewer constraints outdoors on children's gross motor movement and less restriction on visual and gross motor exploration which induces curiosity and the use of imagination.
- The problem solving that occurs in play use higher-level skills that integrates attention and other cognitive functions such as planning, organizing, sequencing, and decision making.
- Play is an active form of learning that unites the mind, body, and spirit. Until at least 9 years learning occurs best when the whole self is involved.
- Learning outside the classroom supports the development of healthy and active lifestyles and promoting a sense of well-being

- It gives children contact with the natural world & experiences that are unique to outdoors e.e. direct contact with the weather & seasons.
- It teaches children to understand and respect nature, the environment and the interdependence of humans, animals, plants, and lifecycles.

Outdoor Learning Play Opportunities:

- Outdoors offers space which is particularly important to children who learn best through active movement. Very young children learn predominately through sensory & physical experiences which supports brain development & creation of neural networks.
- For many children, playing outdoors at their early years setting may be the only opportunity they have to play safely and freely while they learn to assess risk and develop the skills to manage new situations.
- Learning that flows seamlessly between indoors and outdoors makes the most efficient use of resources and builds on interests and enthusiasms.



Children's Rights

We want to recognise, respect and promote children's rights. These include right to be treated fairly, to be heard and to be as healthy as possible.

Our vision is a Scotland where children's human rights are embedded in all aspects of society. A Scotland where policy, law and decision making take account of children's rights and where all children have a voice and are empowered to be human rights defenders.

Parents and families, communities, local and national governments, and organisations which work with children and families, all play a critical role in helping children understand and experience their rights.

The [United Nations Convention on the Rights of the Child \(Incorporation\) \(Scotland\) Bill: leaflet - gov.scot](http://www.gov.scot) (www.gov.scot) is the global 'gold standard' for children's rights and sets out the fundamental rights of all children. We already use UNCRC as a framework to ensure that we consider children's rights whenever we take decisions, and to help provide every child with a good start in life and a safe, healthy and happy childhood. It forms the basis of the national approach for supporting children, called [Getting it right for every child \(GIRFEC\) - gov.scot](http://www.gov.scot) (www.gov.scot).



Equal opportunities and Inclusion

At AASC and Forest School we promote equality and strive to help every child benefit from education.

All staff ensure equal opportunities are given regardless of age, disability, marriage, civil partnership, gender reassignment, pregnancy and maternity, religion and belief, sex and sexual orientation.

All incidents of racism are treated seriously and reported.

Full equality policy can be found in registration pack.



Your Child's Learning Journal

Why we use online journals:

- To develop home links with parents/carers
- Encourage parents to become involved with their child's forest school journey
- Encourage home learning and track your child's development at forest school
- To allow parents access to their child's progress on a regular basis
- To allow parents to look at children's photographs
- To allow children to share their achievements to family and friends across the world

With Online Learning Journals parents are able to log into their child's profile at any time and comment and interact with their learning. They can also upload their own home observations or achievements from home.



Outings

When adverse weather prevents us from taking our session to our usual woodland setting, we will utilise local places of interest for the children to visit and explore, ensuring that they are still getting outdoors, and maintaining their connection with nature.

Parent and Carers Communication

At AASC and Forest School we recognise the great importance of working with parents and carers to establish good relationships. We hope to work together with parents and carers to achieve this. There are several ways in which we will communicate with you:

- Online tapestry journal
- Newsletters
- Parent board in centre
- Texts
- Emails
- Facebook
- Website
- Face to face



We will also have open days throughout the year, which allows parents to come to our woodland and see what a forest school session looks like, as well as get involved with the activities.

Complaints Procedure

We are always keen to maintain our quality of service, If, however, you have a complaint the nursery will deal with this as quickly as possible. Please refer to our complaints policy for information on our complaints procedure, this can be found in our registration pack.

Our Care Inspectorate number is CS2003003655, we are inspected on regular intervals, our latest Care Inspectorate report can be found on our website.

www.auchinairnafterschoolcare.co.uk

GIRFEC (Getting it Right for Every Child)

GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time for the right people.

SHANARRI

The acronym SHANARRI is formed from the eight indicators of wellbeing:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included



We aim to plan and deliver inclusive Forest School activities:

Safe

- Risk and site assessments which ensure the site is suitable for all
- Small ratios with familiar adults
- Clear boundaries whilst allowing freedom to explore
- Modelling tool use and using friends to help those less able in tool use

Healthy

- Healthy food options
- Active outdoor activities
- Wearing appropriate clothing

Active

- Outdoor environment encourages physical activity and outdoor free play
- Large area for children to explore and enjoy
- Are encouraged to fully participate, regardless of medical needs or disabilities
- Planned activities which promote active lifestyles (tree climbing, woodland walks, etc.)

Nurtured

- A positive ethos is created and shared by all
- Opinions are valued
- Children are supported when necessary
- Differences are celebrated
- The environment stimulates senses

Achieving

- Plan for achievable tasks
- Use behavioural approach – positively praise each step
- Celebrate success
- Share experiences with others
- Differentiate the curriculum learning according to needs

Respected

- Listen to children's views
- Allow children to risk assess
- Support developing friendships
- Consider groupings or partnerships to meet individual needs

Responsible

- Allowing children to light fires and use tools
- Children can teach each other new skills
- Children encouraged to risk assess their activities

Included

- Adapted activities depending on needs
- Appropriate locations to be chosen
- Extra adult ratio where needed
- Various food options available which respect religious beliefs
- Individual care plans in place where needed



Anti-Bullying

Auchinairn Afterschool Care and Forest School will provide a supportive, caring and safe environment in which all children are free from the fear of being bullied. Bullying of any form is not tolerated in our service, whether carried out by a child or an adult. Staff, children and parents or carers will be made aware of the service's position on bullying. Bullying behaviour is unacceptable in any form. Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the supervisor. A clear account of the incident will be recorded in an Incident form. All staff will be informed so that close monitoring of the victim and bully can begin.

Parents of both parties will be informed.

Auchinairn Afterschool Care and Forest School defines bullying as the repeated harassment of others through emotional, physical, psychological or verbal abuse.

- Physical: Pushing, scratching, spitting, kicking, hitting, biting, taking or damaging belongings, tripping up, punching or using any sort of violence against another person.
- Psychological: Behaviour likely to create a sense of fear or anxiety in another person.
- Emotional: Being deliberately unkind, shunning or excluding another person from a group or tormenting them. For example, making another person feel 'left out' of a game or activity, passing notes about others or making fun of another person.
- Verbal: Name-calling, put-downs, ridiculing or using words to attack, threaten or insult. For example, spreading rumours or making fun of another person's appearance.

Preventing bullying behaviour

Staff at Auchinairn Afterschool Care and Forest School will foster an anti-bullying culture in the following ways:

- Encouraging caring and nurturing behaviour
- Discussing friendships and encouraging paired, group and team play
- Encouraging children to report bullying without fear
- Discussing the issues surrounding bullying with the children, including why bullying behaviour will not be tolerated
- Exploring the consequences of bullying behaviour with the children.

Responding to bullying behaviour

Auchinairn Afterschool Care and Forest School acknowledges that despite all efforts to prevent it, bullying behaviour is likely to occur on occasion. Should such incidents occur, the service will respond in accordance with the following principles:

- We will address all incidents of bullying thoroughly and sensitively.
- Victims of bullying will be offered the immediate opportunity to discuss the matter with a member of staff who will reassure the child and offer support.

- They will be reassured that what they say will be taken seriously and handled sympathetically.
- Staff will support the individual who has been bullied, keeping them under close supervision, and checking their welfare regularly.
- If another child witnesses bullying and reports this, staff will reassure them that they have done the right thing. Staff will then investigate the matter.
- If a member of staff witnesses an act of bullying, involving children or adults at the service, they will inform the supervisor.
- Children who have bullied will be helped by discussing what has happened, establishing why the child became involved. Staff will help the child to understand why this form of behaviour is unacceptable and will encourage him/her to change their behaviour
- If bullying behaviour persists, more serious actions may have to be taken, as laid out in the promoting positive behaviour policy.
- All incidents of bullying will be reported to the manager and will be recorded on an Incident form. The manager and other relevant staff will review the service's procedures in respect of bullying, to ensure that practices are relevant and effective.



Behaviour at Forest School

Forest School promotes a Values Based Development and models respect, tolerance, trust and kindness. We talk about these values daily and it is an expectation that the children aim to practice these values while they attend The Forest School and ultimately, we hope they transfer these to other environments.

Our positive learning environment is achieved through the values modelled by the development staff. We focus on and emphasise the positive behaviour and appropriate language. This liberates the team and children from the stress of confrontational relationships.

We have high expectations that the children work on these values while they are here to maintain our philosophy around Values Based Development.

At Forest School, we understand 'challenging behaviour' to be something someone does, NOT something someone is or has. This means under the right conditions we can help children develop different coping strategies.

We work together with the child/ren to deal with conflict and cope with emotions. The Forest School aims to facilitate and coach children to develop positive intrinsic strategies. We do not try to improve or change behaviour from an extrinsic or rewards-based perspective.

The Forest School operate from a child-centred view, which means we approach situations and challenging behaviour on an individual basis. We do not have one model that all children must comply with. We are here to help participants work with their feelings and improve their emotional intelligence at whatever stage they are at.

The Forest School aims to:

- Build self-esteem, independence, motivation to learn whilst always maintaining a safe environment.
- Promote awareness, respect, care and empathy for other individuals and for the natural environment
- Reinforce collaborative behaviour
- Develop awareness of acceptable, responsible and kind behaviour
- Develop in children, a pride in their own and others' achievements

The Forest School Educator will:

- Create a positive environment which encourages and reinforces caring, nurturing and acceptable behaviour towards one another, the environment and equipment
- Provide opportunities for the children to have autonomy and opportunities to solve conflict without adult interference
- Promote effective relationships in which all are accepted, valued and treated equally
- Be mindful of the need to maintain safety at all times
- Establish collaboratively with the children, clear standards of behaviour
- Be a positive role model for all children and volunteers

- Place the needs of the children, including needs linked to their preferred learning styles, social and behavioural needs at the centre of The Forest School planning to maximise individual success and raise self-esteem
- Give special verbal feedback to children demonstrating acceptable, responsible and kind behaviour, cooperation, empathy and teamwork

The children, to the best of their abilities and with or without support will:

- Listen respectfully and carefully and respond to instructions and requests, especially those concerning safety
- Develop and maintain an empathetic and kind attitude towards one another, the environment and all equipment
- Be encouraged to give their peers feedback on appropriate behaviour
- Take ownership and responsibility for their own behaviour- (own their actions)
- Ask for help and support when dealing with emotions and conflict

If a problem (behavioural or other) were to arise:

- The Forest School Educator will observe and allow the child/ren autonomy and an opportunity to deal with the conflict and/or solve the issue without adult assistance
- Try to re-engage the child/ren in the first instance
- Ask how the child/ren may be able to solve the conflict/issue- allow for some reflection
- Support the child/ren in reflection and then facilitate a discussion using the talking stick/stone
- Ask questions: How could you work together on that? What could you have done differently? Can you make a deal?
- Support the child/ren in deciding on a solution to the problem

If a student displays extreme or harmful behaviour which is:

- Deliberately against our philosophy of Values Based Education
- Is unsafe or harmful (verbally, emotionally or physically) towards themselves or others
- Behaves in a way that interferes with another child's ability to learn or participate in the session
- Prevents the educators from facilitating the session
- Is ongoingly rude and/or refuses to participate in the session

1. You will be promptly notified by phone or the issue will be discussed at the end of the session. This will then be dealt with on a case-by-case scenario, in consultation with the parent/caregiver/emergency contact, with special behavioural and learning needs obviously being considered.

2. Where the behaviour is deemed to have been very unsafe, parents will be contacted immediately and the child will be immediately excluded from The Forest School session. The

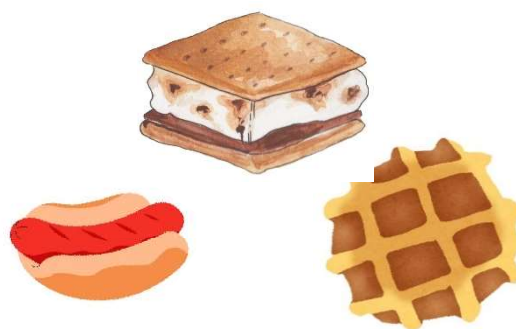
child will may not be able to come to the next Forest School session. Meeting with parent could help with strategies.

3. In all of the above cases, an incident report will be completed by The Forest School Educator. This policy is an active living document, it is reviewed every 3 years and is available on request.

The Forest School will not provide any partial refund if an immediate collection of the child is required. In extreme cases, The Forest School reserves the right to decline, suspend or terminate any student's participation or enrolment.

Protection of Vulnerable Groups – Child Safeguarding

Child Safeguarding Policy is included in registration pack.



Food at forest school

At snack time children will be offered a choice of snack, this is usually a low sugar item, such as crackers, cheese biscuits, breadsticks, rice cakes, etc. While cooking on the fire, we offer a variety of items, these include, hotdogs, pancakes, waffles, s'mores, pizza, crepes, brioche, pain au chocolate, etc.

All dietary restrictions are adhered to, we have alternatives of the above items, for children with any dietary requirements.

Parents should inform staff of any food intolerances, allergies or dietary requirements at the registration process.

Exercise

The children are lots of opportunities to take part in physical activities during our forest school sessions, in both planned activities and outdoor free play.

Hygiene

Toileting

Within the parent consent form parents will be made aware of the toileting procedure and children will be carefully informed of this also.

During our sessions we provide an onsite portable toilet, which is located inside a toilet tent with an eco-friendly toilet. The waste is taken away from the woodland site and disposed of safely at the indoor base.

New children to the service are shown the toilet and how to use it during their first visit to the site, to help them build confidence and familiarity with the toilet.

If a child should require assistance while using the toilet, the staff member will do so in a manner which the dignity of the child is not compromised and all child protection guidelines are met, this may include bringing in another staff member for assistance.

Handwashing

A handwashing station (tippy tap) is located near to the toilet area to ensure children have access to handwashing after they use the toilet.

Children are encouraged to use the tippy tap before eating and after using the toilet, regular handwashing is also encouraged throughout sessions.

Handwashing guidelines(taken from by NHS Scotland) are also in view of the handwashing station. AASC use eco-friendly soap which will not have an adverse effect on the environment.

Hands are dried with paper towel. All waste is taken off the site, it is the responsibility of all staff members to remove all handwashing and toileting equipment from the site.

Text service

The aftercare uses text messaging to advise of upcoming events, unexpected closures, and changes in the service due to adverse weather conditions. **It is important, therefore, that parents keep us informed of any changes to contact telephone numbers.**

Security

The aftercare doors are locked at all times. Entry to building is gained by ringing the doorbell. We ask parents/carers not to open the door for others to enter, but to advise a member of staff who will allow access.

Emergency Closure Arrangements

In extreme weather conditions please think of your child. Where possible we will update the Facebook and send a text to advise of closures.

There may be occasions when the aftercare may have to close due to emergency circumstances out with our control. Parents will be notified through text message about any such closures.

The in-depth policy regarding emergency closures can be found in your policies pack.

Family Circumstances

At AASC and forest school we understand that family circumstances may change. It is helpful if the aftercare is advised of any changes **as soon as possible**. You can be assured that any information given to staff will be treated sensitively and in confidence. It is helpful if you keep the staff informed of anything happening at home that might affect the way your child is feeling, or their behaviour, e.g. the birth of a sibling, death of a relative, moving home etc. It will help us support your child in a sympathetic and appropriate way.

Data Protection/GDPR

GDPR policy is included in registration pack.



Health and Wellbeing

If your child is required to take any medication prescribed by a GP during aftercare hours, please discuss this with a member of staff. Parents will be asked to complete a medication consent and intake form allowing the administration of medicine.

Asthma If your child suffers from asthma, please inform their keyworker. Parents should also advise of activities or circumstances that may bring on an attack.

Accidents/Incidents If any accidents or incidents occur during the sessions, staff will record them and inform the parent/carer. Parents/carers will be asked to sign the form and will be given a copy for their records.

Head Injuries If a child sustains a head injury, we will contact parents to advise them of the circumstances and condition of the child. Parents will then make a decision of whether to come to collect them immediately or wait until the end of the session.

Your Child is Unwell Please advise the aftercare before 12 noon if your child will not attend due to ill health. Please note the aftercare policy for children suffering from sickness and/or diarrhoea means that they should not return to aftercare until **48 hours after** their symptoms have subsided. *This policy is in line with guidelines issues by NHS Scotland.* If you are unsure, please contact the aftercare for advice.

Should your child become unwell while at aftercare, we will contact parents in the first instance. If parents cannot be reached, we will then contact the emergency contacts you have provided. In the event we are unable to contact anyone, the Manager will make a decision with regard to the child's welfare.

We do **NOT** keep Calpol or Ibuprofen in the aftercare, the onus is on the parents to bring in **prescribed** medication. If your child has a fever and needs medication, they may be **better at home** until they feel better.



Fire Drills

A fire test is carried out every week. This helps ensure that alarm equipment and fire doors are checked regularly. A fire drill is carried out every month, this is to ensure staff and children are familiar with the evacuation procedures. The alarm systems and equipment are under contract to receive an annual inspection.

When the alarm sounds, children and staff will leave from the nearest emergency exit. They will walk to the designated fire muster point at the side of the building where they will be counted, and a register will be done. Once the staff are satisfied everyone is accounted for, they will return to the building.

There is fire procedure information at the entrance to every room.



Smoking Control

AASC and Forest School have always operated a strict no smoking policy. Smoking is not permitted in the building.

Dogs

No dogs are allowed in the building unless by prior arrangement with management. We have children who may be frightened of dogs or have an allergy to them.

Personal Items at forest school

Please dissuade your child from bringing toys or special things. They can easily become lost among our toys. We would hate precious items to be broken or go missing, AASC and Forest School has no insurance to cover the loss of personal items.

Policies

We have a range of policies written to inform parents, staff and outside agencies of details of our practice. These are held in a policies folder in the corridor, and available via email upon request. The policies are sent to parents/carers during the registration process. We will ask parents for their input when reviewing policies.

Parking

Please park in the carpark at the side of the building. For pick up during high volume times staff will advise where to park. There is a system in place to keep the disruption for parents to a minimum when collecting children, please enter the car park and follow instructions from staff. There is a diagram below for extra information.



For collection and drop off at woods, information will be given to any new parents/carers on how to park at the woodland during your induction, but we follow a similar system as we do indoors.

Risk Assessments

Risk assessments can be viewed upon request. To request please email auchinairnafterschoolcare@outlook.com

Travel

We will travel between school and indoor base or woods using our fleet of minibuses. We will provide the appropriate child seat belt required by law. Or in cases where the seat belts are standard we will provide a child car seat.

Fees and Payments

Fees are due on the 1st of each month, from August to June, or from August to July if you add on holiday dates. Fees are paid up front, so fees paid on the 1st of August will cover sessions taken throughout August.

Fees are calculated for the year, we take the total number of days attending, add any extras like our annual registration fee, then evenly divide the total over the payment months of the year. This means that your monthly fee will not change throughout the year, you will have the same amount to pay on the 1st of each payment month.

