



# **Forest Wild Ones Ltd**

## **Handbook**

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## Forest Wild Ones Ltd Statement of purpose

Forest Wild Ones Ltd is a dedicated team providing specialist educational sessions for children struggling to access full time education. We offer this to children with a wide range of needs on a 1:1 or small group basis.

These children will take part in the National Outdoor Learning Award (NOLA). We also run Forest School birthday parties, holiday clubs and free community sessions.

NOLA is a nationally recognised award, which students achieve by participating in an outdoor program. The Award can be used with any age group; any outdoor activity; over any length of time. Every session ends with the completion of a self-reflection sheet, so participants chart their personal progress.

The program is based on a survival theme, with students learning and applying skills for thriving in the outdoors. NOLA is fantastic for getting students outdoors – in nature – learning new skills.

We understand the unique challenges and complexities of working with children with additional, Special Educational Needs (SEN) and Social, Emotional, Mental Health (SEMH) needs. To ensure the highest quality of care and education, our staff is carefully selected, each possessing many years of hands-on experience in these specialised areas. We believe that assembling a team with a deep understanding of these needs, we can create an environment where children not only receive the support they require, but also thrive and develop their fullest potential.

### Legislation considered for policy

Health and Safety at Work Act 1974

Disability Discrimination Act 2005

Race Relations Acts 1976 & 2000

Sex Discrimination Act 1986

Special Educational Needs and Disability Act 2001

Children Act 2004

RIDDOR (Accident Reporting)

LEA Guidelines

Insurance

When Forest Wild Ones staff are updated on any updates or amendments to these documents the Forest School Leader (FSL) will review this guidance resource and update or amend any sections necessary. These updates/amendments will be recorded at the back of this guide.

### Implementation

Risk assessments, good practice, Forest School activities, rules for tools and fire etc. can all be found within the Forest Wild Ones handbook which contains everything you need to know about our Forest School sessions, for example, procedures, risk assessments, etc. A laminated Forest Wild Ones Handbook is taken into the woodland on each visit, this contains vital information needed for each session which includes procedures in the event of an emergency etc. An environmental impact and management plan will also be included as an annex to the Forest Wild Ones Resource Guide.

All staff regularly involved with all Forest Wild Ones, including our Forest School sessions, will be asked to sign to confirm they have read the Forest Wild Ones Resource Guide and associated policies and risk assessments. The Resource Guide and associated risk assessments will be available for staff who cover Forest Wild Ones sessions occasionally or at short notice.

### **Equality and Diversity**

All children will be included with all activities and no form of discrimination will take place, and reasonable adjustments will be made to make it inclusive for all. Inclusion is a thread which runs through all Forest Wild Ones activities regardless of a child's ability, disability, gender, race, culture, etc. Forest Wild Ones Ltd has an Inclusion, Special Educational Needs Policy and an Equality and Diversity Policy which will be adhered to during all of our sessions.

### **Health and Safety**

Forest School sessions by their nature encourage children to develop their own risk management skills and will support them to become responsible for themselves and others around them. Children will be reminded of rules and safe exploration if their actions are considered too dangerous. Ratios within the Forest Classroom will vary according to the needs of the pupils in the group, but at least two members of staff will be present during Forest School sessions, Educational sessions, Forest School parties and holiday clubs. One member of staff will be present at Stay and Play sessions, but all parents/carers will stay. A risk assessment will be completed for each group and activities using tools/equipment, and fire which will also determine the staffing needs. A check sheet will be completed during a pre-visit check at least daily. Dynamic risk assessments will be in place to cover other eventualities. The Forest School Leader will assess weather conditions regularly and will evacuate the area if they become too extreme. All pupils and staff will wear appropriate clothing depending upon the weather conditions. An open fire risk assessment will be carried out before a fire is allowed and protection procedures followed. A Forest School Leader will be present at all times and children will be reminded of safe practice. Forest Wild Ones has a Health and Safety Policy, Safeguarding Children Policy etc. to enhance aspects of health and safety.

### **Risk Assessments will include**

The site of Forest Wild Ones (Forest Classroom)  
Using tools (bill hook, bow saw, mallets, knives, loppers/secateurs)  
Open fire and cooking on open fire  
Rope and string  
Den and Shelter building  
Collecting/using natural materials  
Tree climbing  
Slackline

### **First Aid**

Both of the Forest School Leaders are qualified first aiders and will administer first aid if needed. The Forest School Leaders have an enhanced first aid certificate to specifically cover outdoors. There will be a first aid kit taken into the woodland area and extra first aid equipment is located within the site. Contact is possible with the site hut through mobile phones as there is good signal in the Forest Classroom area and other parts of the site. The group risk assessment will ensure all staff are aware of medical conditions of the pupils and inhalers and emergency medication will be taken into the Forest Classroom with at least two members of staff who can administer the medication if required.

### **Use of Tools**

Pupils and staff will be trained in the use of each tool before they use it. Tools will be counted in and out and checked against an inventory. Tools will be stored safely and kept out of the reach of children. They will be cleaned after each use to prolong their life, broken and damaged tools will not be used. Pupils and staff will be informed of rules, safety and how to use them before they use them. Tool use will be supervised on a ratio of one to one.

### **Use of Fires**

A Forest School Leader must always be present when a fire is lit, and the fire must never be left unattended. Fires will always be in a fire bowl off the ground. There must always be water available to extinguish the fire. A burns kit and fire blanket will be present near the fire circle.

Pupils and adults will be reminded of the fire pit procedures at each and every visit:  
Walk behind the log seats and stand behind the log.  
Step over or around and sit down on the log seat.  
Stand up, turn around and step over or around the log.  
Children are not allowed to cross the inner circle (adults should be role models of this).

### **Environment**

Wherever possible, environmentally friendly products and recycled materials will be used. Forest Wild Ones will promote environmental awareness and care for our environment. Conservation issues and sustainability will also be supported. The woodland will be maintained to ensure the survival of all native flora and should be kept in a 'leave it as we found it' state. We will remove all litter and debris we take into the woodland and have regular litter picks to remove other refuse which is in the area – this is included in pre-visit check. Brambles and nettles may be removed from the main pathways, but will be allowed to grow in other areas of the woodland. Branches at eye level and below on the main pathways, near the log circle, or other areas where groups commonly sit, will be removed to reduce the risk of injuries for people using the woodland; they will remain on other trees unless a specific risk is identified. Dead and fallen branches will be removed or cut down if an immediate danger that can't be avoided, this will be done in partnership with The Cinderford Scout Leaders. Any concerns relating to the Forest Classroom will be reported to the The Cinderford Scout Leaders and/or England Forestry. Standing deadwood can be used as firewood. During the winter months large stones and large logs will be left alone to avoid disturbing hibernating creatures. Pupils will be encouraged to enjoy flora growing rather than pick them.

### **Roles and Responsibilities**

The Forest School Leader will have a level 3 Forest School Leader qualification, DBS disclosure and an outdoor first aid qualification. The founders of Forest Wild Ones are responsible for ensuring these qualifications are held and for keeping any record of them as required by legislation. The founders of Forest Wild Ones will also ensure any future employees will hold a Level 2 or 3 Forest School Leader qualification and an DBS enhanced check. Employees will assist the founders by alerting them, in good time, when qualification needs renewing. Forest Wild Ones founders and future employees will request Forest School related CPD, in order to maintain and develop skills and knowledge, when it is available and relevant to our setting.

Forest School Leader will have the overall responsibility for:

Risk assessments for each session, pre-visit site checks and continuous safety monitoring.

Briefing staff on expectations and session plans.

Planning for sessions, differentiation for individual children's needs.

Ensuring necessary equipment is taken into woodland and returned.

Administration of first aid and first aid kit.

Supervision of tools use, cleaning and storing.

Organising emergency procedures.

### **Staff/students /volunteers**

Staff, students and volunteers will model good practice throughout the session, carry out delegated roles and responsibilities, extend pupil's learning where appropriate by asking extending questions and supporting pupils to develop their exploration, support pupils to manage their own risk, remind pupils of rules and boundaries, be aware of dangers within Forest School and monitor levels of safety at all times and support the Forest School Leader to run the sessions.

### **External Stakeholders**

Forest Wild Ones Ltd ensures that it adheres to all relevant guidance in the management of Health and Safety in the organisation from regulatory bodies, such as: HSE OFSTED RIDDOR ROSPA and other government bodies as appropriate. Forest Wild Ones Ltd will engage with all these organisations when appropriate to inform them of our practices and likewise use information from them to inform staff of best practice. All staff are given appropriate training to reduce risks in the relevant areas they deliver, and by engaging with external stakeholders we ensure staff are kept up to date with training for the safety of all.

### **Monitoring of policy**

This policy will be reviewed annually in January or before should any incidents arise or laws and policies change.

Date of writing: January 2024

Date of review: January 2025 - reviewed no changes made

Date of next review: January 2026

## Communication Plan

Forest Wild Ones Ltd is committed to ensuring a smooth and enriching educational journey for our pupils. To achieve this, we have devised a comprehensive communication plan:

1. **Pre-Enrollment Interaction:** Before pupils join us for educational sessions, we will initiate communication with their parents or caregivers, as well as their teachers from their current school. This initial contact will help us understand the child's background, preferences, and any specific needs. We will provide schools with information packages at the beginning of each term, outlining the forest school's curriculum, safety measures and contact information.
2. **School Visits:** We will conduct a preliminary visit to the pupil's current school. This enables us to observe their familiar environment, interact with teachers, and gain insights into their learning style.
3. **Getting to Know You Session:** The first session with us, set in our woodland, will be dedicated to building rapport. This 'Getting to Know You' session fosters a sense of comfort and belonging. This can last for longer than one session if needed.
4. **Dojo Documentation:** We will utilise the Dojo platform (with parents/caregivers consent) to gather evidence of each pupil's progress, aligning it with the NOLA award outcomes and, when applicable, the national curriculum. Parents will have access to Seesaw to track their child's development, and we can share this information with their school as necessary.
5. **Regular Updates:** We will maintain open lines of communication with the pupil's school, providing updates through emails or phone calls to ensure everyone remains informed about the child's progress and any adjustments needed.
6. **NOLA Award Celebration:** Upon a pupil's completion of the NOLA award, we will celebrate their achievements with an awards ceremony, acknowledging their hard work and dedication.
7. **Parental Engagement:** Parents and caregivers are encouraged to contact us at any time for updates, questions, or concerns, fostering a collaborative and supportive educational environment.
8. **Periodic surveys** for staff, volunteers, and parents to gather feedback on the overall experience and suggestions for improvement.
9. **Provide feedback forms** during parent meetings or through digital platforms for structured feedback.

This communication plan underscores our commitment to holistic learning and ensures that pupils, parents, and educators are well-informed and engaged throughout their educational journey with Forest Wild Ones Ltd.

As well as this, we will also communicate with the landowners of our site. We will book in our sessions with them, always ensuring they know when we are on site, how we intend to use the site for that session and if we plan to have a fire. We will book sessions in advance, email, phone and talk to the landowners in person when needed; keeping an open communication.

## Rules and Procedures

### Arrival and Departure

- Complete Forest School check list and session/daily check record.
- Check the mobile phone is charged, has a signal at the site and establish communications with the site office.
- Go through the FS equipment checklist to ensure we have all equipment needed.
- Head count on arrival of pupils to our site (parents/careers/school staff drop learners off).
- Head count frequently during sessions.
- Pupils and staff wash hands at the end of the session (unless needed otherwise) and before leaving the site.

### Sign in procedures

At Forest Wild Ones, we prioritise safety and accountability for all participants in our sessions. To ensure thorough record-keeping and security, we have implemented a sign-in book and sign-in procedures for both employees and learners attending our sessions. Upon arrival, each participant, whether employee or learner, will be required to sign in using the provided sign-in book, indicating their presence at the session. This allows us to maintain an accurate record of attendance, track participation, and ensure the safety of everyone involved. Additionally, these sign-in procedures enable us to quickly account for individuals in the event of an emergency and facilitate effective communication with stakeholders. By implementing these measures, we aim to uphold the highest standards of professionalism, safety and organisation in our sessions.

### Safeguarding

Forest Wild Ones prioritises the safety and well-being of all children under our care. In the event of a disclosure being made regarding any child protection concerns, all staff members are required to follow the designated procedures outlined in our safeguarding policy. This includes providing support and reassurance to the individual disclosing, while ensuring confidentiality and respect for their privacy. Additionally, information regarding how child protection concerns are raised is readily available to all staff members, visitors and parents. We are committed to maintaining an environment of transparency and accountability, where everyone is aware of the steps taken to address any safeguarding issues promptly and effectively. Furthermore, a log sheet is provided to accurately document any disclosures or concerns raised, aiding in the thorough management and monitoring of child protection matters within our organisation. By adhering to these protocols, we demonstrate our unwavering dedication to the safety and protection of the children entrusted to our care.



## **Rubbish**

The Forest Classroom and site areas need to be left how they are found so any rubbish from our sessions there will need to be put into a rubbish bag and be disposed of in the appropriate bins on site.

Any litter found within the Forest Classroom area as a result of other people's activities will be:

- collected by staff if safe and appropriate to do so and disposed of in the bins on site.
- marked off and reported to the Cinderford Scout Leaders if too much for staff to do so and this would keep the area safe to run Forest School sessions.
- Reported to the Cinderford Scout Leaders and/or police if it is not appropriate to remove and not safe to continue to use the area for Forest School sessions whilst the rubbish remains on site. Any planned Forest School sessions would have to take place on a different site until the rubbish has been removed.

The pre-session checks should identify any rubbish problems before a session commences, but if the situation has changed between the pre-session check and the group arriving on site then the FSL will decide if it is safe to continue with the session and if the rubbish needs reporting.

## **Log Circle**

Walk behind the circle of logs.

No one walks in the area between the fire and logs.

Walk around the outside of the logs to leave the log circle.

## **If cooking:**

No more than four people (staff and pupils) at the fire. Others can be sat at the log circle or in other parts of the area.

Kneel on one knee using a kneeling pad so you can move backwards if necessary and are more balanced. Be aware of the reduced mobility and speed of movement of some pupils. Forest School Leader can adapt this position if necessary, for individual pupils, but will note when this is done and why in Group RA.

## **Whistle**

If you hear the whistle you are to return to the log circle as soon as you can do so safely.

## **Stick Rule**

Play sticks must be shorter than pupils' arm.

If carrying sticks shorter than your arm they are always to point down towards the ground.

If moving a stick longer than the pupils' arm, then it must be dragged behind them along the ground.

### **Boundaries**

Pupils and staff are to stay inside the boundaries set at the beginning of each session.

Session staff are to help FSL ensure no pupil goes beyond the set boundaries and to alert FSL if anyone absconds or is at risk of absconding.

Out of bounds areas can be roped off using red rope or ribbons where necessary.

Everyone will be reminded about boundaries at the beginning of each session.

### **Pupils to be told that staff can help them if:**

- you are hurt, sad or feel frightened.
- someone else is hurt, sad or feels frightened.
- you see rubbish or something that will hurt you like glass or cans (do not pick them up, the adult will).
- you need to return to log circle after you hear the whistle
- you see a stranger – let staff know
- you see an animal, e.g. boar, snake, dog -move away slowly and quietly and tell a member of staff as soon as possible.

## **Forest Wild Ones equipment checklist**

- Waterproofs
- Wellies
- Whistle
- Fire bucket
- Fire gloves
- Fire first aid box
- Burns kit
- Fire blanket
- Burns water
- First aid kit
- Throw line
- Boundary markers
- Handwashing water
- Soap
- Nappy bags
- Wet wipes/tissue
- Gloves
- Mobile phone
- Signal check with site office
- Pre session check sheet completed
- Forest school handbook
- Drink
- Snacks
- Fire pit
- Tuff trays/educational resources linked to session type

### **Resources for all sessions:**

- Hazard cards
- Marker tape
- Paper & writing equipment
- Idea cards
- Identification equipment
- Review sheets
- NOLA Sheets

### **Tools:**

- Knife box
- Loppers
- Secateurs
- Hack saw
- Bow saw
- Drills
- Bill hook
- Mallets
- Wood

**Dens/Shelters:**

- Ropes
- Scissors
- Tarpaulins
- Pictures
- Knots:
- Rope
- Books/cards



# **Forest Wild Ones** **Pupils session Checklist**

**Date:**

**Location:** 1st Cinderford Scout hut, Oakmeadow Lane, Stockwell Green, Cinderford, GL14 2EH

<b>Pupil</b>		<b>Medication</b>

<b>Staff/Volunteers</b>	<b>First Aid Trained</b>

## Forest School area – Session/Daily Check Record

Location: .....

Date & time of check: .....

Completed by: .....

Area checked	Comments	Controls
Weather – wind speed/gusts, UV & pollen levels, predicted temp	<div>Predicted wind speed      gusts</div> <div>Temp                      feels like      Visibility</div> <div>Rain                      UV                      Pollution</div>	
Boundaries – fences intact, gates closed		
Trees – canopy, branches, stability		
Log circle		
Fire risk		
Berries/fungi/poisonous flora		
Faeces/debris/metal/glass		
Animals/insects – snakes, stinging insects, boar		
Plant growth (e.g. brambles)		
Forest Operations		

# Forest Wild Ones

## Site Risk Assessment



<p><b><u>Emergency numbers:</u></b></p> <p>Vicky: 07943817755 Zoe: 07770346021</p>	<p><b>Location of site:</b> 1st Cinderford Scout hut, Oakmeadow Lane, Stockwell Green, Cinderford</p> <p><b>Post code:</b> GL14 2EH</p> <p><b>Grid reference for air ambulance:</b> SO 65463 13093</p>
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<b>Activity</b>	Forest School session	<b>Date</b>	25/01/2024 Reviewed: December 2024  (Risk assessment to be no more than 1 year old)
<b>Location</b>	1st Cinderford Scout hut, Oakmeadow Lane, Stockwell Green, Cinderford, GL14 2EH	<b>Visiting Group</b>	
<b>Responsible staff</b>	Zoe Oliver  Vicky Oliver	<b>Possible Visitors to site</b>	Volunteers/Visitors/learners parents/careers  Members of public  Members of the Cinderford Scout Group

<b>Risk Assessment written by</b> <b>Position</b> <b>Signature</b> <b>Date</b>	Vicky Oliver Forest School Leader		<b>Risk Assessment Checked/Approved by</b> <b>Position</b> <b>Signature</b> <b>Date</b>	Zoe Oliver Forest School Leader	
<b>Location of nearest Defibrillator and Code (if known)</b>	St Whites Primary School				
<b>Person (s) responsible on site for 1<sup>st</sup> Aid.</b>  Zoe Oliver Vicky Oliver	<b>Cert. type</b>	ITC Level 3 Award in Forest School First Aid ITC Level 3 Award in Emergency First Aid at Work ITC Level 3 Award in Paediatric First Aid	<b>Date of Cert.</b>	25/10/2023	

Hazard	What might happen	Level of risk before control measures put in place	Control measures and who is responsible	Level of risk after control measures put in place	Responsibility
Uneven / slippery ground	Slips, trips and falls	Medium	<ul style="list-style-type: none"> <li>- Safety talk to be given at start of activity</li> <li>- Recommend no running</li> <li>- Participants put into groups when necessary for activities &amp; supervised by an adult</li> </ul>	Low	Pre-visit site check carried out by group leader



Vehicles, mountain bikes, horses	Collision with pedestrians	High	<ul style="list-style-type: none"> <li>- Safety talk to be given at start of activity – mention car parks, roads, forest trails</li> <li>- Cross roads together as a group</li> <li>- Warn group of oncoming vehicles, bikes and horses</li> </ul>	Low	<p>Group leader to give safety talk</p> <p>Participants divided into groups with adults who will manage behaviour</p>
Falling branches	Head or other injury	Medium	- Cancel visit in excessive wind or heavy snowfall	Low	Group leader to check site and weather prior to visit
Dog poo / mud / dirty hands / litter	Infections, cuts etc	Medium	<ul style="list-style-type: none"> <li>- Provide wet wipes and water</li> <li>- Could also provide hand soap, water and/or hand sanitiser</li> <li>- Ensure hand cleaning before lunch and at end of session</li> </ul>	Low	Group leader to provide wet wipes and water
Insects, wasps, plants and fungi	Possible allergic reaction, poisoning, choking	High	<ul style="list-style-type: none"> <li>- Find out about known allergic reactions within group</li> <li>- Carry any medication/Epipen if needed.</li> <li>- Medical form filled out by parent/career</li> <li>- Warn children about wasps</li> </ul>	Low	<p>Group leader to find out about allergies and do safety talk</p> <p>Forest School First Aid is always kept up to date</p>

			<ul style="list-style-type: none"> <li>- Discuss poisonous plants and fungi – warn children not to eat anything or put fingers in mouth</li> <li>- Everyone to wash hands before lunch</li> <li>- Carry antiseptic wipes</li> <li>- Group leaders are Forest School First Aid trained</li> <li>- Seek medical advice (999) then inform the learner's parent if anaphylactic shock is suspected.</li> </ul>		
Medical conditions	Asthma, diabetes, epilepsy etc	High	<ul style="list-style-type: none"> <li>- Find out about known conditions before session</li> <li>- Medical form filled out by parent/career</li> <li>- Health and Safety policy in place</li> </ul>	Medium	Group leader to take responsibility for medical conditions of children and to bring equipment eg inhalers
Germs / bacteria	Illness	Medium	<ul style="list-style-type: none"> <li>- All participants wash hands at end of session</li> <li>- Facilities available during session to wash hands if required, e.g. before eating.</li> </ul>	Low	Staff to supervise hand washing when required and at the end of the session.

Pollen from trees and flowers	Hay Fever	Low	<ul style="list-style-type: none"> <li>- Staff to know of any pupils who suffer from hayfever, (these pupils should be identified on group RA)</li> <li>- Parents to be requested to provide hayfever medication if required</li> </ul>	Low	All staff
Perimeter, fences and gates	<p>Absconding</p> <p>Climbing the fence into the pond</p>	Depends on pupils in group – to be noted on session plan/RA if above low	<ul style="list-style-type: none"> <li>- Ensure gates are closed</li> <li>- Boundaries identified with pupils at the beginning of each session</li> <li>- Regular head counts</li> <li>- Staff to monitor pupils' locations and emotions, increased staff support if risk increased for specific pupils.</li> <li>- Fence secure along the side of the pond</li> <li>- Warning signs added to the fence</li> <li>- See separate absconding risk assessment &amp; specific session plan/group risk assessment.</li> </ul>	Low unless identified as higher on session plan/group RA.	All staff – prior to & during visit
Pond and stream	<p>Falling in</p> <p>Drowning</p>	Depends on pupils in group – to be noted on session plan/RA if above low	<ul style="list-style-type: none"> <li>- Ensure gates are closed</li> <li>- Boundaries identified with pupils at the beginning of each session</li> <li>- Regular head counts</li> <li>- Staff to monitor pupils' locations and emotions, increased staff support if risk increased for specific pupils.</li> <li>- Fence secure along the side of the pond</li> </ul>	Low unless identified as higher on session plan/group RA.	All staff – prior to & during visit

			<ul style="list-style-type: none"> <li>- Warning signs added to the fence</li> </ul>		
Log circle	Injury from slipping off logs or logs falling over	Medium	<ul style="list-style-type: none"> <li>- Leader to check stability and state of logs during pre-visit check</li> <li>- Staff to monitor use of logs during sessions</li> <li>- No one to stand on logs</li> <li>- Only staff to move logs and only if necessary for safety during sessions</li> <li>- Staff to check stability of logs if moved</li> <li>- Forestry England to complete yearly safety checks on log circles.</li> <li>- Report any concerns/issues with log circles to Forestry England at earliest opportunity.</li> </ul>	Low	Leader during pre-visit check, all staff during sessions.
Lost children	Getting lost, panic attack, potential abduction	Medium	<ul style="list-style-type: none"> <li>- Group stays together at all times</li> <li>- Adult at front and back of group</li> <li>- Count children regularly</li> <li>- Always stay in adult to child ratio (this will be written on specific activity risk assessments)</li> <li>- Lost Child procedure policy in place</li> </ul>	Low	<p>Group leader to do safety talk at start of session</p> <p>Adults to count and check children throughout visit</p>
Weather (hot, cold, wet)	Sunstroke, sunburn, dehydration, hypothermia, cold	Medium	<ul style="list-style-type: none"> <li>- Ensure children wearing appropriate clothes</li> <li>- Ensure children wearing sun cream</li> </ul>	Low	<p>Group leader to ensure children are appropriately dressed</p> <p>Adults to keep</p>

			- Check that children are warm enough – encourage lots of jumping around etc if cold		an eye on children's condition
Weather - wind	Injury from windy weather	Variable depending on weather and time of year	<ul style="list-style-type: none"> <li>- Session leader to monitor weather forecast before session and weather in location during the session.</li> <li>- Forest school area not to be used during or for 48 hours after wind gusts of 35 mph, and then only after leader completes pre-visit check of the area.</li> <li>- For predicted wind gusts of 18-34mph FSL to risk assess the conditions before running/continuing the session.</li> <li>- Session only to continue if the site is thoroughly checked for lodged branches &amp; dead trees/branches and the group can move offsite quickly if wind increases.</li> <li>- Cancel session if wind increases unexpectedly during session.</li> </ul>	Low	Session leader before and during session.
Weather - thunder and lightning	Injury from thunder and/or lightning storm	Variable depending on weather and time of year	<ul style="list-style-type: none"> <li>- Session leader to monitor weather forecast before session and weather in location during the session.</li> <li>- Forest school area not to be used during thunder and/or lightning, and then only after the leader completes pre-visit check of the area.</li> </ul>	Low	Session leader before and during session

			<ul style="list-style-type: none"> <li>- Cancel/relocate the session if thunder and/or lightning unexpectedly during session.</li> <li>- Inform Forestry England at earliest opportunity if any concerns about trees/branches.</li> </ul>		
Weather – weather warnings	Injury due to weather	Variable depending on weather and time of year	<ul style="list-style-type: none"> <li>- Session leader to monitor weather forecast before session and weather in location during the session.</li> <li>- Forest school area not to be used during red or amber weather warnings, and then only after the leader completes pre-visit check of the area.</li> <li>- Forest School Leader to review yellow weather warnings and weather on site before making a decision to continue or cancel/relocate sessions.</li> <li>- Inform Dean Heritage Centre at earliest opportunity if any concerns about trees/branches.</li> </ul>	Low	Session leader before and during session
Ground affected by weather	Slips, trips, and falls due to ice, snow, frost, or waterlogged/muddy ground	Variable depending on weather and time of year	<ul style="list-style-type: none"> <li>- Pre visit check completed, continuous risk assessment during session</li> <li>- Parents requested to supply appropriate clothing and footwear for the weather/time of year</li> <li>- Staff to ensure pupils are appropriately dressed for the</li> </ul>	Low unless identified as higher on session plan/group RA.	Session leader before and during session.

			<p>weather/temperature in forest classroom area during the session</p> <ul style="list-style-type: none"> <li>- Session to change location if weather affects ground making it unsuitable to use forest classroom either before or during session.</li> <li>- Remind pupils and staff of increased risk of slips, trips and falls, and to take care when moving around.</li> </ul>		
Forest operations	Fall from stacked timber; trips and slips; collision with forest machinery	High	<ul style="list-style-type: none"> <li>- Safety talk to be given at start of activity</li> <li>- Don't climb on stacked timber</li> <li>- Warning signs to be read and followed when operations occurring</li> <li>- Ensure adequate adult supervision</li> <li>- Inform FC about visit in advance</li> </ul>	Low	<p>Group leader to inform FC in advance of visit and to do safety talk</p> <p>Adults to read and follow safety / warning signs</p>
Public access	'Stranger danger', abduction.	Medium	<ul style="list-style-type: none"> <li>- Boundaries identified with pupils at the beginning of each session</li> <li>- Regular head counts</li> <li>- Lock added to gate to deter public access into the paddock</li> <li>- Staff to monitor pupils' locations and members of public in/near the area throughout the session, increased staff support if risk increased for specific pupils.</li> </ul>	Low	All staff

Dogs	Injury	Medium	<ul style="list-style-type: none"> <li>- Staff to monitor pupils' locations and dogs in/near the area throughout the session</li> <li>- Staff to be aware of any pupils with known strong reaction to dogs (fear or likely to interact)</li> <li>- Staff to interact with the public if necessary, remind all participants how to react to animals on site at the beginning of the session.</li> </ul>	Low	All staff
Wild Boar	Injury	Medium	<ul style="list-style-type: none"> <li>- Staff to monitor pupils' locations throughout the session</li> <li>- Evidence of recent boar activity identified during pre-visit check</li> <li>- Remind all participants how to react to animals on site at the beginning of the session (avoid contact).</li> </ul>	Low	All staff
Snakes - grass and adder	Bites	Low	<ul style="list-style-type: none"> <li>- Staff to monitor pupils' locations throughout the session</li> <li>- Look for snakes/nests during pre-visit check &amp; session</li> <li>- Areas likely to be preferred by snakes to be identified as out of bounds at beginning of session</li> <li>- Remind all participants how to react to animals on site at the beginning of the session (Avoid contact).</li> <li>- Seek medical advice (999) then inform learners' parents if</li> </ul>	Low	All staff



			anaphylactic shock or adder bite is suspected.		
Ticks	Tick bites, Lyme disease	Medium	<ul style="list-style-type: none"> <li>- All participants &amp; parents of pupils to be informed of risk of ticks, what to do if found and the possibility of Lymes disease when using forest classroom</li> <li>- Participants requested to wear long sleeves and trousers at all times</li> </ul> <p>If you've been bitten by a tick:</p> <p>Remove it as soon as possible</p> <p>Clean the bite with soap and water. Keep an eye on it for a few weeks in case of any changes.</p> <p>Most common symptom of lyme disease is a spreading, bullseye rash. Typically develops in 3-30 days. Other symptoms include flu-like symptoms, nerve pain or a droop in one/both sides of the face.</p> <p>If you become unwell ring your Dr or 111.</p>	All staff	Low

## INDICATORS FOR UNSUITABLE CONDITIONS FOR WORKING WITH CHILDREN/ADULTS IN WOODLANDS

Beaufort Scale	Description and wind speeds (knots)	Land signs	Comments – <b>these are guidelines only, each situation will be unique and decisions must be made accordingly to ensure the safety of all.</b>
0 -3	Calm to gentle breeze (less than 1 – up to 10 knots/ 0 – 19 kph)	At B.S. 3 – Light flags extended. Leaves in constant gentle motion.	Ideal conditions
4	Moderate breeze (11 – 16 knots/ 20 – 28 kph)	Most flags extend full, Small branches move. Dust and loose paper may be raised	Generally fine for FS sessions to continue
5	Fresh breeze (17 – 21 knots/ 29 – 38 kph)	Small trees in leaf sway. Tops of all trees in noticeable motion. Crested wavelets form on inland waters	OK to continue provided site has been thoroughly checked for lodged branches and dead trees/branches but be prepared to move off site quickly if wind increases.
6	Strong breeze (22 – 27 knots/ 38 – 49 kph)	Large branches in motion. Whistling heard in wires. Umbrellas used with difficulty	Cancel session or find alternative site to deliver session out of the woodlands. Move quickly off site if out in woodland already.
7	Near gale (28 – 33 knots/ 50 – 61 kph)	Whole trees in motion. Inconvenience felt when walking against wind.	Cancel session.



## **Forest Wild Ones**

### **Using Tools Risk and Benefit Assessment**

<b>Activity</b>	<b>Risk</b>	<b>Benefit</b>	<b>Level of risk before control measures put in place</b>	<b>Control measures and who is responsible</b>	<b>Level of risk after control measures put in place</b>	<b>Whos responsible</b>
Using loppers	Cuts, injury from flying debris from cutting natural materials, injury from falling branch when cut, misuse of loppers, slips trips or falls	<ul style="list-style-type: none"> <li>- Gross and fine motor skill development</li> <li>- Extending pupils' experiences and knowledge of their local environment</li> </ul>	Medium	<ul style="list-style-type: none"> <li>- 1:1 supervision when pupils using them</li> <li>- adult supervising to be familiar and confident with their use</li> <li>- pupil has received tool talk before using loppers</li> <li>- visual check of loppers before use</li> <li>- loppers carried and handed over correctly</li> </ul>	Low unless otherwise identified on group RA	Forest school leader at beginning of session and all staff throughout activity

		<ul style="list-style-type: none"> <li>- Enjoyment and developed understanding of forest environment</li> <li>- Development of problem solving and creative skills</li> <li>- Develop confidence and independence outside of school classroom</li> </ul>		<ul style="list-style-type: none"> <li>- PPE worn (gloves, long trousers, sturdy footwear)</li> <li>- person has suitable and stable position when using loppers</li> <li>- do not use to cut beyond your reach or above head height</li> <li>- ensure surrounding area is clear of other people</li> <li>- FSL first aid trained</li> <li>- stored with cutting edge closed</li> <li>- pupils at increased risk due to pica or mouthing of items or sensory impairment should be identified on Group RA.</li> </ul>		
Bowsaw	Cuts, injury from flying debris from cutting natural materials, injury from falling branch when cut, misuse of bowsaw, slips trips or falls	<ul style="list-style-type: none"> <li>- Encourage respect for the environment</li> <li>- Develop awareness of danger and understanding of working safely</li> </ul>	Medium	<ul style="list-style-type: none"> <li>- 1:1 supervision when pupils using them</li> <li>- adult supervising to be familiar and confident with their use</li> <li>- pupil has received tool talk before using bowsaw</li> <li>- visual check of bowsaw before use</li> <li>- bowsaw carried and handed over correctly</li> <li>- PPE worn (glove on non-working hand, long trousers, sturdy footwear)</li> <li>- person has suitable and stable position when using bowsaw</li> </ul>	Low unless otherwise identified on group RA	Forest school leader at beginning of session and all staff throughout activity

				<ul style="list-style-type: none"> <li>- wood being cut is suitably and safely secured</li> <li>- do not use to cut beyond your reach or above head height</li> <li>- ensure surrounding area is clear of other people</li> <li>- FSL first aid trained</li> <li>- blade guard replaced on blade when not in use</li> <li>- pupils at increased risk due to pica or mouthing of items or sensory impairment should be identified on Group RA.</li> </ul>		
Knife (any type)	Cuts, injury from flying debris from cutting natural materials, injury from misuse of knife, slips trips or falls		Medium	<ul style="list-style-type: none"> <li>- 1:1 supervision when pupils using them</li> <li>- adult supervising to be familiar and confident with their use</li> <li>- pupil has received tool talk before using knife</li> <li>- visual check of knife before use</li> <li>- knife carried and handed over correctly</li> <li>- PPE worn (glove on non-working hand, long trousers, sturdy footwear)</li> <li>- person has suitable and stable position when using knife, elbows locked into person's body, work with blade moving away from body</li> <li>- do not use to cut beyond your reach or control</li> </ul>	Low unless otherwise identified on group RA	Forest school leader at beginning of session and all staff throughout activity

				<ul style="list-style-type: none"> <li>- ensure surrounding area is clear of other people</li> <li>- FSL first aid trained</li> <li>- knife closed or sheathed when not in use (if possible).</li> <li>- pupils at increased risk due to pica or mouthing of items or sensory impairment should be identified on Group RA.</li> </ul>		
Secateurs	Cuts, injury from flying debris from cutting natural materials, injury from falling branch when cut, misuse of secateurs, slips trips or falls		Medium	<ul style="list-style-type: none"> <li>- 1:1 supervision when pupils using them</li> <li>- adult supervising to be familiar and confident with their use</li> <li>- pupil has received tool talk before using secateurs</li> <li>- visual check of secateurs before use</li> <li>- secateurs carried and handed over correctly</li> <li>- PPE worn (glove in non-working hand, long trousers, sturdy footwear)</li> <li>- person has suitable and stable position when using secateurs</li> <li>- do not use to cut beyond your reach or above head height</li> <li>- ensure surrounding area is clear of other people</li> <li>- FSL first aid trained</li> <li>- secateurs secured closed when not in use</li> </ul>	Low unless otherwise identified on group RA	Forest school leader at beginning of session and all staff throughout activity

				<ul style="list-style-type: none"> <li>- pupils at increased risk due to pica or mouthing of items or sensory impairment should be identified on Group RA.</li> </ul>		
Potato peeler	Cuts, injury from flying debris from cutting natural materials, misuse of peeler, slips trips or falls		Medium	<ul style="list-style-type: none"> <li>- 1:1 supervision when pupils using them</li> <li>- adult supervising to be familiar and confident with their use</li> <li>- pupil has received tool talk before using peeler</li> <li>- visual check of peeler before use</li> <li>- peeler carried and handed over correctly</li> <li>- PPE worn (glove on non-working hand, long trousers, sturdy footwear)</li> <li>- person has suitable and stable position when using peeler</li> <li>- work blade away from body</li> <li>- do not work beyond your reach</li> <li>- ensure surrounding area is clear of other people</li> <li>- FSL first aid trained</li> <li>- store in container provided when not in use</li> <li>- pupils at increased risk due to pica or mouthing of items or sensory impairment should be identified on Group RA.</li> </ul>	Low unless otherwise identified on group RA	Forest school leader at beginning of session and all staff throughout activity

Pruning saw	Cuts, injury from flying debris from cutting natural materials, injury from falling branch when cut, misuse of saw, slips trips or falls		Medium	<ul style="list-style-type: none"> <li>- 1:1 supervision when pupils using them</li> <li>- adult supervising to be familiar and confident with their use</li> <li>- pupil has received tool talk before using pruning saw</li> <li>- visual check of pruning saw before use</li> <li>- pruning saw carried and handed over correctly</li> <li>- PPE worn (glove on non-working hand, long trousers, sturdy footwear)</li> <li>- person has suitable and stable position when using pruning saw</li> <li>- do not use to cut beyond your reach or above head height</li> <li>- ensure surrounding area is clear of other people</li> <li>- FSL first aid trained</li> <li>- store folded and secure</li> <li>- pupils at increased risk due to pica or mouthing of items or sensory impairment should be identified on Group RA.</li> </ul>	Low unless otherwise identified on group RA	Forest school leader at beginning of session and all staff throughout activity
Billhook	Cuts, injury from flying debris from cutting natural materials, injury from falling branch when cut, misuse of		Medium	<ul style="list-style-type: none"> <li>- 1:1 supervision when pupils using them</li> <li>- adult supervising to be familiar and confident with their use</li> <li>- pupil has received tool talk before using billhook</li> </ul>	Low unless otherwise identified on group RA	Forest school leader at beginning of session and all staff throughout activity



	billhook, slips trips or falls			<ul style="list-style-type: none"> <li>- visual check of billhook before use</li> <li>- billhook carried and handed over correctly</li> <li>- PPE worn (gloves, long trousers, steel toe cap footwear)</li> <li>- person has suitable and stable position when using billhook</li> <li>- do not use to cut beyond your reach or above head height</li> <li>- ensure surrounding area is clear of other people</li> <li>- FSL first aid trained</li> <li>- to be kept wrapped when not in use</li> <li>- pupils at increased risk due to pica or mouthing of items or sensory impairment should be identified on Group RA.</li> </ul>		
Axe/Hatchet	Cuts, injury from flying debris from cutting natural materials, injury from falling branch when cut, misuse of axe, slips trips or falls,		Medium	<ul style="list-style-type: none"> <li>- 1:1 supervision when pupils using them</li> <li>- adult supervising to be familiar and confident with their use</li> <li>- pupil has received tool talk before using axe</li> <li>- visual check of axe before use</li> <li>- axe carried and handed over correctly</li> <li>- PPE worn (gloves, long trousers, sturdy footwear)</li> </ul>	Low unless otherwise identified on group RA	Forest school leader at beginning of session and all staff throughout activity

				<ul style="list-style-type: none"> <li>- person has suitable and stable position when using</li> <li>- axe to side of blade's arc</li> <li>- do not hit metal axe with another metal object</li> <li>- ensure surrounding area is clear of other people</li> <li>- FSL first aid trained</li> <li>- blade guard or cover replaced when not in use</li> <li>- pupils at increased risk due to pica or mouthing of items or sensory impairment should be identified on Group RA.</li> </ul>		
Mallet	Cuts, injury from flying debris from hitting materials with mallet, injury from missing item to be hit and hitting self, misuse of mallet, slips trips or falls		Medium	<ul style="list-style-type: none"> <li>- 1:1 supervision when pupils using them</li> <li>- adult supervising to be familiar and confident with their use</li> <li>- pupil has received tool talk before using mallet</li> <li>- visual check of mallet before use</li> <li>- mallet carried and handed over correctly</li> <li>- PPE worn (glove on non-working hand, long trousers, sturdy footwear)</li> <li>- person has suitable and stable position when using mallet to avoid being in mallet's arc</li> <li>- do not use to beyond your reach or above head height</li> </ul>	Low unless otherwise identified on group RA	Forest school leader at beginning of session and all staff throughout activity

				<ul style="list-style-type: none"> <li>- ensure surrounding area is clear of other people</li> <li>- FSL first aid trained</li> <li>- stored in area/container provided when not in use</li> <li>- pupils at increased risk due to pica or mouthing of items or sensory impairment should be identified on Group RA.</li> </ul>		
Poorly maintained or stored tools	Injury through using damaged/ unsafe tools or pupils accessing tools when they aren't supervised.		Medium	<ul style="list-style-type: none"> <li>- tools stored and maintained correctly and safely</li> <li>- visual check of tools before each use</li> <li>- tools counted in and out of storage each time they are used to ensure all tools are accounted for</li> <li>- tools kept within the designated area for their use during sessions and pupils are supervised 1:1 when in that area</li> </ul>	Low	<p>FSL responsible for storage and maintenance of tools</p> <p>FSL to check tools before taking them to the forest classroom</p> <p>Staff to do visual check with pupil before each use</p> <p>FSL or designated member of staff to count tools out and back in each session</p> <p>All staff to</p>

						ensure tools are kept in designated area during session and pupils are supervised when using tools.
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Staff member who wrote risk assessment:	Vicky Oliver	Signed:
Date wrote:	22.09.2023	
Risk assessment checked by:	Zoe Oliver	Signed:
Risk assessment reviewed:	Sep 2024	Signed: V. Oliver



# Forest Wild Ones

## Fire Risk and Benefit Assessment

Activity	Hazard	Benefit	Risk	Level of risk before control measures put in place	Control measures and who is responsible	Level of risk after control measures put in place	Approve
Fire lighting	<ol style="list-style-type: none"> <li>Staff do not have significant knowledge to safely light fires.</li> <li>Staff unable to show and teach the children how to safely light a fire.</li> <li>Staff or Children burning them-self when lighting fire.</li> </ol>	<p>Children will be shown how to light fires safely and how to wear and use the correct safety equipment.</p> <p>Fine motor skills used. Independence Perseverance Resilience Achieving Listening skills Learning a life skill Concentration Child self risk assessment Respect</p>	<ol style="list-style-type: none"> <li>Fire is unsafe</li> <li>Fire is unsafe and someone could get burnt or start an uncontrolled fire.</li> <li>Burns</li> </ol>	<ol style="list-style-type: none"> <li>High</li> <li>High</li> <li>High</li> </ol>	<ol style="list-style-type: none"> <li>Ensure fire is lit and controlled by Level 3 Forest School leaders only. Ensure the Group Leader does not have to supervise children and can concentrate solely on tending the fire.</li> <li>Fires to be lit only by Forest school leader, no other staff and only Forest school leader to teach and show the children how to light their own fire, child to be supervised by Forest school leader at all times.</li> <li>Staff and Children lighting the fire will wear fire safety gloves. A bucket of water is kept in the fire zone for emergency burns. Burns first aid kit is accessible in the fire zone. Fire</li> </ol>	<ol style="list-style-type: none"> <li>Low</li> <li>Low</li> <li>Medium</li> </ol>	Yes

					<p>blanket is accessible in the fire zone. Children practise safe fire procedures in weeks preceding actual fire lighting</p> <p><b>Forest school leaders are responsible for all sessions and control measures. Forest school leaders will always make sure the fire is under control, never left unsupervised and water is available. All Forest school leaders are first aid trained.</b></p>		
Fire control	1. Sparks from the fire	<p>Children will be shown how to appropriately control a fire and what steps to take to make sure the surrounding area is safe.</p> <p>Fine motor skills used. Independence Perseverance Resilience Achieving Listening skills Learning a life skill Concentration Child self risk</p>	<ol style="list-style-type: none"> <li>1. Leaves and twigs are ignited and the fire spreads.</li> <li>2. The sparks ignite clothing.</li> <li>3. High winds</li> </ol>	<ol style="list-style-type: none"> <li>1. High</li> <li>2. High</li> <li>3. Medium</li> </ol>	<ol style="list-style-type: none"> <li>1. Fires will only be lit in the designated fire zone. The fire zone will be checked before fires are lit and made sure safe and clear from twigs, leaves and overhanging branches that could possibly ignite from sparks. Water will always be available close by, if another fire starts.</li> <li>2. Appropriate fire safety gloves worn and a safe distance kept when lighting fire. Only Forest school leader and child lighting the fire to be in the proximity of the fire pit. Fire blanket is</li> </ol>	<ol style="list-style-type: none"> <li>1. Low</li> <li>2. Low</li> <li>3. Low</li> </ol>	Yes

		assessment			<p>accessible in the fire zone.</p> <p>3. Weather forecast to be checked before fire lighting sessions, if high winds fires will not be lit. High winds that start when the session is already in progress, Forest school leaders will extinguish fire safely.</p> <p><b>Forest school leader is responsible for all sessions and control measures. Forest school leaders will always make sure the fire is under control, never left unsupervised and water is available. All Forest school leaders are first aid trained.</b></p>		
Clothing and hair	<ol style="list-style-type: none"> <li>1. Scarves, loose clothing hanging over the fire</li> <li>2. Long hair hanging over the fire</li> </ol>	<p>Children to self risk asses</p> <p>Independance</p> <p>Concentration</p> <p>Listening skills</p> <p>Life skills</p>	<ol style="list-style-type: none"> <li>1. Scarves, loose clothing hanging over the fire and catching on fire.</li> <li>2. Long hair catching on fire</li> </ol>	1. High	<ol style="list-style-type: none"> <li>1. Forest school leaders to teach children in previous sessions before fire lighting sessions the need for wearing appropriate clothing. Forest school leader to check all staff and childrens clothing is appropriate and no clothing will be over hanging when close to the fire. Staff and children will not be allowed in the fire zone if inappropriate clothing</li> </ol>	<ol style="list-style-type: none"> <li>1. Low</li> <li>2. Low</li> </ol>	Yes

					<p>worne.</p> <p>2. Long hair will be tied back out of the way from hanging over the fire. Staff and children are not to reach over the fire.</p> <p><b>Forest school leader is responsible for all sessions and control measures. Forest school leaders will always make sure the fire is under control, never left unsupervised and water is available. All Forest school leaders are first aid trained.</b></p>		
Foreign objects in the fire	1. Foreign objects dropped into the fire.	Children to self risk asses Independance Concentration Listening skills Life skills Awareness	1. Foreign objects dropped into the fire can cause toxic fumes when the fire is lit.	1. Medium	<p>1. Forest school leaders ensure that only suitable materials – twigs, dry leaves - are put into the fire. Ensure children and staff are told not to put anything into the fire and if for any reason they do, or something falls in, they <b>MUST</b> not attempt to retrieve it. Ensure that scarves, hats, gloves are secure on children and adults.</p> <p><b>Forest school leader is responsible for all sessions and control measures. Forest school leaders will always make sure the fire is under</b></p>	1. Low	Yes



					<b>control, never left unsupervised and water is available. All Forest school leaders are first aid trained.</b>		
Smoke from fire	1. Inhalation of smoke	Children to self risk asses Independance Concentration Listening skills Life skills Awareness	1. Person inhaling smoke	1. High	<p>1. Check wind direction before the fire is lit. If wind direction changes, move children and staff out of the path of the smoke. Be aware of any asthmatic person within the group and ensure they are checked regularly and take their medication as soon as they show signs of breathing difficulties.</p> <p><b>Forest school leader is responsible for all sessions and control measures. Forest school leaders will always make sure the fire is under control, never left unsupervised and water is available. All Forest school leaders are first aid trained.</b></p>	1. Medium	Yes
Extinguished fire	1. Remains of fire ash left behind.	Children to self risk asses Independance Concentration Listening skills Life skills Awareness Respect Fine and gross motor skills	1. Ashes are not correctly extinguished resulting in re-igniting. Children or staff could burn themselves.	1. Medium	<p>1. Remains of fire and ashes are cooled and buried according to Forest School "leave no trace" principles. Fire zone area is left clean and tidy as found.</p> <p><b>Forest school leader is responsible for all sessions</b></p>	1. Low	Yes

					and control measures. Forest school leaders will always make sure the fire is under control, never left unsupervised and water is available. All Forest school leaders are first aid trained.		
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Staff member who wrote risk assessment:	Zoe Oliver	Signed:
Date wrote:	20.08.2024	
Risk assessment checked by:	Vicky Oliver	Signed:
Risk assessment reviewed:		Signed:

# Forest Wild Ones

## Tree Climbing Risk and Benefit Assessment



Activity	Risk	Benefit	Level of risk before control measures put in place	Control measures and who is responsible	Level of risk after control measures put in place	Approved
Tree climbing	1. Fall Hazards: Climbing trees involves a risk of falling, which could result in injuries such as sprains, fractures, or even	1. Physical Development: Tree climbing helps children develop strength, balance, and coordination, enhancing their	Moderate	1. Proper Supervision: Ensure qualified and attentive staff members are present to supervise and	Low	Yes

	<p>more severe injuries.</p> <p>2. Branch Stability: Branches may be unstable, leading to potential breakage and falls. Children might misjudge the strength of branches, increasing the risk of accidents.</p> <p>3. Insect and Animal Hazards: Climbing trees could expose children to insect bites, stings, or encounters with animals that might inhabit the trees.</p> <p>4. Supervision Challenges: Proper supervision is crucial to ensure children's safety while climbing trees. Inadequate supervision might result in risky behaviour and accidents.</p> <p>5. Allergic Reactions: Children</p>	<p>overall physical fitness.</p> <p>2. Risk Management Skills: Climbing teaches children to assess risks and make decisions, fostering valuable life skills.</p> <p>3. Confidence Building: Successfully climbing trees boosts children's self-esteem and self-confidence.</p> <p>4. Connection to Nature: Climbing trees offers a unique opportunity for children to connect with nature and appreciate their environment.</p> <p>5. Problem-Solving: Overcoming challenges while climbing trees encourages critical thinking and problem-solving skills.</p> <p>6. Social Interaction:</p>		<p>guide tree climbing activities.</p> <p>2. Safety Equipment: Provide appropriate safety equipment like helmets and harnesses to reduce the risk of falls.</p> <p>3. Training: Educate children about safe climbing techniques and the importance of following guidelines.</p> <p>4. Tree Inspection: Regularly assess the trees' health and stability, removing any hazardous branches.</p> <p>5. Weather Considerations: Avoid tree climbing during adverse weather conditions and ensure children are appropriately dressed.</p> <p>6. Allergen Awareness: Educate staff and</p>		
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	<p>might come into contact with allergenic plants or substances, leading to allergic reactions.</p> <p>6. Weather Conditions: Climbing trees during adverse weather conditions, such as rain or wind, increases the risk of accidents due to slippery branches or reduced visibility.</p>	<p>Collaborative climbing activities promote teamwork, communication, and peer support.</p> <p>7. Sensory Stimulation: Climbing engages multiple senses, enhancing sensory development and cognitive abilities.</p> <p>8. Environmental Awareness: Climbing fosters a deeper understanding of trees, their ecosystems, and the importance of conservation.</p>		<p>children about potential allergens in the environment and how to avoid them.</p> <p>7. Informed Consent: Obtain parental or guardian consent for children to participate in tree climbing activities, clearly outlining the associated risks.</p>		
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Staff member who wrote risk assessment:	Zoe Oliver	Signed:
Date wrote:	20.08.2024	
Risk assessment checked by:	Vicky Oliver	Signed:
Risk assessment reviewed:		Signed:

# Forest Wild Ones Lone Working Risk Assessment



Activity	Risk	Level of risk before control measures put in place	Control measures	Level of risk after control measures put in place	Whos responsible

Lone working	<p>Physical Hazards: Risk of slips, trips, and falls while working alone in various environments (e.g., forest, outdoor areas).</p> <p>Exposure to extreme weather conditions (e.g., heat, cold, rain) without immediate assistance.</p> <p>Potential encounters with hazardous wildlife or plants in natural environments.</p> <p>Risk of injury from carrying equipment or materials during lone work activities.</p>	Moderate	<ul style="list-style-type: none"> <li>• Conduct thorough risk assessments prior to lone work activities to identify potential hazards and implement appropriate control measures.</li> <li>• Provide comprehensive training and instruction to employees on safe lone work practices, including emergency procedures, first aid</li> <li>• Equip employees with personal protective equipment (PPE) and emergency communication devices (e.g., mobile phones, two-way radios) to enhance safety and communication during lone work activities.</li> <li>• Implement regular check-in procedures and establish designated check-in times for employees working alone to monitor their well-being and ensure timely assistance if needed.</li> <li>• Establish clear protocols for reporting incidents, emergencies, or safety concerns to designated supervisors or emergency services.</li> <li>• Conduct regular reviews and updates of lone work risk assessments to address changing circumstances or new hazards.</li> </ul>	Moderate	All staff
	<p>Health and Safety Hazards: Limited access to emergency medical assistance in remote or isolated locations.</p> <p>Risk of fatigue or stress due to extended</p>	High			

	<p>periods of solitary work.</p> <p>Increased vulnerability to accidents or injuries without immediate support or supervision.</p>				
	<p>Security Risks: Potential exposure to unsafe or volatile situations (e.g., encounters with strangers, aggressive individuals) during lone work activities.</p> <p>Risk of theft or vandalism of equipment or personal belongings while working alone.</p>	Moderate			

This lone work risk assessment will be reviewed and monitored regularly to ensure its effectiveness in identifying and managing risks associated with lone work activities. Any updates or revisions to control measures will be implemented promptly to maintain a safe working environment for employees of Forest Wild Ones.



This lone work risk assessment serves as a guideline to identify potential hazards and implement appropriate control measures to ensure the safety and well-being of employees working alone in various environments. It is imperative that employees receive adequate training, support, and resources to effectively manage risks associated with lone work activities.

Staff member who wrote risk assessment:	Vicky Oliver	Signed: V. L. Oliver
Date wrote:	23.03.2024	
Risk assessment checked by:	Zoe Oliver	Signed: Z. J. Oliver
Risk assessment reviewed:	March 2025	Signed: V. L. Oliver

## **Emergency Action Plan & Prevention Procedures**

Before taking part in sessions, all regular staff will sign to confirm they have read this information, the Forest Wild Ones Handbook and the associated risk assessments. This information and associated risk assessment will be made available to any staff who support sessions at short notice.

If the whistle is blown all pupils will meet around the log circle area – staff will support pupils in moving to log circle and get them to stay there. The Forest Leader (or senior member of staff in log circle area) will conduct a head count and account for all pupils. As well as any casualty or missing person, staff must keep the rest of the group safe.

### **Staffing**

During a Forest School session there must be a minimum of 2 qualified staff in the Forest Classroom area at all times, with the actual number depending on the group risk assessment and activity. There must be a minimum of 2 members of staff if there will be a fire lit during the session.

### **Staff will be deployed in the Forest Classroom:**

One member of staff is to supervise the fire area and ensure safety procedures are followed within the area. This will need to be a member of staff who is experienced in supervising fires (e.g. scout leader) and ideally Forest School Assistant trained (or higher)

One member of staff is to patrol the forest area, ensuring children are safe and are generally ok.

If tools are being used there will need to be a suitably qualified/experienced member of staff supervising this area.

### **Essential Items**

Staff will take a bag of essential items into the forest during each visit, this bag will contain:

First Aid Kit

Whistle

Welfare Kit (wipes, tissues, hand gel, carrier bag)

Hand washing facilities

Register for the day

Medication for individuals

Copy of relevant risk assessments

Snacks, drinks and cups

Mobile phone

### **Missing Child/ren**

Headcounts will be conducted on pupils arrival to the site, before leaving Forest Classroom and at frequent times during the Forest School sessions. A 'Forest School checklist' for forest school sessions will be completed at the start of all session for all staff/adults on site to be made aware of. Pupils who are at increased risk of wandering off, getting lost or absconding will be identified in the group risk assessment and staffing adjusted accordingly.

Pupils will walk the forest classroom boundaries on their first visit to the site, and during later sessions if necessary, but they will be reminded verbally of the boundaries during each session. Forest School Leader will place boundary markers out if the need is identified during the session or in the group/activity risk assessment.

As soon as a member of staff realises a pupil is missing another member of staff will conduct a second head count to check if the pupil is missing, and staff will identify which pupil/s is unaccounted for.

Pupils will be called into the log circle area and at least one member of staff will remain with the other children, whilst another member of staff checks the Forest Classroom area and the outskirts. If the pupil is not found, one member of staff will notify the site office and request more staff support in the forest classroom area. If the pupil cannot be found within 5 minutes procedures will take over (see Health and Safety Policy)

### **First Aid**

A first aid kit specific to Forest Wild Ones woodland sessions will be kept within the Forest Classroom log circle area during the session time. A burns kit will also be kept in the log circle if a fire is lit during the session. The Forest School Leader is a qualified first aider and the site office can be contacted via mobile if required.

If an injury needs treatment during a Forest School session then the Forest School Leader will administer the first aid treatment and the casualty's parent/career will be informed at the earliest opportunity. The casualty will be assessed and monitored throughout the rest of the session.

If the casualty needs to return to their school setting or home from the Forest School session, then help will be sought via the mobile to facilitate this will be done accordingly. Accident record forms will be completed, and parents informed as soon as possible after the session, unless the situation requires this to happen sooner, in which case a phone call will be made during the session.

#### **If additional help is needed or in the event of serious injury:**

- Administer first aid, another member of staff to alert help or call emergency services, 999 – it may be necessary to ask someone at the site office to call 999.
- Member of staff to gather the remainder of pupils and gather in an area of Forest Classroom (log circle if not where incident is). These pupils can remain here until their parents/careers are connected if necessary.
- First aider to remain with casualty and continue to monitor, follow first aid guidelines until an emergency services person is able to take over.
- Ensure someone directs the emergency services to the casualty.

- Inform parents /carers as soon as possible. (It is the FSL's responsibility to ensure the parents are informed although they may be contacted by someone else.)
- Complete all accident report forms and inform HSE/RIDDOR as soon as possible if required.

**When calling 999 be ready with the following information:**

Your name

Telephone number - 0794387755

Site Location –1st Cinderford Scout hut, Oakmeadow Lane, Stockwell Green, Cinderford, GL14 2EH

Description of the casualty accident / injury / symptoms.

### **Safeguarding Children**

Forest Wild Ones' Safeguarding Children's Policy and Procedures must be followed at all times. This information can be found in the handbook, as well as in the Policies file on site and on Forest Wild Ones website.

### **Members of public causing concern**

If a staff member notices a member of the public who causes concern, e.g. getting too close, interacting with pupils, loitering too long (as opposed to a member of the public using the forest and not causing concern to forest school participants) they are to alert the other staff in the session. Pupils will be gathered in a safe area and staff will make an informed choice on whether to contact the police (999). Site office/reception should be alerted as soon as possible. Moving the group to the main site should be considered if staff and/or pupils feel it would be safest to do so.

If possible (if staff feel safe) greet the intruder politely, remain a safe distance, ask them their business, request they leave the forest classroom area. Remember your own safety as well as the children's, do not approach the intruder if they appear angry or agitated. Remain calm and try to keep the intruder away from the children without coming into physical contact with them.

### **Animals**

Pupils and staff are reminded at the beginning of each session not to approach or handle animals, unless part of a forest school activity.

Evidence of boar or snakes will be noted during pre-session check and decision made about continuing/relocating session based on observations.

If boar are present on site at any time during a session the group will leave in a calm, sensible and as quiet as possible manner. For safety – Forest School Leader will decide and tell other staff which way to leave the site. Anyone encountering a boar during a session is to walk quietly and calmly back the way they have come, keeping an eye on the boar, (unless safer to continue on their current path) and then alert Forest School Leader to presence of boar. Highest risk is if boar has young with it, but it is expected that noise of the group will prevent boar approaching the site when a session is in progress.

Anyone encountering a snake during a session is to walk quietly and calmly back the way they have come, keeping an eye on the snake, (unless safer to continue on their current path) and then alert Forest School Leader to presence of snake. It is expected that noise of the group will prevent snakes being on the site when a session is in progress. Areas likely to be used by snakes, e.g. piles of old wood are to be out of bounds – marked off if necessary, for the group.

### **Weather**

If the weather is extremely windy it is advisable to stay indoors as branches and trees may fall as the site is quite exposed and it is difficult to thoroughly check the tree canopy – see site risk assessment. 'Indicators for Unsuitable Conditions for Working with Children/Adults in Woodlands' advice sheet is the basis of advice Forest Wild Ones follow. Wind gusts (both forecast and observed whilst on site) need to be considered and are included in the pre-session check list.

If weather changes during the session, move into the scout hut.

Forest Classroom area not to be used during thunder and lightning, and sessions to be cancelled or relocated if thunder and/or lightning occurs during a session – see site risk assessment.

If there are amber or red weather warnings for the area, then Forest Classroom is not to be used. In case of a yellow weather warning the Forest School Leader is to thoroughly review the warning and weather on site before making the decision to continue the session. Session/daily checklist will record decision process.

If the Cinderford Scout Hut closes its site due to the weather, then Forest School Leader is to cancel sessions.

Ensure staff and pupils are correctly dressed for the weather, cold or heat (see clothes policy).



## Personal information

Child's full name:	
Date of birth:	
Age:	
Address:	
Medication:	
Allergies:	
Diagnosis:	
1: Parent/Carers name:	
Parent/Carers number:	
2: Parent/Carers name:	
Parent/Carers number:	
Emergency contact name and relationship:	
Emergency contacts number:	
Additional information you wish for us to know that would help your child when in our care:	
Parent/Carer signature:	
Date of signature:	



## Consent form

By filling in this form you as the Parent/Carer gives consent for your child.

<b><u>Child's name:</u></b>	
<b><u>Parent/Carers name:</u></b>	
<b><u>Signature:</u></b>	
<b><u>Date:</u></b>	

<b><u>First aid</u></b>	
First aid	Yes/No
Plasters	Yes/No
Cold compress	Yes/No

<b><u>Photographs</u></b>	
Social Media	Yes/No
Forest Wild Ones website	Yes/No

<b><u>Fires</u></b>	
Fire lighting	Yes/No
Putting out fires	Yes/No
Sitting next to fires	Yes/No
Cooking food over fire	Yes/No



## Forest Wild Ones Ltd

### Safeguarding Policy

Last reviewed date: September 2024

Next reviewed date: September 2025

Version	Date	Author	Revision notes
1	September 2023	Vicky Oliver	
2	September 2024	Vicky Oliver	No changes made



## Our policy's purpose:

- To protect children and young people who receive Forest Wild Ones' services from harm. This includes the children of adults who use our services.
- To provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.

This policy applies to anyone working on behalf of Forest Wild Ones, including senior managers, paid staff, volunteers, sessional workers, agency staff and students.

## Legal Framework:

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England. A summary of the key legislation and guidance is available from <https://learning.nspcc.org.uk/child-protection-system>.

## Supporting documents:

This policy statement should be read alongside our organisational policies, procedures, guidance and other related documents:

- role description for the designated safeguarding officer
- dealing with disclosures and concerns about a child or young person
- managing allegations against staff and volunteers
- recording concerns and information sharing
- child protection records retention and storage
- code of conduct for staff and volunteers
- behaviour codes for children and young people
- photography and sharing images guidance
- safer recruitment
- online safety
- anti-bullying
- managing complaints
- whistleblowing
- health and safety
- induction, training, supervision and support
- adult to child supervision ratios.

## We believe that:

- Children and young people should never experience abuse of any kind
- We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

## We recognise that:

- the welfare of children is paramount in all the work we do and in all the decisions we take
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues

- extra safeguards may be needed to keep children who are additionally vulnerable, safe from abuse.

### Find out more about:

- [Safeguarding children who come from Black, Asian and minoritised ethnic communities](#)
- [Safeguarding d/Deaf and disabled children and young people](#)
- [Safeguarding LGBTQ+ children and young people](#)
- [Safeguarding children with special educational needs and disabilities \(SEND\)](#)

### We will seek to keep children and young people safe by:

- valuing, listening to and respecting them
- appointing a nominated child protection lead for children and young people and a deputy for safeguarding
- adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers.
- developing and implementing an effective online safety policy and related procedures.
- providing effective management for staff and volunteers through supervision, support, training and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures and behaviour codes confidently and competently.
- recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made.
- recording and storing and using information professionally and securely, in line with data protection legislation and guidance (more information about this is available from the Information Commissioner's Office: <https://ico.org.uk/for-organisations>)
- sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions.
- making sure that children, young people and their families know where to go for help if they have a concern
- using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately.
- using our procedures to manage any allegations against staff and volunteers appropriately
- creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- ensuring that we have effective complaints and whistleblowing measures in place.
- ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.
- building a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

### The role description:

#### **The Designated Safeguarding Lead (DSL):**

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

Roles and responsibilities will include:

- Availability – being available during school hours
- Manage referrals – to e.g. Childrens Social Care, Channel programme, Disclosure and Barring service, the Police
- Working with others – e.g. a point of contact with safeguarding partners, a source of support and advice for staff, to promote supportive engagement with parents and/or carers and the SLT/Governing body
- Information sharing and managing the child protection files

- Raising Safeguarding and Child Protection Awareness
- Updating training, knowledge and skills required to carry out the role of DSL
- Providing support to staff
- Holding and sharing information
- Overseeing and acting upon filtering and monitoring reports and checks to these systems

### **The Deputy Designated Safeguarding Leads (DDSL):**

Are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of learners. In the event of the long-term absence of the DSL the DDSL will assume all of the functions above.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Roles and responsibilities will include:

- maintaining an attitude of 'it could happen here' where safeguarding is concerned.
- identifying concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
- to provide a safe environment in which children can learn.
- knowing what to do if a child tells them they are being abused, exploited, or neglected.
- being able to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- recognising the barriers for children when wanting to make a disclosure (verbal or non-verbal)
- identifying children who may benefit from early help, (providing support as soon as a problem emerges) and the part they play in these support plans.
- raising any concerns for a child following Forest Wild Ones safeguarding policies and procedures
- being aware of local authority referral processes and supporting social workers and other agencies following any referral.
- adhering to Teachers' Standards 2012 - that teacher (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Being aware of systems within Forest Wild Ones which support safeguarding e.g. safeguarding policy, behaviour policy, code of conduct
- Attending regular safeguarding and child protection training.
- Recognising that children missing, or absent education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation

### **Confidentiality:**

Forest Wild Ones recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm we must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.

- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the DSL will only disclose information about a child to other members of staff on a need-to-know basis.
- We will always undertake to share our intention to refer a child to the Local Authority Safeguarding Hub with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will contact the Local Authority Safeguarding Hub consultation line.

- In line with KCSiE all children's safeguarding files will be kept confidential and stored securely.
- Safeguarding files will be kept separate from learners' learning files.

## Recognising and Responding to Safeguarding Concerns:

### Recognising:

Any child, in any family, in any school, could become a victim of abuse. Staff should always maintain an attitude of "It could happen here". We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

- Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
- Abuse and Neglect may also take place outside of the home, contextual safeguarding, and this may include (but not limited to), sexual exploitation criminal exploitation, serious youth violence, radicalisation.
- Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via child-on-child abuse.

Further information about the four categories of abuse; physical, emotional, sexual and neglect, (familial and contextual) and indicators that a child may be being abused can be found in Keeping Children Safe in Education Part 1/Annex A/Annex B. There are also a number of specific safeguarding concerns that we recognise our learners may experience.

<ul style="list-style-type: none"> <li>• child missing or absent from education</li> <li>• child missing from home or care</li> <li>• child sexual exploitation (CSE), child criminal exploitation (CCE)</li> <li>• bullying including cyberbullying</li> <li>• domestic abuse</li> <li>• drugs</li> <li>• fabricated or induced illness</li> <li>• faith abuse</li> <li>• female genital mutilation (FGM)</li> <li>• forced marriage</li> <li>• gangs and youth violence</li> </ul>	<ul style="list-style-type: none"> <li>• gender-based violence/violence against women and girls (VAWG)</li> <li>• mental health difficulties</li> <li>• private fostering</li> <li>• radicalisation</li> <li>• youth produced sexual imagery (sexting)</li> <li>• teenage relationship abuse</li> <li>• trafficking</li> <li>• child on child abuse</li> <li>• upskirting</li> <li>• serious violence</li> <li>• sexual harassment</li> </ul>
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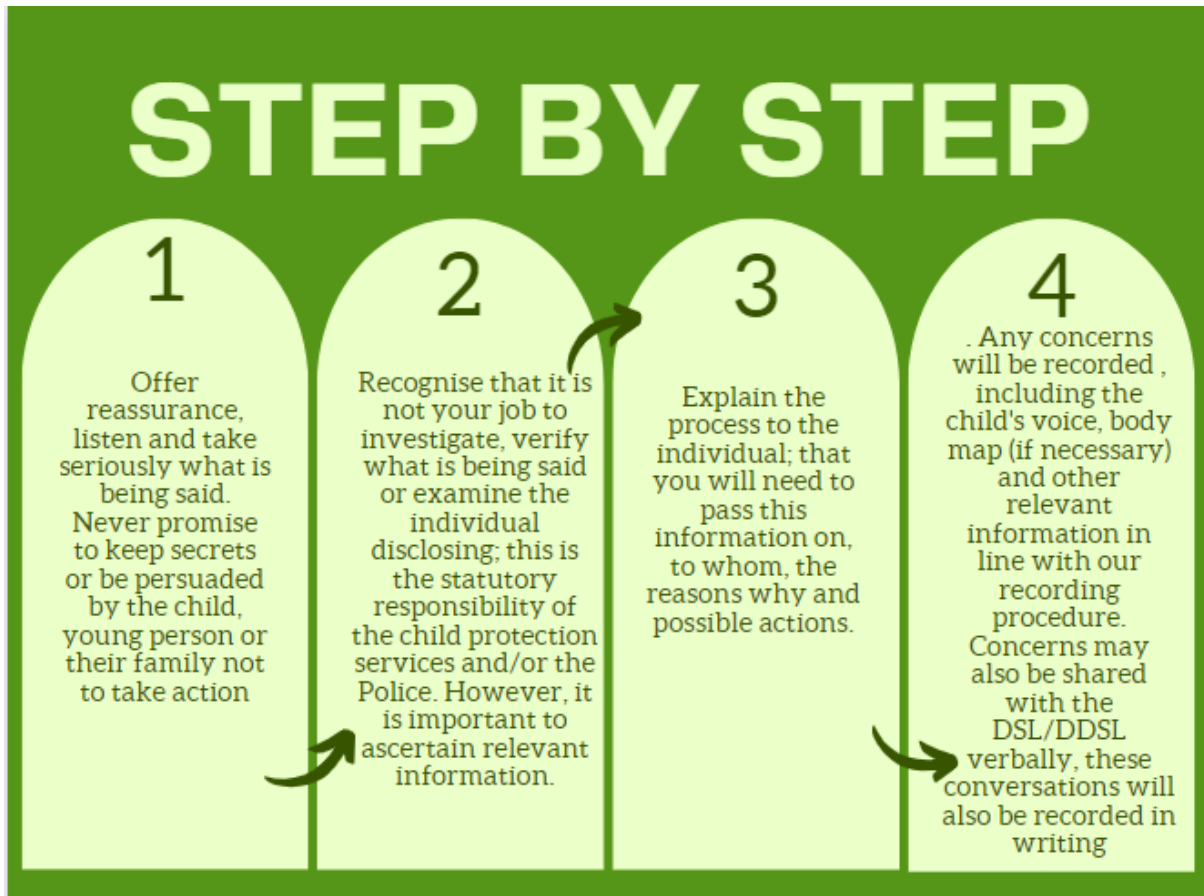
There will be occasions when staff may suspect that a learner may be at risk but have no 'real' evidence. The learner's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.

- We recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill, or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.
- In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the learner if they are OK or if they can help in any way.

### Responding:

- Following an initial conversation with the learner, if the member of staff remains concerned, they should discuss their concerns with the DDSL or DSL and log them, see FLOW CHART A. Records should include:
- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.
- If the learner does begin to reveal that they are being harmed, staff should follow the advice in FLOW CHART A and in the table below 'learner making a disclosure'.
- All concerns however small must be recorded and shared with the DSL as this information could provide the 'missing' piece of the bigger picture of the lived experience for the child.

FLOW CHART A



If a learner discloses to a member of staff:

- We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
- A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the learner staff will;

- listen to what the child has to say and allow them to speak freely.
- remain calm and not overact or act shocked or disgusted – the learner may stop talking if they feel they are upsetting the listener.
- reassure the child that it is not their fault and that they have done the right thing in telling someone.
- not be afraid of silences – staff must remember how difficult it is for the learner and allow them time to talk.
- take what the child is disclosing seriously.
- ask open questions and avoid asking leading questions.
- avoid jumping to conclusions, speculation or make accusations.



- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong.
- tell the child what will happen next, that they cannot keep secrets and that information will be shared to ensure the right level of support is given.

#### Notifying Parents:

- Forest Wild Ones will normally seek to discuss any concerns about a learner with their parents. This must be handled sensitively and normally the DSL/DDSL will make contact with the parent in the event of a concern, suspicion or disclosure of abuse of that the child has been harmed in some way.
- However, if Forest Wild Ones believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's Local Authority Safeguarding Hub e.g. familial sexual abuse.
- Where there are concerns about forced marriage or honour-based abuse parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

In some circumstances it would be appropriate to contact the police.

#### Making a referral:

- Concerns about a child or a disclosure should be immediately raised with the DSL who will help decide whether a referral to children's Local Authority Safeguarding Hub or other support is appropriate in accordance with The Local Authority Threshold Tool4
- If Forest Wild Ones are uncertain about whether a concern raised should be referred to the Local Authority Safeguarding Hub, a consultation will be sought with the Local Authority to seek further support and guidance.
- If a referral is needed, the DSL should make this rapidly and have the necessary systems in place to enable this to happen. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can, and should, consider making a referral themselves.
- The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.
- If a child is in immediate danger or is at risk of harm a referral should be made to children's Local Authority Safeguarding Hub and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

#### Supporting our Staff:

- We recognise that staff working for Forest Wild Ones who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

#### Children who are particularly vulnerable:

Forest Wild Ones recognises that some children are more vulnerable to abuse, neglect and contextual safeguarding concerns and that additional barriers exist when recognising abuse for some children. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment, or circumstances.

In some cases possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether or not they have a statutory education, health and care plan).
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves.
- is at risk of modern slavery, trafficking or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- is a privately fostered child.
- has an imprisoned parent.
- is experiencing mental health, wellbeing difficulties.
- is persistently absent from education (including persistently absent for part of the school day).
- is at risk of 'honour' based abuse such as FGM or Forced Marriage

### Whistleblowing:

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in Forest Wild Ones safeguarding arrangements. If it becomes necessary to consult outside the company, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 800 5000 line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### Allegations against staff:

All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

In line with KCSiE part 4 guidelines,



Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and an HR Consultant in making this decision.

Staff, parents and Directors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

\*Headteacher or equivalent senior member of staff - this would be the founders of Forest Wild Ones. Forest Wild Ones do not have a Chair of Governors, but would seek the advice of the LADO.

### Confidentiality, sharing of information and GDPR:

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the learner and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should be proactive in sharing as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care. Staff should only discuss concerns with the DSL or a Directors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education emphasises that any member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 2018 6 and HM



Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018. Forest Wild Ones will consider where appropriate information sharing prior to the child's formal transfer to their new setting, this could also include key staff from their new setting to be invited to meetings e.g. Child Protection, Core group or Team Around a Family (with consent of parents and professionals).

At the point a child formally transfers to their new setting, their safeguarding file will be transferred securely in line with GDPR expectations as soon as possible but within 5 working days.

Information sharing is guided by the following principles:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Forest Wild Ones will ensure that images of children used within publications, publicity and on the website have written parental consent prior to any images being taken and used. This consent will be obtained in line with Forest Wild Ones annual data collection process.

### Children missing in Education:

Attendance, absence and exclusions are closely monitored. Forest Wild Ones will hold more than one emergency contact number for learners where reasonably possible. A child going missing or absent from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities'

<https://www.gov.uk/government/publications/children-missing-education>

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

### Online Safety:

Our learners increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, twitter, Instagram and Snapchat.

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Learners may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

Forest Wild Ones has an online safety policy which explains how we try to keep learners safe in our setting and how we respond to online safety incidents.

Learners are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

### Contact details:

Designated Safeguarding Lead (DSL)

Name: Zoe Oliver

Email: forestwildones@gmail.com

Deputy Designated Safeguarding Lead (DDSL)

Name: Vicky Oliver

Phone: 07943817755

### Additional resources:

NSPCC Helpline

0808 800 5000

Report a child protection concern

<https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/report-a-child-at-risk/>

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Childnet International –making the internet a great and safe place for children. Includes resources for

professionals and parents <http://www.childnet.com/>

Thinkuknow (includes resources for professionals and parents)

<https://www.thinkuknow.co.uk/>

Safer Internet Centre <http://www.saferinternet.org.uk/>



## Forest Wild Ones Ltd

### Fire Safety Policy

Last reviewed date: September 2024

Next reviewed date: September 2025

Version	Date	Author	Revision notes
1	September 2023	Vicky Oliver	
2	September 2024	Vicky Oliver	No changes made

This policy should be read in conjunction with the schools Health & Safety Policy and relevant risk assessments.

Forest Wild Ones Ltd is committed to understanding the importance of vigilance to fire safety hazards. All staff, volunteers and children are aware of the fire safety procedures set out in this policy. Campfires and the use of kettles are an important part of Forest School and are used in many sessions. Child's Play aims to ensure that all children and adults participating in Forest School sessions with fires and/or storm kettles will do so safely and with as little risk to their health as possible.

### Our policy's purpose

The issue of Fire Safety is taken extremely seriously and the prevention of fire is of vital importance. As a school we will strive to ensure our employees comply with the Regulatory reform (Fire Safety) Order 2005.

More importantly we will strive to ensure the safety of all persons who have a legitimate right to be in, on or in the vicinity of Forest Wild Ones, from fire and its effects. These include pupils, visitors, staff and contractors but exclude fire fighters in pursuance of fire fighting.

Staff should be aware it is a criminal offence not to consider theirs and others fire safety whilst at work and breaches will be followed up.

In the event of an outbreak of fire the saving and preservation of life takes precedence over the salvaging of property. A member of staff's first duty is to look after the children and young people and this will mean the evacuation of the area. No attempt should be made to fight the fire until their safety is ensured, and then without exposing any person to risk.

The Regulations The Regulatory Reform (Fire Safety) Order 2005 (RRO), implemented in October 2006 applies to both new and existing school buildings and imposes a number of duties relating to fire safety:

- To ensure that precautions against fire are taken as a matter of routine.
- To ensure that employees and others are aware of their own responsibilities with regard to fire safety.
- To carry out risk assessments.
- To apply the principles of fire prevention.
- To make arrangements for fire safety.
- To eliminate or reduce risks from dangerous substances.
- To have special procedures for serious and imminent danger and for danger areas.
- To have additional emergency measures in respect of dangerous substances.

- To have on the premises means of fire-fighting and fire detection.
- To have emergency routes and exits.
- To ensure that premises and equipment related to fire safety are kept in good repair and have regular maintenance.
- To ensure that the 'responsible person' has adequate support and assistance in carrying out the duties.
- To provide information on fire safety to employees, pupils and others on the premises at any time.
- To offer training on fire safety precautions to staff.

## Location

- Only previously agreed areas will be used for the campfire.
- The campfire area will be enclosed by logs or large stones to prevent the spread of fire.
- The storm (Kelly) kettle will only be used on flat ground and any woodchip or leaf litter
- must be brushed away before use.

## Positioning of children and adults

- Fire areas are surrounded by logs at least 1.5 metres from the fire pit. The logs represent the campfire boundary.
- Once lit an adult will remain by the fire at all times.
- When the campfire is in use, children are not permitted to access the area without permission.
- Seating on tarps will be organised around the outside of the fire boundary. Once seated around the campfire, the children must remain seated until directed by an adult to move.
- Long sleeves and trousers must always be worn.
- Children are not permitted to throw anything onto the fire. With one to one adult help children may carefully place fuel for the fire on the edge of the fire. We will ensure that the ratio of children to adults is at least 1:6 outside the fire boundary area.
- Advice on the appropriate way for dealing with smoke will be given to the children: they are advised to turn their head to one side, placing their hand across the face, to close their eyes and count to 30 (or ask an adult/peer to count for them)
- If there is a clear wind direction, seating in the line of smoke is to be avoided.
- If wind direction is variable, the leader should rearrange the seating if at all possible.

## Type of fire

- Criss-cross fires are used to provide a large amount of heat and light and are fast burning.

- Long Log fires are good for cooking as they are slow burning and require little fuel.

## Cooking

- If food is to be cooked at Forest School, the Forest School leaders are responsible for ensuring that the food has been transported, cooked and stored in a 'safe to eat' manner.
- Forest School Leader to hold a Level 2 Food Hygiene certificate.

## Safety and Responsibility

- Fires are lit using fire lighting blocks, newspaper and matches or a flint.
- No flammable liquids are to be used to light or accelerate fires.
- No plastics are to be burnt.
- If sessions involve children adding fuel to the fire, this must be done with one to one adult supervision.
- Sticks/wood must be placed, not thrown, from the side of the fire. The hand should never go over the fire.

## Extinguishing

- All fires must be extinguished at the end of a session.
- Water should always be on hand during campfire sessions.
- Whenever possible, all fuels should be burnt off to ash.
- Forest School Leaders should ensure that any large remains of wood, especially when using a long log fire, are separated from one another.
- At the end of the session, the fire must be doused down with water and stirred until all smoke and steam has ceased.
- Large build ups of potash, from several fires, need to be dispersed. This must only be done when it has totally cooled. It will be finely scattered throughout the woodland to enable natural decomposition.
- The use of a fire blanket is available should it be necessary to use one.

## Kelly Kettles

- Only Forest School Leaders are to light the fire in the fire pan.
- The Kelly kettle must be placed on flat, clear ground.
- Children can feed the fire with one to one supervision, but they must have been shown how to do so safely. Stick held at the end and dropped in from the side; hand should never be placed over the top of the kettle.
- Fuel should burn itself out, but if it doesn't it must be extinguished with water (see above)
- The Kelly kettle will be removed from the fire pan by one of the Forest School leaders. To do this safely they will lift the kettle using the sides of the metal handle, pouring will then be controlled by using one hand on the top of the handle and the other on the chain.
- The Kelly kettle should never be heated with the cork in.



## **Forest Wild Ones Ltd**

### **Behaviour Management Policy**

Last reviewed date: September 2024

Next reviewed date: September 2025

Version	Date	Author	Revision notes
1	September 2023	Vicky Oliver Zoe Oliver	
2	September 2024	Vicky Oliver Zoe Oliver	No changes made

## Our policy's purpose

Forest Wild Ones Ltd is committed to establishing a learning environment in which children develop self-discipline and self-esteem as they take increasing responsibility for themselves and their actions, and as they consider the well-being of others.

## Our aims

- We actively promote positive behaviour, where children are encouraged to treat each other with care and respect.
- Forest School encourages positive behaviour by focusing on activities that require sharing, negotiation and cooperation.
- We encourage responsibility in caring for others and for the environment which includes showing respect to plants, trees and animals.
- We support children's self-esteem by encouraging them to be successful,
- Forest School requires all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care, good manners and courtesy.
- We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for their ages and stages of development – for example distraction, praise and reward.
- When children present unregulated behaviours, staff will support the child to self-regulate.
- Expectations of behaviour will be set by the Forest School Leader and discussed with the children.
- Children will also help set rules, which will be revisited at every session. These include: 'No pick, no lick, 'be careful how you carry a stick', staying within the designated areas at all times, etc.
- Physical behaviours towards others will not be tolerated, the child's parent/carer will be phoned to come and collect the child and the child will be allowed to return on their next session.
- We have a zero tolerance towards bullying, this will be dealt with promptly and discussed with child and parent/carer.

## Safety and physical interventions

There may be occasions where it is necessary for staff to restrain children physically to prevent them from inflicting damage on either themselves, others or property. Any form of physical intervention will only be used as a last resort (unless the child has put themselves or others at immediate risk of harm) and only after other means to de-escalate the situation have been exhausted. In such cases only the minimum force necessary should be used for the minimum length of time required for the child to regain self- control. Any force used will be reasonable, necessary and proportionate.

In all cases of restraint the incident must be documented and reported to the directors and the carers of the pupil. Forest Wild Ones follows guidelines set out in the DfE guidance document: 'Reasonable Force' (Education and Inspections Act 2006, Section 93).



Under no circumstances would it be permissible to use physical force as a form of punishment, to modify behaviour, or to make a pupil comply with an instruction. Physical force of this nature can, and is likely to, constitute a criminal offence. Physical intervention should only be used in pairs by members of staff who have been trained in the use of 'Physical Intervention'. The only exception to this would be if an untrained member of staff finds themselves in a situation where a child's life may be at risk or for self-defence reasons.

Staff who have been trained in the use of physical intervention techniques have also been trained to undertake a dynamic risk assessment before undertaking any physical intervention. This dynamic assessment of the situation will often happen very quickly but will allow the member of staff to determine if physical intervention is necessary and what should be done to make the situation safe for all involved.

In the cases of children with more extreme behavioural needs, employing pre-emptive strategies to manage behaviour will always be the priority. For pupils whose behaviour may require some form of restraint on a more regular basis, the details of the restraint will be discussed with parents and detailed in the pupil's individual risk assessment. Any such use of restraint will always be recorded and a member of the directors informed.



## **Forest Wild Ones Ltd**

### **Health and Safety Policy**

Last reviewed date: September 2024

Next reviewed date: September 2025

Version	Date	Author	Revision notes
1	September 2023	Vicky Oliver	
2	September 2024	Vicky Oliver	No changes made

## Our policy's purpose

Forest Wild Ones sessions may include activities that are considered higher risk than usual. We will minimise risk by following appropriate procedures, such as risk assessments, tool talks, 1:1 supervision with tools and training of camp fire rules. Taking risks is an important part of learning and development; we aim to provide a safe and supportive environment in which children learn to manage risk.

## On site risk assessment procedure:

- The Forest Wild Ones site must be safe. Full risk assessment must be completed, we will seek to identify hazards and implement necessary controls to reduce risk to a safe level.

### **Please refer to Forest School risk assessments**

- Different activities and groups of children may require risk assessments to be modified.
- Completed risk assessments must be shared with other staff.
- Copies of risk assessments are kept in the School Risk Assessment file.
- A final sweep of the site will take place prior to a session.

## Responsibilities of the Forest School Leader:

To ensure that:

- Forest Wild Ones site is safe.
- Appropriate risk assessments have been completed.
- There has been a sweep/risk assessment of the Forest Wild Ones site to check for hazards prior to any session.
- Adults have had a DBS check.
- Tools are counted and in a secure tool box.
- Ratios are safe.
- Staff and volunteers have read any Forest Wild Ones risk assessments.
- Tools are checked for safety, any maintenance dealt with or if necessary, taken out of use.
- Accidents/incidents are reported.
- First aid kit is taken to sessions and is kept well stocked and replenished.
- To take lead in planning, delivering and evaluating the programme.
- Report any concerns to the designated Health and Safety Lead: Vicky Oliver. Call on 07943817755 or email [forestwildones@gmail.com](mailto:forestwildones@gmail.com)

## Health and Safety Ground Rules - Children:

- Never eat anything you might find at Forest Wild Ones site.
- Large sticks/branches need to be dragged, not carried.
- Be aware of others.
- Use tools in the way you have been shown,
- Stay within boundaries.

- Once made aware of the fire pit rules, they must be followed.

### Insurance:

Forest Wild Ones Ltd Forest School site is covered by Self Assured Underwriting Agencies Ltd through Birnbeck Insurance Services.

### Tool Use:

Forest Wild Ones sessions include offering activities that require the use of tools; they may include potato peelers, bow saw, hand drill, knives and a fire steel. Using tools enables the children to develop new skills and increase self-confidence. We aim to ensure all participants use tools safely with little risk to their health. The following guidelines are to be followed when using tools:

- Regular checks made to ensure tools are fit for use.
- When using tools, a designated area will be marked out with rope and children will be made aware of this.
- Tool talks will be given prior to use.
- All tools must be accounted for at the end of the session.
- Tools will only be used when a level 3 Forest Leader is present.
- The use of tools with children will be carried out on a 1:1 basis with an adult.
- Tools should not be left unattended.
- Personal protective equipment can be provided in the tool area (gloves).
- Tools are stored in a locked box and will not be left on site.

### First Aid:

First Aid treatment must be carried out by a trained first aider.

All cuts, grazes and open wounds must be covered when possible to avoid infection.

Major injuries that constitute 'reportable injuries' will be reported to the Health and Safety Executive via RIDDOR.

The Forest School Leader must check for any known allergies and conditions and make other staff/volunteers aware (if not already) and to put procedures in place to reduce risk, for example being a nut free site. Ensure medication is available and is only administered by a first aider. If parents have provided sun cream, it is to be applied prior to the start of the session (children encouraged to apply their own sun cream with supervision).

### Fire Procedure:

Fire drills take place regularly, fire extinguishers tested regularly, staff trained in fire prevention measures and Forest Wild Ones has a log book with evidence of fire drills.

Camp fires are an important part of Forest Wild Ones Sessions.

- Related safety equipment, including water will be kept in close range to the fire.
- Smoke inhalation will be reduced by burning dead wood. Children will be encouraged to move places if sat in direction of smoke.
- Children will only be allowed to light fires under direct supervision of a Level 3 Forest School leader using suitable materials and equipment.
- Fire must always be guarded by an adult.
- All fire must be extinguished at the end of a session-doused with water and stirred until all steam and smoke has ceased. Remains will be checked to see that they have cooled and are safe to leave.

Location: camp fire is situated in an open part of the site and is enclosed by short logs on all four sides, then larger seating logs.

All children, staff and volunteers must be made aware of fire pit rules from week 1. A fire will not be lit until all children understand the rules:

1. Stand behind the log.
2. Step over and sit down on the log.
3. Stand up, turn around and step over the log.
4. Children only allowed into fire pit area if invited by an adult.
5. Never throw anything into the fire.
6. Children should be knelt down if by the fire.

### Emergency Fire Procedure:

In the event a fire became out of control:-

1. Assemble children away from the fire and headcount.
2. Exit Forest School area. Assemble at the assembly point.
3. Lead adult to call 999 and send additional adult to the Cinderford Scout Hut. If no signal, then additional adult MUST be sent to the Hut to request 999 call.
4. Second headcount.

### Forest School Leader becomes ill/injured:

In the event of the Forest School Leader becoming ill or sustaining an injury, the session must end. An additional adult must take the lead.

Procedures to be followed:-

1. Lead adult to gather children together away from fire (if lit) and do a headcount.
2. Adult to use walkie talkie/mobile phone to call for help, whether that is the hut or 999.
3. Adult to ensure Forest School Leader is out of danger.
4. Extinguish the fire if lit.

### Food Hygiene and Eating:

By following food hygiene principles, we are trying to avoid contamination of food by doing the following:

- Food will be prepared by someone who has a food hygiene certificate.
- Any cuts are covered with a plaster before preparing food/serving food.
- Keep chemicals (hand sanitiser) in original container and store separately from food.

- All participants to use hand gel/sanitiser before eating.

### Toileting:

Children will be encouraged to go to the toilet before the session.  
Children will be allowed to use the toilets on site, escorted by an adult.

### Weather and Clothing:

This policy should be read in conjunction with the Clothing Policy and relevant risk assessments.

All adults attending Forest Wild Ones will be advised on the appropriate clothing to wear for the weather and activities they will undertake.

Where possible, we will try to provide suitable outdoor clothing for the children (dependent on what we have available and sizes etc). Families are reminded regularly, particularly when the seasons change, about wearing suitable Forest School clothing to the session and bringing a change of clothes.

It is the Forest School leader's responsibility to check children are suitably dressed before participating in the session. For safety reasons if a child is unsuitably dressed and appropriate clothing cannot be provided by Forest Wild Ones or parent/carer they will be unable to participate.

### Emergency Procedures:

This policy should be read in conjunction with the Emergency Procedures Policy and relevant risk assessments.

In case of injury to adults or children:

- In serious cases, 999 should be dialled.
- The rest of the group will be supervised away from the incident and if in danger will be removed to safety.
- Inform parents/carers
- Inform site manager
- Emergency phone numbers: Vicky - 07943817755

### Missing Child Procedure:

Children are regularly reminded of Forest Wild Ones rules and boundaries.

Regular head counts take place and if on discovery of a missing child, gather children together and use '1,2,3 where are you' shout out.

Whilst an adult remains with the group of children, a search of the vicinity must be made. Whilst search is underway, the other adult must notify the child's parents/carer. A decision will be made on whether to call the Police. If the child is still missing after 5 minutes, call the police immediately.



## Forest Wild Ones Ltd

### SEND Policy

Last reviewed date: September 2024

Next reviewed date: September 2025

Version	Date	Author	Revision notes
1	September 2023	Vicky Oliver	
2	September 2024	Vicky Oliver	No changes made

## Our policy's purpose

Forest Wild Ones Ltd is committed to ensure that all children including those with special needs can participate in our woodland sessions as its aim is to provide an appropriate learning opportunity for all children providing an environment in which all children are supported to reach their full potential.

## Aims

- If needed, appropriate consultation between all relevant parties will be sought.
- Changes and adaptations can be made to the programme of activities to meet the child's specific needs.
- If the child has a one-to-one worker within their setting, it is expected that they would accompany the child. They would not be counted within the staffing ratios.
- We aim to work in partnership with parents, their school/setting and other agencies in meeting individual needs in order that they can access Forest Wild Ones sessions.
- We aim to adhere to the DfE Code of Practice for Special Educational Needs and also the provisions of the Disability Discrimination Act 1995 (as amended by the Special Educational Needs Act 2001)
- Staff will be trained to support learners' individual needs.





## Forest Wild Ones Ltd

### First Aid Policy

Last reviewed date: September 2024

Next reviewed date: September 2025

Version	Date	Author	Revision notes
1	September 2023	Vicky Oliver	
2	September 2024	Vicky Oliver	Location changed - from Dean Heritage to Cinderford Scout Hut

## Our policy's purpose

Forest Wild Ones is dedicated to ensuring the health and safety of all staff, pupils and visitors of our woodland area through the outlining of the following:

- The roles and responsibilities of Forest Wild Ones Staff and appointed First Aiders
- First aid procedures
- Identifying appointed First Aiders and location of First Aid Kits.
- Record keeping and reporting of accidents and incidents.

**This policy should be read in conjunction with the Safeguarding Policy and Health and Safety Policy.**

## Roles and Responsibilities

### **Forest Wild Ones Staff are responsible for:**

- Ensuring they have read and understood the First Aid Policy and follow the First Aid procedures identified.
- Ensuring they know who the appointed First Aiders are in Forest Wild Ones. First Aiders names and photographs are displayed in the area as well as within this policy.
- Communicating any accidents/incidents to the relevant personnel as appropriate; inclusive of but not limited to parents, first aiders and emergency services.

### **First Aiders are responsible for:**

- Responding to First Aids needs and assume the lead for the management of accidents/incidents that require First Aid; providing appropriate treatment as necessary.
- Ensuring that their First Aid Kits are available, in date and checked regularly to ensure that there is an adequate supply of contents to meet requirements.
- Ensuring that the emergency services or other medical help is summoned in a timely manner when appropriate.
- Communicating any accidents/incidents to the relevant personnel as appropriate; inclusive of but not limited to parents and emergency services. This could include the decision to send a pupil home.
- Completing the relevant accident report as soon as is reasonably practical, but always on the same day as the accident/incident.

### **Forest Wild Ones Managers are responsible for:**

- Ensuring that an appropriate number of First Aiders are appointed and present on site.
- Ensuring that First Aiders have the appropriate qualifications to carry out their role; of which is kept up to date.
- Ensuring appropriate risk assessments are in place and risks are reduced.
- Reporting specified accidents/incidents to the relevant personnel as appropriate e.g. HSE

### **First Aid Procedures**

- In the event of an accident/incident resulting in injury the staff member present will seek the assistance of a qualified first aider.

- The first aider will assess the injury and provide appropriate first aid.
- If the first aider feels the individual is too unwell to remain in the session, they will contact parents/carers.
- The first aider will ensure the pupils school (if from an educational setting) is aware of any accidents or first aid administered so they can inform the parents/carers.
- In any instance that a pupil has had a bump to the head, a letter will be sent home with the pupil outlining signs/symptoms for parents and carers to look out for and when to seek advice. A phone call will also be made to inform parents.
- On assessment the first aider will decide if further assistance is required such as from emergency services and arrange for this assistance to be sought. The first aider will remain with the individual until help arrives.
- If the emergency services are required, they will be called from the injury location. A member of staff will need to inform the main reception that an ambulance has been called so that they can direct upon their arrival.
- The first aider will then complete an accident report form as soon as is reasonably practical, but always on the same day as the accident/incident.

### **Appointed First Aiders and First Aid Kit Locations**

Forest Wild Ones follows the statutory requirements for first aid and provides a sufficient number of suitably trained first aiders [including paediatric trained staff for EYFS]. The guidance issued by the DfE on first aid for schools SHE/G036 First Aid at Work is followed.

- At all times, at least 1 staff member will have a current paediatric first aid (PFA) certificate which meets the requirements set out in the Early Years Foundation Stage statutory framework and is updated at least every 3 years.
- The names of the designated first aiders in Forest Wild Ones are displayed on site. Their certificates are held in their staff personnel files in the admin office and the certificate renewal dates are monitored by the managers who arrange refresher training when applicable.
- The appointed first aiders for Forest Wild Ones and information on their related qualifications and responsibilities are as follows:

Vicky Oliver - Forest Schools Outdoor First Aid

Zoe Oliver - Forest Schools Outdoor First Aid

Forest Wild Ones has a kit and it is the designated first aiders responsibility to maintain the first aid kit and renew items if something requires replacing. It is the responsibility of the designated first aiders to ensure the first aid kit is fit for use and to replace items when needed or when expiry dates are reached.

At St Whites Primary School there is also an AED (automated external defibrillator). All first aiders are trained in its use however it can be used by any staff member who feels confident to do so as it provides step by step instruction.

### **Record Keeping and reporting**

Inside the first aider's first aid kits is an accident book. This should be completed by the first aider as a record of all accidents that they attend and the first aid they provide. As much detail as possible should be supplied when completing an accident form.

On occasions where staff may deal with the first aid need themselves, such as for their own injury, there is an accident book located in the main kit bag for recording. This book should

also be used as a record of any accidents/incidents on Forest Wild Ones's site and completed as soon as is reasonably practical.

In any instance that a pupil has had a bump to the head, a letter will be sent home with the pupil outlining signs/symptoms for parents and carers to look out for and when to seek advice. A phone call will also be made to inform parents.

Forest Wild Ones staff will inform parents/carers of any injury sustained by the pupil and any first aid given as soon as is reasonably practical, but always on the same day. This may be through a phone call if deemed necessary, or via Dojo messaging, unless contact has already been made by the first aider.

When an accident form is completed, this will be brought to Forest Wild Ones Managers who can assess whether it needs further action or reporting.

Forest Wild Ones reports and investigates all serious accidents, incidents and near misses and refers to the SHE guidance G025 - Accident and Incident Reporting and Investigation. The GCC SHE Assure system is used for more significant incidents and all RIDDOR reportable events. For guidance on what incidents are 'RIDDOR' Forest Wild Ones refers to the HSE guidance – 'Incident reporting in schools (accidents, diseases and dangerous occurrences)'.

All staff are encouraged to report accidents, incidents and near misses and line managers will investigate such incidents and identify and implement means to prevent a reoccurrence. The information collected is used to review arrangements to see if improvements are required.

The manager will notify Ofsted of any serious accident, illness or injury to, or death of, a pupil while in the business's care. This will happen as soon as is reasonably practicable and no later than 14 days of the incident. The manager will also notify the Children and Families Team at GCC.



## Forest Wild Ones Ltd

### Weather Policy

Last reviewed date: September 2024

Next reviewed date: September 2025

Version	Date	Author	Revision notes
1	September 2023	Vicky Oliver	
2	September 2024	Vicky Oliver	Location changed

## Our policy's purpose

Forest Wild Ones Ltd is committed to ensure that the children are sufficiently protected from the weather at all times.

## Aims

- If the weather is extremely windy it is advisable not to hold the Forest Wild Ones session in the woodland due to falling branches and trees on site. Session to be held in an alternative open area if possible, eg. within the scout hut with alternative activities
- If the weather is not conducive to being outdoors, the session is to be cancelled.
- If the weather deteriorates during the Forest School session and the Forest School Leader feels it is unsafe to remain in the woodland, the session must move to the inside the scout hut or be cancelled.
- If the Cinderford Scout Hut closes the site due to the weather, our sessions will be cancelled.



## Forest Wild Ones Ltd

### Clothing Policy

Last reviewed date: September 2024

Next reviewed date: September 2025

Version	Date	Author	Revision notes
1	September 2023	Vicky Oliver	
2	September 2024	Vicky Oliver	No changes made

## Our policy's purpose

Forest Wild Ones Ltd is committed to ensure that the children are sufficiently protected from the weather and the forest environment.

Forest School sessions will take place in all weathers unless deemed unsafe by the Forest School Leader.

***'There is no such thing as bad weather, just bad clothing'***

We require children to be wearing appropriate clothing and footwear. Clothing will get muddy so old home clothes are required.

We require children to have long sleeves and long trousers in both winter and summer. This is particularly important in the summer to protect from tick bites, sunburn, stinging nettles and thorns.

## Winter clothing

The general rule is to wear lots of layers which keep in the heat and can be removed if needed.

Children require:

- Warm hat
- Gloves, not mittens
- Vest
- Long sleeved t-shirt/shirt
- Jumper/fleece
- Waterproof coat
- Waterproof trousers
- Wellies with warm socks/walking boots
- Thermal underwear

## Summer clothing

Children require:

- Sun hat
- Sun cream applied before session
- Light long sleeved top
- Light long trousers
- Wellies or enclosed shoes/boots (no sandals)

Forest School leaders and staff will ensure all the children are appropriately dressed.





## Forest Wild Ones Ltd

### Confidentiality Policy

Last reviewed date: September 2024

Next reviewed date: September 2025

Version	Date	Author	Revision notes
1	September 2023	Vicky Oliver	
2	September 2024	Vicky Oliver	No changes made

## Our policy's purpose

Forest Wild Ones Ltd is committed to abiding by the confidentiality policy. Keeping children and adults safe.

## Procedures

- Medical and personal information is to remain confidential.
- All adults must be made aware of any medical details such as allergies affecting the children attending on a need to know basis and keep confidential within the Forest Wild Ones.
- Only Forest Wild Ones cameras and iPads must be used for the taking of photos and videos.
- Volunteers should only use Forest Wild Ones cameras under the guidance of the Forest School Leader.
- As part of the permission to attend Forest Wild Ones sessions, parents/Careers will be asked to agree to their child being photographed or filmed for observational, training or promotion purposes; any child without this permission will not be recorded or photographed at any time.
- Any adults attending, with medical conditions, must disclose to the Forest School Leader; this information will be treated with the utmost confidentiality.
- Only the Forest Wild Ones mobile phone should be used for emergency purposes.
- Observations and assessments of the children attending will be kept in Forest Wild Ones and remain confidential to the staff and the child's family.
- Volunteers may give oral feedback to a staff member regarding an activity however this must be in strict confidence.



## **Forest Wild Ones Ltd**

### **Woodland Conservation Policy**

Last reviewed date: September 2024

Next reviewed date: September 2025

Version	Date	Author	Revision notes
1	September 2023	Vicky Oliver	
2	September 2024	Vicky Oliver	Location changed

Forest Wild Ones Ltd is committed to promote environmental awareness and encourage sustainability, one of the principles of Forest School.

### Our policy's purpose

The children are taught about an appreciation, respect and responsibility for the world around them. Both the children and adults are encouraged to be aware of conservation issues of the woodland around them.

### Commitment:

It is important to bear in mind the ecological impact of running a Forest School and with that in mind consideration will be given to the following:

- The fire will be contained in a fire pit or Kelly kettle which uses very little fuel and will enable the site to be left unaltered when it has been put out.
- This will limit the amount of dead wood that is burnt as it is important for the soil layer of the forest.
- Children will be educated not to pick up anything that is still growing.
- Unless the locations have an abundance of a woodland resource required for specific activity, materials will be provided by the Forest School leaders from various other sites.
- The Forest School leaders will observe the effect of the Forest Wild Ones route to and from the forest location and if necessary adjust the route to ensure the woodland flooring has time to recover.
- Where beneficial to the woodland Forest Wild Ones will coppice Ash, Sycamore and other self seeding trees, in partnership with the Cinderford Scout Hut leaders.
- Forest school leaders will ensure that woodland species are conserved and will endeavour to plant new species if damage has occurred, in partnership with the Cinderford Scout Hut leaders.

## **Woodland Management Plan**

As a Forest School practitioner working within a woodland area, sustainability is a crucial consideration to ensure the longevity and health of the ecosystem. Here is my three-year management plan that incorporates various sustainable woodland management techniques to promote the health and sustainability of the site:

### **Year 1: Establishing a Sustainable Foundation**

**Tree Planting:** Start by identifying suitable areas for tree planting, with a focus on native species. This helps increase biodiversity, provides habitats for wildlife, and enhances the overall health of the woodland. This will be done in partnership with the Cinderford Scout Hut leaders.

**Invasive Species Management:** Identify and actively manage invasive species that can disrupt the ecosystem. Remove invasive plants to prevent them from spreading and displacing native flora.

**Coppicing:** Select a small section of the woodland for coppicing, primarily focusing on fast-growing species like hazel or willow. Coppicing provides a sustainable source of wood for future projects, including craft activities and firewood.

**Fire Pit Area Management:** Implement strict guidelines for fire pit use to prevent soil degradation and minimise the impact on the surrounding vegetation. Educate participants about responsible fire management. I will run my forest school sessions on the Cinderford Scout Hut Group's land, so all fires will be lit in a fire pit ensuring they are always off the ground.

### **Year 2: Enhancing Biodiversity and Sustainability**

**Wildlife Habitats:** Create wildlife-friendly habitats by installing bird boxes, insect hotels, and bat boxes. Promote biodiversity and the balance of the ecosystem by providing shelter and nesting sites.

**Education and Awareness:** Continue to educate participants about the importance of sustainability and responsible woodland use. Organise workshops and activities focused on conservation, wildlife observation, and forest ecology.

**Coppice Rotation:** Expand the coppicing area to other suitable sections of the woodland. Rotate the coppice cycle, ensuring that each area is allowed to regenerate fully before the next harvest. This promotes sustainable wood production.

**Composting and Mulching:** Collect and compost organic waste generated in the forest school area. Use the resulting compost to enrich the soil and enhance plant growth. Mulch around young trees to conserve moisture and suppress weeds.

### **Year 3: Long-Term Sustainability**

**Monitoring and Assessment:** Conduct regular ecological assessments to monitor the health of the woodland. Adjust management strategies based on the findings to ensure long-term sustainability.

**Trail Maintenance:** If you have established trails within the woodland, ensure their sustainable use by regularly maintaining them to prevent erosion and habitat disruption.

**Community Involvement:** Encourage community involvement through volunteer programs and forest school events. Foster a sense of ownership and responsibility among participants for the long-term health of the woodland.

**Long-Term Planning:** Develop a 10-year or longer-term plan for the woodland, considering factors like climate change adaptation, soil health, and the introduction of new native species to enhance resilience. I will be working in partnership with the Cinderford Scout Hut leaders.

**Fire Safety:** Continue to manage fire pit areas responsibly, ensuring that fire safety measures are in place and that participants are well-educated in fire management techniques.

This three-year management plan not only addresses immediate needs, but also sets the stage for the long-term sustainability of the woodland. By incorporating tree planting, coppicing, invasive species management, and other sustainable practices, I can help preserve and enhance the health and biodiversity of my forest school site for years to come.



## Forest Wild Ones Ltd

### COSHH

Last reviewed date: January 2024

Next reviewed date: January 2026

Version	Date	Author	Revision notes
1	January 2024	Zoe Oliver	
1	January 2025	Zoe Oliver	No changes made

## Our policy's purpose

### Control of Substances Hazardous to Health (COSHH)

The utilisation of chemicals or other substances posing hazards in the workplace may jeopardise the well-being of individuals. Consequently, the company is obligated to manage exposure to hazardous substances to prevent adverse health effects. The objective is to safeguard the well-being of staff, students, and others vulnerable to exposure by adhering to the Control of Substances Hazardous to Health Regulations (COSHH) as amended.

Hazardous substances encompass:

- Substances directly employed in work-related tasks (e.g., chemicals, paints, adhesives, cleaning agents) and substances produced during work activities.
- Naturally occurring substances (e.g., dust) and biological agents (e.g., bacteria and other microorganisms).

Forest Wild Ones Ltd acknowledges its duty in maintaining a secure environment concerning the handling of potentially hazardous substances. In this regard, we shall:

- Identify and document hazardous substances used or stored.
- Identify all activities likely to produce or generate hazardous substances.
- Acquire safety data sheets from suppliers or other sources.
- Identify potentially affected individuals, such as staff, students, contractors, and members of the public.
- Appoint a competent person to conduct and document COSHH assessments, regularly reviewing them if deemed invalid.
- Substitute hazardous substances with less hazardous alternatives when feasible.
- Utilise substances in safer forms when reasonably practicable.
- Employ methods to minimise exposure.
- Implement measures to control leaks.
- Provide appropriate storage for substances.
- Determine the necessity for monitoring exposure or health and medical surveillance.
- Ensure the effectiveness of control measures (e.g., ventilation and extraction) through inspection, testing, thorough examination (when applicable), and equipment maintenance.
- Supply employees with suitable personal protective equipment (PPE).
- Establish emergency procedures and implement waste disposal arrangements.
- Distribute a copy of relevant COSHH assessments to at-risk individuals.
- Provide information, instruction, training, and supervision on the safe use and handling of hazardous substances.
- Regularly monitor compliance with implemented control measures through informal spot checks and/or observations.



- Assess risks to other individuals who may encounter hazardous substances, particularly vulnerable groups (e.g., visiting children and women of childbearing age), and implement necessary controls to minimise or eliminate harm.

All staff members bear responsibilities under COSHH Regulations and are expected to:

- Participate in training programs.
- Observe hazard symbols on containers.
- Practise safe working with hazardous substances.
- Immediately report any concerns.
- Correctly use, wear, and maintain provided personal protective equipment.
- Return all hazardous substances to their designated secure location after use.
- Adhere to all control measures accurately.



# Forest Wild Ones Ltd

## Manual Handling

Next review date: January 2026

Version	Date	Author	Revision notes
1	January 2024	Zoe Oliver	
2	January 2025	Zoe Oliver	No changes made

## Our policy's purpose

Injuries related to manual handling can occur in any workplace. Factors such as manual labour, awkward postures, manual materials handling, and pre-existing or current injuries contribute to the risk of manual handling injuries. Manual handling is defined as the act of supporting and transporting a load through human effort, encompassing activities such as lifting, lowering, pushing, pulling, or carrying.

Forest Wild Ones Ltd commits to the following:

- Identifying manual handling operations posing a risk of injury through risk assessments.
- Avoiding handling operations with injury risks whenever possible, either by eliminating the need to move the load or introducing automation/mechanisation.
- Evaluating unavoidable operations using an ergonomic approach (Task, Individual Capacity, Load, and Environment - TILE) to assess the level of risk.
- Identifying measures to eliminate or reduce the risk, as reasonably practicable, based on information from the risk assessment.
- Considering manual handling operations for any new work.
- Conducting immediate reassessment if any components of the work situation change. Thoroughly investigating incidents resulting in musculoskeletal injuries to assistants and volunteers, with subsequent review of risk assessments and work systems.

### Furthermore:

- Ensuring staff recruited for manual handling roles are suitable for the tasks.
- Including details of manual handling tasks in job descriptions sent to job applicants.
- Active and dynamic monitoring of staff ability and health by Line Managers.
- Providing suitable information, training, and supervision for staff engaged in manual handling tasks, with the recording, monitoring, evaluation and review of such training.

### All staff engaged in manual handling activities should:

- Adhere to the company's risk assessment and avoid deviation unless reassessed for reduced risk.
- Refrain from manual handling activities if a reasonably practicable alternative exists.
- Utilise provided mechanical aids for which they have been trained.
- Promptly report any faults with mechanical aids.
- Assist and cooperate with the risk assessment process.
- Report all accidents, injuries, and near misses related to handling activities, regardless of severity.
- Inform their Line Manager if they cannot perform normal manual handling duties due to injury, illness, or any other condition.

- Avoid engaging in any manual handling operation believed to be beyond their ability.



## **Forest Wild Ones Ltd**

### **Data Protection including GDPR**

Next review date: January 2026

Version	Date	Author	Revision notes
1	January 2024	Zoe Oliver Vicky Oliver	
1	January 2025	Vicky Oliver	No changes made

## Our policy's purpose

Forest Wild Ones Ltd recognises the importance of protecting the privacy and confidentiality of personal information obtained through our operations. . This Data Protection Policy outlines our commitment to ensuring the proper collection, use, storage, and disposal of personal data in accordance with applicable data protection laws and regulations: the General Data Protection Regulation (GDPR) and The Data Protection Act 2018.

This policy applies to all employees, contractors, and third-party service providers who may have access to personal data in the course of their duties at Forest Wild Ones Ltd.

## Definitions

- Personal Data: Any information relating to an identified or identifiable natural person.
- Processing: Any operation performed on personal data, including collection, recording, organisation, structuring, storage, adaptation, alteration, retrieval, consultation, use, disclosure, dissemination, erasure, or destruction.

## Principles

Forest Wild Ones Ltd is committed to upholding the following principles:

- Lawfulness, Fairness and Transparency: Personal data will be processed lawfully, fairly and transparently.
- Purpose Limitation: Personal data will be collected for specified, explicit and legitimate purposes and will not be further processed in a manner that is incompatible with those purposes.
- Data Minimisation: Personal data will be adequate, relevant and limited to what is necessary for the purposes for which it is processed.
- Accuracy: Personal data will be accurate and, where necessary, kept up to date.
- Storage Limitation: Personal data will be kept in a form that permits identification of data subjects for no longer than is necessary for the purposes for which the personal data is processed.
- Integrity and Confidentiality: Personal data will be processed in a manner that ensures appropriate security, including protection against unauthorised or unlawful processing and against accidental loss, destruction, or damage.

## Data Collection and Processing

- Only necessary personal data will be collected for specified and legitimate purposes.
- Data subjects will be informed about the processing of their personal data.

- Consent will be obtained where necessary, and individuals have the right to withdraw consent at any time.
- Personal data will not be transferred to third parties without the data subject's knowledge and consent, unless required by law.

### Data Security

- Forest Wild Ones Ltd will implement appropriate technical and organisational measures to ensure the security and confidentiality of personal data.
- Access to personal data will be restricted to authorised personnel based on the principle of least privilege.
- All employees will be trained on data protection principles and security measures.

### Data Subject Rights

- Forest Wild Ones Ltd will respect and facilitate the exercise of data subject rights, including the right to access, rectification, erasure and data portability.
- Data subjects will be provided with clear information about their rights and how to exercise them.

### Data Breach Response

Forest Wild Ones Ltd will promptly assess and respond to any data breaches, notifying the relevant authorities and affected data subjects where required by law.

### Monitoring and Review

This policy will be regularly reviewed and updated to ensure ongoing compliance with data protection laws and any changes in business operations.

### Compliance

All employees are required to comply with this policy, and any breaches may result in disciplinary action.

### Additional Resources:

<https://www.gov.uk/data-protection>



## **Forest Wild Ones Ltd**

### **Disclosure/Accusation Policy**

Next reviewed date: January 2026

Version	Date	Author	Revision notes
1	January 2024	Zoe Oliver	
1	January 2025	Zoe Oliver	No changes made



## **Our policy's purpose**

Forest Wild Ones Ltd is committed to maintaining a workplace and business environment that encourages open communication, transparency and ethical conduct. This Disclosure/Accusation Policy is designed to provide guidelines for employees, stakeholders, and third parties to report concerns, suspicions, or potential violations of ethical standards within the organisation.

This policy applies to all Forest Wild Ones Ltd employees, contractors, vendors, partners and any other individuals associated with the company.

## **Reporting Procedures**

If any employee or external party has reason to believe that a violation of ethical standards, laws, regulations, or company policies has occurred, they are encouraged to report it promptly. Reports can be made through the following channels:

- a. Directly to the immediate supervisor or manager.
- b. Utilising the designated reporting channels, such as a dedicated email address or hotline.
- c. Utilising any other established communication channels provided by the company.

Reports should include sufficient details to allow for proper investigation, including the nature of the violation, individuals involved, date, time and any supporting evidence.

## **Confidentiality**

Forest Wild Ones Ltd is committed to protecting the confidentiality of individuals reporting concerns or accusations. Information related to reports will be disclosed only to those individuals involved in the investigation, and every effort will be made to keep the identity of the reporter confidential. However, in some cases, disclosure may be necessary to conduct a thorough investigation or comply with legal requirements.

## **Non-Retaliation**

Forest Wild Ones Ltd strictly prohibits retaliation against any individual who, in good faith, reports a concern or accusation. Any form of reprisal, intimidation, or adverse employment action against a reporter is a violation of company policy and will be treated seriously.

## **Investigation and Resolution**

All reports will be promptly and thoroughly investigated. The company will take appropriate action based on the results of the investigation, which may include corrective measures, disciplinary action, and, if necessary, legal proceedings.

### **False Accusations**

Knowingly making false accusations with the intent to harm someone's reputation or with malicious intent is a violation of this policy. Individuals found to have made false accusations may be subject to disciplinary action, up to and including termination of employment or legal action.

### **Policy Review**

This Disclosure/Accusation Policy will be reviewed periodically to ensure its effectiveness and relevance. Any updates or changes to the policy will be communicated to all relevant parties.

By adhering to this policy, Forest Wild Ones Ltd aims to create a culture of integrity, accountability, and transparency within the organisation.



## Forest Wild Ones Ltd

### Booking and Cancellation Policy

Last reviewed date: July 2024

Next reviewed date: July 2025

Version	Date	Author	Revision notes
1	March 2024	Vicky Oliver Zoe Oliver	
2	June 2024	Vicky Oliver Zoe Oliver	Cancellation period added for sickness and contact information
3	July 2024	Vicky Oliver Zoe Oliver	Cancellation guidance added for outdoor parties

Thank you for choosing Forest Wild Ones Ltd. for your child's Forest School and educational tutoring and mentoring experience. Please review the following policies regarding booking and cancellation:

### **Booking:**

- Places are offered on a first-come, first-served basis and can be booked through the booking page of our website.
- Once all places have been filled, a waiting list will be established.
- Only children and parents who have booked will be admitted to our sessions.
- Upon attending the first session, the following registration information will be made available to parents or carers: booking form, including registration information, medical information, photo permission and activity consent.

### **Session Booking:**

Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits. We recommend booking weekly sessions in half-termly blocks, typically of 6 weeks, but they can also be booked week by week if preferred.

If you know your child will not be attending a session, please inform us as soon as possible so we can plan accordingly.

### **Outdoor party:**

In the event of inclement weather, such as excessive rain or high winds, Forest Wild Ones reserves the right to cancel the party booking. We will promptly work with you to reschedule the event for a more suitable date and time.

### **Cancellation Policy:**

If your child is ill, they must not attend the session until they are fully recovered.

For sickness and diarrhoea, your child must wait at least 48 hours after the last episode before returning.

Please notify us of any cancellations preferably the day before the session.

At the latest, cancellations must be made by 8 am on the morning of the session.

You can contact us either by email at [admin@forestwildones.co.uk](mailto:admin@forestwildones.co.uk) or by phone at 07943 817755.

- If your child does not attend a booked session, you will not receive a refund.
- If we cancel a session for any reason, we will provide you with a refund.

At Forest Wild Ones Ltd., we are committed to providing a safe and enriching environment for your child's Forest School and educational mentoring experience. If you have any questions or concerns regarding our booking and cancellation policy, please feel free to contact us.



## **Forest Wild Ones Ltd**

### **Business Continuity Plan**

Last reviewed date: December 2024

Next reviewed date: December 2025

Version	Date	Author	Revision notes
1	March 2024	Vicky Oliver Zoe Oliver	
2	December 2024	Vicky Oliver	Location changed

## **1. Introduction**

Forest Wild Ones Ltd is committed to providing specialised educational sessions for children facing challenges in accessing full-time education. Our mission is to offer tailored support to children with diverse needs on a 1:1 or small group basis. This Business Continuity Plan outlines procedures to ensure the continuity of our services during and after disruptive events.

Names of Directors: Vicky Oliver and Zoe Oliver

Company Number: 15071882

Registered business address: 12a Meend Garden Terrace, Cinderford, Glos, GL14 2EB

Working business address: 1st Cinderford Scout hut, Oakmeadow Lane, Stockwell Green, Cinderford, GL14 2EH

## **2. Risk Assessment**

Identify potential threats and vulnerabilities to our operations:

- Natural disasters (e.g., floods, wildfires)
- Technological failures (e.g., IT system breakdown)
- Health emergencies (e.g., pandemic)
- Staff shortages (e.g., illness, unexpected leave)
- Supplier disruptions (e.g., loss of essential materials)

## **3. Business Impact Analysis (BIA)**

Evaluate the potential impact of disruptions on critical business functions:

- Loss of access to educational facilities
- Inability to deliver sessions due to staff or resource shortages
- Interruption of communication channels with clients and stakeholders
- Financial implications due to service interruptions

## **4. Recovery Strategies**

Develop strategies and plans for maintaining essential operations:

- Implement remote learning capabilities for staff and clients.
- Maintain a backup of essential data and resources offsite.
- Establish communication channels with clients, staff, and stakeholders.
- Identify alternative suppliers for essential materials and resources.
- Cross-train staff to cover critical roles in case of absences.

## **5. Emergency Response Procedures**

Establish protocols for responding to emergencies effectively:

- Activate emergency response team to assess the situation.
- Communicate with staff, clients, and stakeholders regarding the situation and any changes to service delivery.
- Implement safety measures for staff and clients, such as evacuation procedures or remote work arrangements.
- Coordinate with relevant authorities and agencies for support and guidance.

## **6. Resource Management**

Identify and allocate resources necessary for implementing the BCP:

- Ensure staff have access to necessary technology and equipment for remote work.
- Maintain adequate financial reserves to cover unexpected expenses.
- Secure alternative facilities or venues for delivering sessions if primary locations become inaccessible.

## **7. Communication Plan**

Outline procedures for communicating during a crisis:

- Maintain updated contact lists for staff, clients, suppliers, and stakeholders.
- Use multiple communication channels (e.g., email, phone, social media) to reach stakeholders.
- Provide regular updates on the situation and any changes to service delivery.
- Designate a spokesperson to handle media inquiries and external communications.

## **8. Testing and Maintenance**

Regularly test and update the BCP:

- Conduct drills and simulations to assess the effectiveness of the plan.
- Review and revise the plan annually or as needed to reflect changes in the organisation or operating environment.
- Provide ongoing training to staff on their roles and responsibilities during a crisis.

## **Conclusion**

Forest Wild Ones Ltd is committed to ensuring the continuity of our specialised educational services for children facing challenges in accessing full-time education. By implementing this Business Continuity Plan, we aim to minimise the impact of disruptions and maintain our mission of providing tailored support to our clients.



## **Forest Wild Ones Ltd**

### **Complaints and Procedures Policy**

Next review date: March 2026

Version	Date	Author	Revision notes
1	March 2024	Vicky Oliver	
2	March 2025	Vicky Oliver	No changes made



## Our policy's purpose

At Forest Wild Ones Ltd, we are committed to providing high-quality specialist educational sessions for children who may struggle to access full-time education. Our mission is to offer personalised support to children with diverse needs in a nurturing and inclusive environment. We strive to ensure that all aspects of our service meet the expectations of our clients and stakeholders. However, we recognise that there may be occasions when concerns or complaints arise. We value feedback as an opportunity to improve our services and address any issues promptly and effectively.

The objective of this Complaints and Procedures Policy is to outline the procedures for handling complaints in a fair, transparent, and timely manner, while ensuring that the complainant's concerns are addressed with sensitivity and respect.

This policy applies to all Forest Wild Ones staff members, clients, guardians, and stakeholders who wish to lodge a complaint regarding any aspect of our services.

## Procedure

### Informal Resolution:

We encourage complainants to initially attempt to resolve their concerns informally by directly communicating with the staff member involved or their immediate supervisor. Many issues can be resolved swiftly and satisfactorily through open dialogue.

### Formal Complaint Submission:

If the complaint cannot be resolved informally or if the complainant is not comfortable with an informal approach, they may submit a formal complaint in writing to the designated complaints officer, Vicky Oliver Founder of Forest Wild Ones. Complaints can be submitted via email or letter.

## Acknowledgment of Complaint:

Upon receiving a formal complaint, the complaints officer will acknowledge receipt of the complaint within 3 working days and provide an estimated timeframe for the investigation and resolution process.

## Investigation:

The complaints officer will conduct a thorough investigation into the complaint, gathering relevant information and consulting with appropriate parties involved. Confidentiality will be maintained throughout the investigation process.

## Resolution:

Following the investigation, the complaints officer will communicate the findings to the complainant in writing, outlining any actions taken or proposed resolutions. If necessary, Forest Wild Ones Ltd will take corrective measures to address the issue and prevent recurrence.

### Appeals Process:

If the complainant is not satisfied with the resolution provided, they may request a review of the decision. Appeals should be submitted in writing to the complaints officer within 10 working days of receiving the resolution outcome. The appeal will be reviewed by a designated senior staff member not involved in the initial investigation.

### Documentation and Review:

All complaints, investigations, and resolutions will be documented and maintained confidentially. Forest Wild Ones Ltd will periodically review its Complaints Policy and procedures to ensure effectiveness and compliance with relevant regulations.

### Confidentiality:

All information provided by the complainant and gathered during the investigation process will be treated with the utmost confidentiality, in accordance with applicable data protection laws.

### Contact Information:

Complaints should be addressed to:

Vicky Oliver

Founder

Forest Wild Ones Ltd

12a Meend Garden Terrace, Cinderford, GL14 2EB

forestwildones@gmail.com

07943817755

### Conclusion:

Forest Wild Ones Ltd is committed to fostering a culture of transparency, accountability, and continuous improvement. We value the feedback of our clients and stakeholders and are dedicated to addressing complaints promptly and effectively to uphold the quality and integrity of our services.



## Forest Wild Ones Ltd

### Exploitation Policy

Next reviewed date: March 2026

Version	Date	Author	Revision notes
1	March 2024	Vicky Oliver	
2	March 2025	Vicky Oliver	No changes made

## Our policy's purpose

Forest Wild Ones Ltd is committed to providing a safe and nurturing environment for children accessing our specialist educational sessions. This exploitation policy aims to outline the procedures and guidelines to prevent, identify, and address any potential instances of exploitation within our organisation.

### Definition of Exploitation:

Exploitation refers to any act or behaviour that takes advantage of children's vulnerability, undermines their rights, or causes harm to their physical, emotional, or psychological well-being. This includes but is not limited to physical abuse, sexual abuse, emotional abuse, neglect, or any form of coercion or manipulation.

### Commitment to Safeguarding:

Forest Wild Ones Ltd is dedicated to safeguarding the welfare of children and upholding their rights. We adhere to all relevant laws, regulations, and best practices concerning child protection and exploitation prevention.

### Recruitment and Screening:

All staff and volunteers working with Forest Wild Ones undergo a thorough recruitment process, including background checks, references, and relevant qualifications verification. We ensure that individuals with a history of exploitation, abuse, or inappropriate behaviour are not permitted to work with children in any capacity within our organisation.

### Training and Awareness:

Forest Wild Ones provides regular training and awareness sessions for all staff and volunteers on recognising signs of exploitation, appropriate boundaries, and safeguarding procedures. This includes training on responding to disclosures and reporting concerns in accordance with our policies.

### Code of Conduct:

Forest Wild Ones enforces a strict code of conduct for all staff and volunteers, emphasising professionalism, respect, and integrity in their interactions with children. Any behaviour that could be construed as exploitative or abusive is strictly prohibited and will result in disciplinary action, up to and including termination of employment or volunteer status.

### Reporting and Response:

Any concerns or suspicions regarding potential exploitation or abuse must be reported immediately to the designated safeguarding officer within Forest Wild Ones. This includes disclosures from children, observations of concerning behaviour, or any other indicators of possible exploitation. All reports will be taken seriously, investigated promptly, and handled with the utmost confidentiality and sensitivity.

### Collaboration and Support:

Forest Wild Ones works collaboratively with relevant authorities, such as child protection agencies, law enforcement, and healthcare professionals, to ensure the safety and well-being of children in our care. We also provide support and guidance to children and families affected by exploitation, connecting them with appropriate resources and services.

### Review and Monitoring:

This exploitation policy is subject to regular review and evaluation to ensure its effectiveness and relevance to the evolving needs of our organisation and the children we serve. Any updates or revisions will be communicated promptly to all staff and volunteers.

### Compliance:

Compliance with this exploitation policy is mandatory for all individuals associated with Forest Wild Ones Ltd. Failure to adhere to these guidelines may result in disciplinary action, legal consequences, and termination of employment or volunteer status.

By adhering to this exploitation policy, Forest Wild Ones reaffirms its commitment to protecting the rights and well-being of children and maintaining a safe and supportive environment for their educational development.



## Forest Wild Ones Ltd

### Lone Working Policy

Next review date: March 2026

Version	Date	Author	Revision notes
1	March 2024	Vicky Oliver	
1	March 2025	Vicky Oliver	No changes made

## Our policy's purpose

The purpose of this Lone Working Policy is to ensure the safety and well-being of employees who may be required to work alone while carrying out their duties for Forest Wild Ones Ltd. This policy outlines the procedures and guidelines to be followed by lone workers to mitigate potential risks and ensure appropriate support mechanisms are in place.

This policy applies to all employees of Forest Wild Ones Ltd who may be required to work alone, either in the field or within office premises, while conducting educational sessions for children struggling to access full-time education. This includes individuals engaged in 1:1 or small group sessions with children with diverse needs.

## Lone Working Risk Assessment

Before commencing any lone working activities, employees must conduct a thorough risk assessment of the environment and the tasks to be undertaken. This assessment should consider factors such as

- Location and accessibility
- Nature of the session and potential risks involved
- Needs of the learner (individual risk assessment)
- Availability of communication and emergency support
- Time of day and weather conditions
- Previous incidents or safety concerns

## Communication and Check-In Procedures

Lone workers must establish regular communication and check-in procedures with designated supervisors or colleagues. This may include:

- Providing details of their location and expected duration of work
- Agreeing on scheduled check-in times
- Utilising communication devices such as mobile phones or two-way radios
- Reporting any changes in plans or unexpected incidents immediately
- Being in contact with site staff

## Emergency Response Plan

All lone workers must be familiar with the emergency response plan and procedures specific to their location and activities. This includes:

- Knowing emergency contact numbers, including local authorities and Forest Wild Ones Ltd emergency contacts
- Understanding evacuation routes and assembly points
- Carrying a first aid kit and knowing basic first aid procedures
- Knowing how to respond to incidents such as medical emergencies, accidents, or hostile encounters

## Health and Safety Measures

Forest Wild Ones Ltd is committed to providing a safe working environment for all employees, including those working alone. To ensure their health and safety:

- Lone workers should receive appropriate training on safety procedures, risk awareness, and conflict resolution.
- Personal protective equipment (PPE) must be provided where necessary, and employees should be trained in its correct usage.
- Lone workers should have access to resources such as emergency contact information, maps, and relevant documentation.

## Lone Worker Support

Forest Wild Ones Ltd recognises the potential challenges and risks associated with lone working and is committed to providing support to employees in such situations. This includes:

- Regular supervision and monitoring of lone working activities
- Access to counselling or support services for employees experiencing stress or anxiety related to their work
- Encouraging open communication and feedback regarding lone working experiences
- Reviewing and updating lone working procedures and risk assessments as necessary

## Reporting and Incident Management

Employees must report any incidents, near misses, or safety concerns related to lone working immediately to their supervisor or designated contact person. All incidents will be investigated promptly, and appropriate measures will be taken to prevent recurrence.

## Policy Review

This Lone Working Policy will be reviewed annually, or more frequently if necessary, to ensure it remains effective and compliant with relevant legislation and industry standards.

## Compliance

All employees are required to comply with this Lone Working Policy and related procedures. Failure to adhere to these guidelines may result in disciplinary action.





## **Forest Wild Ones Ltd**

### **Recruitment and Selection Policy**

Next review date: March 2026

Version	Date	Author	Revision notes
1	March 2024	Vicky Oliver	
1	March 2025	Vicky Oliver	No changes made

## Our policy's purpose

The purpose of this Recruitment and Selection Policy is to outline the procedures and guidelines for the recruitment and selection of employees at Forest Wild Ones Ltd. This policy aims to ensure fairness, transparency, and adherence to legal and ethical standards throughout the recruitment process.

This policy applies to all recruitment activities undertaken by Forest Wild Ones Ltd, including the hiring of full-time, part-time, temporary, and contract positions across all departments and levels within the organisation.

## Equal Opportunities

Forest Wild Ones Ltd is committed to promoting equality and diversity in the workplace. All recruitment decisions will be made based on merit, skills, qualifications, and suitability for the role, without discrimination on the grounds of race, gender, age, religion, disability, sexual orientation, or any other protected characteristic.

## Job Analysis and Description

Before initiating the recruitment process, hiring managers or supervisors must conduct a thorough job analysis to identify the skills, qualifications, and responsibilities required for the position. A comprehensive job description outlining these requirements, as well as the key duties and expectations, should be prepared and approved by the relevant department head or HR manager.

## Advertising and Promotion

Vacant positions will be advertised internally, externally, or both, depending on the nature and level of the role. Forest Wild Ones Ltd will utilise various channels, including the company website, job boards, social media, and professional networks, to ensure maximum visibility and reach among potential candidates. Advertisements will include clear information about the role, required qualifications, and application process.

## Selection Criteria and Assessment

Selection criteria for each position will be based on the job description and the specific needs of the organisation. Candidates will be assessed against these criteria through a combination of methods, which may include:

**Application review:** Screening of resumes/CVs to shortlist candidates who meet the minimum qualifications. At least one member of the interview panel has undertaken Safer Recruitment Training.

**Interviews:** Structured interviews conducted by a panel of interviewers to evaluate candidates' skills, experience, and suitability for the role.

**Assessments:** Practical exercises or other assessment tools may be used to assess candidates' capabilities relevant to the position.

**References:** Verification of candidates' employment history, qualifications, DBS and character through reference checks. Two written references will be required.

## Interview Process

Interviews will be conducted in a professional and respectful manner, ensuring equal opportunities for all candidates. Interview panels will be diverse and trained in fair and unbiased interviewing techniques. Candidates will be provided with clear information about the interview process, including the format, duration, and expectations.

## Offer and Appointment

Offers of employment will be made to the successful candidate(s) following the completion of the selection process and approval from the hiring manager or relevant authority. Employment offers will be communicated in writing and will include details such as job title, salary, benefits, start date, and any other relevant terms and conditions of employment. DBS undertaken for successful candidates and copies of qualifications taken for file. Staff will undertake a probationary period to assess suitability. Staff will undertake safeguarding training during introduction.

## Feedback and Review

Feedback will be provided to unsuccessful candidates upon request, offering constructive criticism and guidance for future opportunities. Forest Wild Ones Ltd will conduct regular reviews of the recruitment process to identify areas for improvement and ensure compliance with this policy.

## Compliance

All employees involved in the recruitment process are required to comply with this Recruitment and Selection Policy and related procedures. Failure to adhere to these guidelines may result in disciplinary action.



## **Forest Wild Ones Ltd**

### **Training and Development Policy**

Next review date: March 2026

Version	Date	Author	Revision notes
1	March 2024	Vicky Oliver	
2	March 2025	Vicky Oliver	No changes made

## Our policy's purpose

The purpose of this Training and Development Policy is to outline Forest Wild Ones Ltd's commitment to providing opportunities for the continuous learning and professional development of its employees. This policy aims to support employees in acquiring new skills, enhancing existing ones, and fulfilling their potential within the organisation.

This policy applies to all employees of Forest Wild Ones Ltd, including full-time, part-time, temporary, and contract workers. It encompasses training and development activities aimed at improving job performance, enhancing career prospects, and supporting organisational objectives.

## Objectives

To ensure employees possess the necessary skills, knowledge, and competencies to perform their roles effectively.

To foster a culture of continuous learning and innovation within the organisation.

To support career progression and personal development opportunities for employees.

To align training and development initiatives with organisational goals and priorities.

## Training Needs Assessment

Forest Wild Ones Ltd will conduct regular training needs assessments to identify gaps in employee skills and knowledge. This assessment may be based on performance evaluations, feedback from supervisors, organisational changes, technological advancements, or industry trends. The results of the training needs assessment will inform the development of individual and group training plans.

## Training and Development Opportunities

Forest Wild Ones Ltd will provide a range of training and development opportunities to meet the diverse needs of its employees. These may include:

On-the-job training: Hands-on learning experiences conducted within the workplace under the guidance of experienced colleagues or supervisors.

External training programs: Attendance at workshops, seminars, conferences, or courses offered by external training providers or industry organisations.

Online learning: Access to e-learning platforms, webinars, and digital resources to facilitate self-paced learning and skill development.

Coaching and mentoring: Pairing employees with experienced mentors or coaches to provide guidance, support, and feedback on professional development goals.

Leadership development: Programs designed to cultivate leadership skills and competencies among employees aspiring to or currently in leadership positions.

## Funding and Support

Forest Wild Ones Ltd will allocate resources, including funding and time, to support employee training and development initiatives. This may include covering tuition fees, registration costs, travel expenses, and providing paid time off for training activities. Employees are encouraged to proactively engage with their supervisors or HR department to discuss their training needs and explore available support options.

## Performance Evaluation and Feedback

Training and development activities will be integrated into the performance evaluation process to assess their effectiveness in enhancing employee performance and achieving organisational goals. Employees will receive constructive feedback on their progress and performance, identifying areas for further development and improvement.

## Training Records and Documentation

Forest Wild Ones Ltd will maintain accurate records of employee training and development activities, including attendance, certifications, and achievements. These records will be kept confidential and accessible only to authorised personnel for the purpose of tracking progress, compliance, and planning future training initiatives.

## Compliance

All employees are expected to comply with this Training and Development Policy and actively participate in training and development activities relevant to their roles. Failure to fulfil training obligations may impact performance evaluations and career progression opportunities.



## **Forest Wild Ones Ltd**

### **IT and Internet Safety Policy**

Next review date: March 2026

Version	Date	Author	Revision notes
1	March 2024	Vicky Oliver	
2	March 2025	Vicky Oliver	No changes made

## Our policy's purpose

The IT and Internet Safety Policy of Forest Wild Ones Ltd outlines guidelines and procedures to ensure the secure and responsible use of information technology resources and the internet within the organisation. This policy aims to protect the confidentiality, integrity, and availability of sensitive data, prevent unauthorised access or misuse of IT assets, and promote safe and responsible online behaviour among staff and volunteers.

## Acceptable Use of IT Resources:

Forest Wild Ones staff and volunteers are granted access to IT resources, including computers, networks, software, and internet services, for the purpose of fulfilling their job responsibilities. IT resources should be used solely for work-related activities and in accordance with applicable laws, regulations, and organisational policies.

## Data Security and Confidentiality:

Forest Wild Ones is committed to safeguarding the confidentiality and integrity of sensitive data, including student records, financial information, and personal data of staff and clients. All users are responsible for protecting sensitive information from unauthorised access, disclosure, or modification, and for adhering to data security protocols and encryption standards.

## Password Management:

Users are required to create strong, unique passwords for accessing IT systems and accounts and are prohibited from sharing passwords with others. Passwords should be changed regularly, and multi-factor authentication methods should be utilised whenever possible to enhance security.

## Software and System Updates:

Forest Wild Ones IT systems and software must be kept up-to-date with the latest security patches and updates to mitigate vulnerabilities and protect against cyber threats. Users are responsible for installing updates promptly and reporting any potential security issues or concerns to the Founders of Forest Wild Ones Ltd.



## Internet Usage:

Internet access provided by Forest Wild Ones is to be used for work-related purposes only. Users are prohibited from accessing inappropriate or offensive websites, downloading unauthorised software or media, or engaging in activities that may compromise network security or violate organisational policies.

## Email Security:

Users should exercise caution when sending or receiving emails and attachments, particularly those from unknown or suspicious sources. Phishing attempts, malware, and spam emails should be reported to the IT department Founders of Forest Wild Ones immediately, and users should refrain from clicking on links or downloading attachments from untrusted sources.

## Social Media and Online Communication:

Forest Wild Ones staff and volunteers representing the organisation on social media platforms or engaging in online communication with clients or stakeholders must adhere to professional standards of conduct and avoid sharing sensitive or confidential information without proper authorisation.

## Reporting Security Incidents:

Any suspected security breaches, data breaches, or IT-related incidents must be reported to the Founders of Forest Wild Ones or designated security officer immediately. Prompt reporting is essential for mitigating the impact of security incidents and implementing appropriate remediation measures.

## Compliance:

Compliance with this IT and Internet Safety Policy is mandatory for all individuals accessing and using IT resources within Forest Wild Ones Ltd. Failure to comply with these guidelines may result in disciplinary action, including revocation of IT privileges, termination of employment, or legal consequences for serious breaches.

## Training and Awareness:

Forest Wild Ones will provide regular training and awareness sessions on IT security best practices, internet safety, and data protection guidelines to ensure that all staff and volunteers are equipped with the knowledge and skills necessary to maintain a secure and productive IT environment.

## Review and Evaluation:

This IT and Internet Safety Policy will be subject to periodic review and evaluation to assess its effectiveness and relevance to the evolving IT landscape and organisational needs. Updates or revisions will be made as necessary to address emerging threats, regulatory requirements, and industry best practices.

Forest Wild Ones Ltd is committed to promoting a culture of IT security awareness and responsible internet usage to protect the organisation's assets, data, and reputation from cyber threats and ensure the safe and effective use of technology resources.



## Forest Wild Ones Ltd

### Whistleblowing Policy

Next review date: March 2026

Version	Date	Author	Revision notes
1	March 2024	Vicky Oliver	
2	March 2025	Vicky Oliver	No changes made

## Our policy's purpose

The Whistleblowing Policy of Forest Wild Ones Ltd provides guidelines and procedures for employees, volunteers, and stakeholders to report concerns about misconduct, unethical behaviour, or violations of organisational policies without fear of retaliation. This policy aims to create a culture of transparency, accountability, and integrity within the organisation and to ensure that all reported concerns are investigated promptly and impartially.

This policy applies to all employees, volunteers, contractors, suppliers, clients, and stakeholders associated with Forest Wild Ones Ltd. It covers concerns related to fraud, corruption, financial misconduct, breaches of legal or regulatory requirements, conflicts of interest, discrimination, harassment, health and safety violations, or any other unethical or unlawful behaviour.

## Reporting Procedure:

Individuals who become aware of any concerns or suspicions of misconduct within Forest Wild Ones are encouraged to report them through the following channels:

- a. Direct Reporting: Concerns can be reported directly to a supervisor, manager, or another designated authority within the organisation.
- b. Whistleblowing Hotline: Forest Wild Ones maintains a confidential whistleblowing hotline or reporting mechanism where concerns can be reported anonymously if desired. Contact information for the hotline or reporting mechanism will be communicated to all employees and stakeholders. They are to call one of the founders of the company on 07943817755.
- c. Written Complaint: Individuals may submit a written complaint detailing their concerns to the designated whistleblowing officer or to a founder of the company.

## Confidentiality:

Forest Wild Ones is committed to maintaining the confidentiality of whistleblowers to the greatest extent possible. Information provided in whistleblowing reports will be treated with sensitivity and discretion, and only those individuals directly involved in the investigation process will have access to the information on a need-to-know basis.

## Non-Retaliation:

Forest Wild Ones strictly prohibits retaliation or adverse action against individuals who make good faith reports of misconduct or participate in whistleblowing investigations. Any form of

retaliation, including but not limited to harassment, intimidation, demotion, or termination, against whistleblowers will not be tolerated and may result in disciplinary action.

### Investigation and Resolution:

All whistleblowing reports will be promptly and thoroughly investigated by the designated whistleblowing officer, compliance team, or an independent third party, depending on the nature and severity of the reported concerns. Investigations will be conducted impartially and in accordance with established procedures, and appropriate corrective actions will be taken based on the findings of the investigation.

### Communication and Feedback:

Forest Wild Ones will provide regular updates and feedback to whistleblowers regarding the status and outcome of whistleblowing investigations to the extent possible without compromising confidentiality or ongoing investigations.

### Protection of Rights:

Whistleblowers who make good faith reports in accordance with this policy will be protected from retaliation and afforded all rights and protections available under applicable laws and regulations governing whistleblowing and employee rights.

### Compliance:

Compliance with this Whistleblowing Policy is mandatory for all individuals associated with Forest Wild Ones Ltd. Failure to comply with this policy, including retaliatory actions against whistleblowers, may result in disciplinary action, up to and including termination of employment or contractual relationships.

### Review and Evaluation:

This Whistleblowing Policy will be subject to periodic review and evaluation to ensure its effectiveness and compliance with legal and regulatory requirements. Updates or revisions will be made as necessary to address emerging issues, improve processes, and enhance whistleblower protections.

Forest Wild Ones Ltd is committed to fostering a culture of openness, accountability, and ethical conduct and encourages all employees, volunteers, and stakeholders to speak up and report concerns of misconduct without fear of reprisal. This Whistleblowing Policy provides clear procedures and protections to support whistleblowers in bringing forward their concerns in the best interests of the organisation and its stakeholders.



## Forest Wild Ones Ltd

### Absconding Policy

Last reviewed date: June 2024

Next reviewed date: June 2025

Version	Date	Author	Revision notes
1	June 2024	Vicky Oliver Zoe Oliver	

## Introduction

For the purpose of this policy guidance, the term 'absconding' is used to cover incidents of pupils or young people leaving the boundaries set by Forest Wild Ones unaccompanied and without the prior knowledge of staff.

### Principles and purpose:

To abscond is to 'leave without permission' Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school led activities. The safety strategies will be dependent on school phases (ages) and vulnerability of specific individuals.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Children who go missing are potentially at risk of harm, and a significant number, because of their circumstances, may face the risk of sexual, criminal or economic exploitation. All school staff have a responsibility to provide a safe environment in which children can learn. (Keeping Children Safe in Education document & Working Together to Safeguard Children)

This guidance sets out the procedures for maintaining safety and dealing with the unlikely event of a child going missing from Forest Wild Ones site promptly and efficiently.

It is Forest Wild Ones responsibility to safeguard the health, safety and wellbeing of children whilst in our care. Where a pupil or young person is known to present a high risk of absconding and placing themselves or others in danger Forest Wild Ones will create an individual assessment of risk reflecting those needs and how to address these in a positive way.

### Staff Awareness

It is the responsibility of all staff to ensure that they follow security and safety procedures to maintain the safest possible environment for the young person. They must familiarise themselves with Forest Wild Ones' Behaviour Policy and the individual strategies for support within each pupil's Behaviour Support Plans and Risk Assessments. All staff are required to be vigilant in their recording of all pupils' attendance.

### Control measures and procedures to prevent absconding

#### 1. Site security

- The site has a secure perimeter and gates, which should be closed at all times, other than when operating to allow learners in and out of the site.

### Effective supervision

- Effective supervision is dependant on a number of factors including:
  - o Age of the pupils

- o Ability of the pupils
- o Number of the pupils
- o Activities being undertaken
- o Pupil behaviour
- o Specific identified risks e.g. pupils with history of absconding, public rights of way through the grounds, building work, etc.

## 2. Information to pupils.

- Forest Wild Ones' rules and expectations are clearly displayed and reinforced throughout the setting.

### Individual Pupil Risk Assessments.

- Where there is a foreseeable risk of absconding, there should be an individual risk assessment in place.
- The IPRA should clearly detail the individual control measures required to reduce the risk of absconding.

## 3. External visits/sites.

- On an Educational Visit the security of the venue/location should be assessed and supervision levels altered accordingly.
- Ensure that there are robust systems in place so that each group has specified members and leaders, and regular head counts occur throughout the visit.
- In the planning for an educational visit the risks of absconding must be clearly assessed, particularly in the case where known absconders are in attendance. This should include transport.

## STAFF GUIDANCE FOR PUPILS ABSCONDING

In the unlikely event that a pupil or young person absconds, either intentionally or unwittingly, staff must activate the following procedure:

Where a pupil absconds the following procedures should be followed:

- The member of staff will organise a search of the site.
- If the pupil is not found then available staff to complete a more thorough sweep of the site and check the perimeter of the grounds.
- If a pupil is not located within a reasonable timeframe (3 minutes), the lead person must contact police using 999 and advise that a pupil is missing, providing a full description, including the clothes they were wearing when last seen.
- Lead person to contact parents/carers and inform them of the situation.
- Consideration will be given to whether the search should be extended beyond Forest Wild Ones perimeter. This decision will be based on staff's knowledge of the child and on the levels of risk, and on what action is in the child's best interests.
- Any staff who leave Forest Wild Ones to take mobile phone/ walkie talkie to contact other members of staff.



- Once a pupil has been found then the lead member will use their professional judgement to outline the response towards the pupil and the support the pupil will need in the future.
- A full and detailed report of the incident must be completed; this should include date, times, significant decisions made, actions taken, when and by whom i.e. police contact, parents informed, external agencies etc.
- Managers to brief police and parents.

Where a pupil attempts or is seen to be leaving Forest Wild Ones premises without authorisation the following procedures should be followed:

Where a pupil or young person attempts to or is seen to leave Forest Wild Ones premises without authority or support, the following procedures should be followed:

A lead person will be allocated.

Staff member should follow the pupil or young person and try to persuade them to return to Forest Wild Ones site. If a pupil or young person is deemed to be of high risk to themselves or others then staff should follow the pupil's individual Risk Assessment/Behaviour Support Plan.

At all times staff must be aware that active pursuit may encourage the young person to leave Forest Wild Ones or panic placing themselves in further danger e.g. risk of running into a busy road.

Staff should follow the young person or pupil at a safe distance keeping them in sight where possible and follow the pupil's individual Risk Assessment/Behaviour Support Plan.

The lead person may direct additional staff, if available, to join the search in a vehicle, taking a mobile phone or walkie talkie with them to ensure contact with the other members of staff.

The lead person will contact parents/ carers and where applicable other agencies.

If a pupil or young person has left the immediate vicinity and is no longer in sight then the lead person will make the decision on the next actions to be taken. They will take account of the pupil's/ young person's vulnerability, the weather conditions, the time of day, what they are wearing etc.

If a pupil is not located within a reasonable timeframe (3 minutes), the lead person must contact police using 999 and advise that a pupil is missing, providing a full description, including the clothes they were wearing when last seen.

If the pupil or young person returns of their own volition the lead member of staff will inform parents/carers, police and any other significant agencies involved.

A full and detailed report of the incident must be completed; this should include date, times, significant decisions made, actions taken, when and by whom i.e. police contact, parents informed external agencies etc.

Please note if a pupil or young person leaves the site unattended or absconds in the community and there is not an additional staff member available staff should phone 999 while searching the area.

## Forest Wild Ones Record of Amendments/updates to Resource Guide

Date	Details of amendment/update	By whom
June 2024	Booking and cancelations policy - sickness period and contact information added	Vicky
June 2024	Tick symptoms added to risk assessment	Vicky
June 2024	Absconding policy	Vicky and Zoe
July 2024	Booking and cancelations policy - outdoor party weather guidance	Vicky