



## **Frodsham Weaver Vale Primary School**

### **Forest Schools Policy and Procedure**

Our Forest School leader is a professionally trained and highly qualified Specialist with a wealth of experience working with Children and Young People (CYP). We will tailor our support to the individual needs of the CYP and work with all settings to ensure the pupils are fully included as learners.

#### **Forest School Mission Statement**

We aim for equality of opportunity to inspire and provide personal, social and emotional and educational, support as required to enable all pupils to achieve their full potential.

#### **Forest Schools**

Forest Schools is a unique outdoor learning experience that improves children's self-esteem, confidence and abilities.

The Forest Schools movement takes a learner-centred approach to outdoor education and play in a woodland environment. Programmes allow individuals to develop a relationship with the natural world and sessions foster resilience, creativity and confidence.

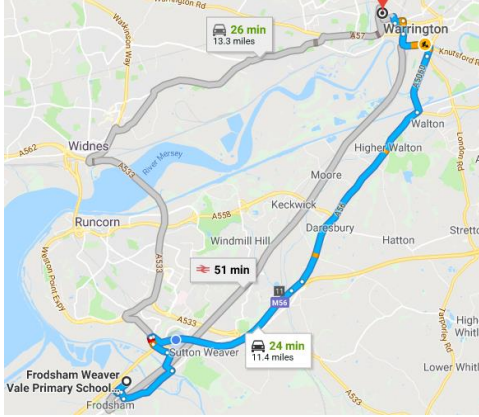
*\* This programme is held on school grounds*



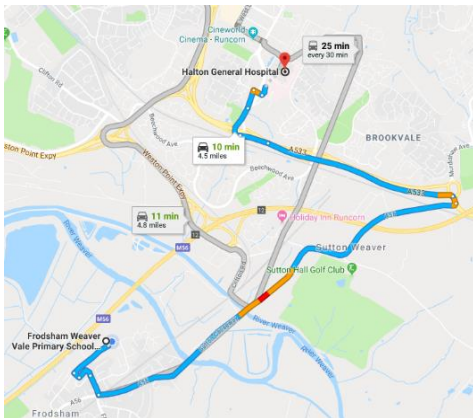
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In event of major accident/injury local hospitals in the area are:



**Warrington Hospital**  
**Lovely Lane**  
**Warrington WA5 1QG**  
**Tel - 01925 635911**



**Halton General Hospital**  
**Hospital Way**  
**Runcorn WA7 2DA**  
**Tel - 01928 714567**  
**(Outside office hours you can contact Halton General Hospital via the main switchboard on 01925 635911)**



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#### Emergency & Serious Incident Procedure

Emergencies are never wanted, but they are a possibility, we ensure that all leaders are familiar with appropriate emergency procedures. Most emergencies can be resolved on-the-spot by the leader removing the group from potential threat and providing first aid. However, in the event of a serious incident, which could arise as a result of an injury, illness or threat, emergency services should be contacted, and the following procedures followed:

1. Secure safety of whole group from further danger. Stop all work/activities if safe. Call in and locate group promptly as agreed with group in advance. If possible, remove whole group from any further danger or threat of danger.
2. First Aider to attend to any casualties with adult helper and with regard for maintenance of required supervision ratios for the rest of the party. At least one first aider must be on site at all times. A record of changes in casualties' state and anything administered to them to be made if possible.
3. Emergency services contacted as necessary, ideally by an adult helper. Charged mobile phones or radios are carried by staff, Leader will inform the school bursar of the incident and request support.
4. Safety of the rest of group will be maintained by the remaining staff and adults away from the scene of the incident and Taken back into school.
5. Informing next of kin should be carried out as soon as possible after the incident by The School Bursar or Head Teacher.
6. The Headteacher must be informed of any major incident as soon as possible. Following this as soon as is possible the landowner of the site should also be informed.
7. Incident report and/or first aid book should be filled in on site if possible and then logged back at the school office.
8. If required report to PRIME 01244 976 950.
9. Review risk assessments



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#### Tools, Fires & Activity Guidance

Tool Use Procedure Using a range of tools will be necessary in many site based activities and is an important part of our work as it enables participants to develop new practical skills that help develop self-confidence. The School Links Forest School aims to ensure that all people participating in sessions with tools do so safely and with as little risk to their health as possible. Tools that may be used include potato peelers, mallets, bow saws, billhooks, pruning saws, loppers, knives, drills and hatchets. The following guidelines are to be followed when using tools:

- The forest school leader will check all tools are fit for continued use before the session
- Only tools that are in safe working order shall be supplied for use
- Correct and safe use of sharp tools will be demonstrated to all staff and participants
- Tools should be counted when handed out and counted back in again when finished
- All groups are to be supervised closely by competent leaders until deemed competent to work with limited supervision ratios of 1:1 for key stage 1 and 1:2 for key stage 2.
- Tools should be kept in a designated safe area when not in use - none should be left unattended outside this area
- All knives will be closed/sheaved immediately after use
- Saw guards will be replaced immediately after use
- Walking around with open/ unmasked tools will not be permitted
- Safe working distances and suitable ratios must be maintained at all times

\*Misuse of tools will not be tolerated; behaviour policy will be implemented\*

All group members will wear suitable boots/shoes and outdoor clothing and personal protective equipment suitable for activity.



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#### Fire Procedure

Fires and the use of Kelly kettles are an important part of Forest School and other sessions. We aim to ensure that all people participating in sessions with fires and/or Kelly kettles will do so safely and with as little risk to their health as possible. Fires will only be used where it is appropriate to do so and where there has been an agreement with the site owner prior to the session.

- Leaders will explain to participants the importance of using only dead wood for fires and also of the importance of dead wood as a habitat
- Smoke inhalation will be reduced by burning dead wood. Those in smoky areas will be encouraged to move to less smoky areas
- Fires will only be lit in suitable defined spaces or in a fire dish
- Participants will only be allowed to light fires under direct supervision of a trained leader using suitable materials and equipment
- All participants will be given clear guidelines about how to behave and move around the area when the fire or kettle is lit
- A lit fire will be supervised by an adult at all times, as will all cooking activities
- Related safety equipment, including heat-proof gloves, a fire blanket, a burns kit and water will be kept within close range of fires
- All fires should be fully extinguished and all traces removed at the end of a session, except where the landowner has agreed that a designated fire pit may be used repeatedly

School links will attach relevant policies related to fires in the main building associated with each of the settings, and follow their policies.

#### Ratios

Three adults to a class group

These ratios are for guidance only for groups of children and suitable levels of support should be determined in advance depending on the types of activity and needs of the group.

#### Photos/Videos/social media

Permission will be granted from parents and carers to take and share photos to publish on the school's blogs. Social media accounts will be on security settings.

#### Staff and training

There will be a level 3 qualified Forest School Leader who is Outdoor First Aid trained. Other staff will hold a First aid certificate and all staff will have a DBS. The correct amount of staff will be used following our Ratio policy.



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#### Risk assessment/site assessment

The Forest School Leader will visit the site where possible and do a site sweep form highlighting hazards such as poisonous plants and fungi, broken fences, wasp nests, animal homes, weather conditions, safety of trees and litter.

We believe that, while there are risks that must be considered, there are also a wide range of potential benefits that can be gained by those involved. We also recognise that taking risks is an important part of learning and developing and we want to provide a safe and supportive environment in which participants can learn about risks, challenges and personal safety. Consequently, we will use a risk/benefit analysis in our assessment of our sites and activities.

#### Behaviour Policy

##### *INTRODUCTION*

Following discussions with staff, pupils and governors, it has been agreed that behaviour presents itself in a variety of ways. For the purpose of this policy, Behaviour means

- The way a child or member of staff conducts themselves
- The ways in which children and staff interact with each other
- The way in which children respond to learning
- The ways in which children respond to each other

At Frodsham Weaver Vale Primary School, every child has a right to listen and learn. Every member of staff has a right to teach and facilitate learning. The behaviour policy sets out: expectations of all children and staff we hold as important; expectations of staff and parents; ways in which we will encourage and reward good behaviour and discourage behaviour that does not support our School Rules.

*Our school has 4 "School Rules"*

1. Be safe and keep others safe
2. Be kind
3. Be respectful
4. Listen carefully – everyone has a right to learn.

*Expectations of all adults and children are expected to*

- tell the truth
- respect the rights and property of others
- value the differences in each other
- treat others as they would wish to be treated
- take personal responsibility for their actions
- be self-disciplined.



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Our school will not accept any behaviour which prevents others from feeling safe or being able to learn.

#### *BULLYING*

To avoid misunderstanding, we would define the term bullying as follows:

“Bullying” is the persistent direct or indirect physical, verbal or emotional dominance of one pupil by another, or a group of others.” We are conscious of the distress which is caused by all types of bullying. We rely on parents, staff and children to inform us of any instances of bullying so that it can be dealt with swiftly for the benefit of the victim and the Bully. Bullying of any sort is not acceptable in this school. (Please see our Anti-Bullying Policy)

*Expectations of All Staff in our School All Staff will:*

- create a calm and purposeful learning and listening atmosphere
- use a consistent approach to the language used if negative behaviours are displayed ‘you have chosen to....., do not choose this type of behaviour again because....’ (refer to the school rules)
- be well organised
- be positive - rewarding good behaviour
- be specific and consistent about what is expected and what is unacceptable - Pupil Behaviour Policy February 2017
- deal fairly and effectively with bad behaviour, remembering that it is not the child that is disliked but a particular action
- avoid punishing whole groups for the activities of individuals
- inform parents of any problems where appropriate
- be positive role models for our children any child that is on an individualised behaviour plan will have the details of the plan shared at the staff meeting following plan writing so as to allow a whole school approach to supporting their behaviour.

*Expectations for all Parents in our School Parents should:*

- uphold the expectations as laid out in the Home/School agreement
- ensure that pupils arrive at school on time and are suitably clothed
- ensure that pupils are collected from school at the appropriate time
- support the school’s rules and values
- support their child’s education
- inform the school of any concerns or grievances they may have (in the first instance speak with the child’s class teacher)

#### *Intrinsic and Extrinsic Rewards*

The underlying principle to children’s positive behaviour is where each child feels valued for the contributions they make through their positive behaviours and their ability to always try their best.





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Children will learn in a safe environment, where positive behaviours are recognised and rewarded in a variety of ways.

- Staff praise (smiling, thumbs up, time spent talking with the child, sharing good work/good behaviour with the rest of the class/school)
- House Points
- Sharing of positive behaviours with parents
- Celebration Assembly (School Awards and Headteacher Awards)
- Displays of children's work.
- Sharing positive behaviours/good work with the Headteacher.

1) Owl Trees – Each classroom will have their own 'Owl Tree' (Nursery – Class 6). Every child will have their own owl, with their name on which will be placed on the tree. The owl stays on the tree if they have demonstrated positive behaviours during each session (before playtime, before lunchtime and after lunchtime). If a child stays on the tree for all 3 sessions each day and for a full week, then they will be put into the Head Teacher's Golden Book. Each time a child has demonstrated positive behaviours in 1 session, then they have earned a house point. The tree will be on a blue background, then a black background. If a child hasn't adhered to all our school rules in a session, then they will have 1 warning to put their behaviour right. If it happens again, then the child will move their owl to the blue background. If their negative behaviours continue, then they are moved to the black background. Movement to the black background means that the incident is recorded in the classes' Behaviour Book. 3 incidents in the behaviour book results in the child seeing the Head teacher. A further incident after this will result in the Head Teacher contacting parents and organising a 'Behaviour meeting.'

2) House points – All children in the school are put into one of the four houses. Children from the same family will be in the same house. These are "Ash," "Maple," "Willow," and "Oak." These trees grow in our school grounds. During the week children will have the opportunity to collect house points for their house. These will be given for positive behaviours, attitude, their work and for staying on the Owl Tree for a full session. At the end of the week the points are collected by the Year 6 House Captains and at the Friday "Celebration Assembly" the house points are read out. Laminated leaves (4 leaves for the winning house, 3 leaves for 2nd place and so on) are then awarded to each house and displayed on our trees in the hall. At the end of each half term the team with the most points wins the House Shield and a House activity afternoon.

3) Certificates – When children have displayed positive behaviours or tried really hard with a piece of work, they are then put onto a Golden nest at the top of the Owl Tree – this means they have earned a place in the 'Golden Book.' If a child is in the Golden Book, they are presented with a Headteacher's Award. 5 Headteacher's Awards will earn a special prize. All staff can recommend Pupil Behaviour Policy February 2017 that a child receives a 'School Award' in Celebration Assembly for upholding our school rules or for trying hard with something – linked to a themed challenge.



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#### *SANCTIONS*

It is important to make clear that poor behaviour is unacceptable. All staff will work towards supporting children in understanding the importance of personal responsibility for more negative behaviours. Our 4 School Rules are frequently shared with the children – particularly through our PSCH lessons. For most children, most of the time, the above is sufficient, particularly as they learn that the ideal form of discipline is self-discipline. However, sometimes we have to take further steps for the sake of the child and their peers. If a child chooses to continue to break our school rules then: Staff will firmly and calmly let the child know that they have chosen the wrong behaviour 'you have chosen to....., do not choose this type of behaviour again because.....'. After one warning, if the behaviour is repeated, then the child is asked to move their owl to the blue background. If it continues, then the owl will need to move to the black ground – this will then be recorded in the Class Behaviour Log. Three recorded incidents in the Behaviour Log will mean a visit to the Head Teacher to address the issues that keep occurring. One more incident will result in the Head Teacher contacting parents. Incidents of swearing or physical violence will be reported to the Head Teacher immediately and parents will be contacted. It is unacceptable for any member of staff to use physical force as a way of making a child listen or change their negative behaviour. Physical force consists of but is not limited to grabbing, holding, pulling, squeezing. (Please see Section 8 ) In appropriate circumstances and after everything else has proved ineffective the Head Teacher retains the power to exclude a pupil from the school. [The Education and Inspections Act 2006]

#### *THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS*

School have a number of Team Teach trained staff located throughout the school. These staff have had positive handling training and know a range of strategies to de-escalate situations and events. There may be rare occasions when a member of staff has to use reasonable force to protect pupils from injuring themselves, others or causing damage to property. This is in line with section 550A of the 1996 Education Act. If such a situation arises the Head Teacher will record the details and attempt to inform the parents on the same day within 2 hours of the incident. In using reasonable force, the staff should never give the impression that they are acting out of anger, frustration or to punish the pupil. Where possible, try to make sure there is another member of staff available. If a situation like this occurs, then the Head Teacher will spend time with the member of staff by way of addressing their well-being. (See our Positive Handling Policy 2017)

#### *Health and safety*

Health & Safety Policy Forest School programmes may include activities that are considered higher risk than usual for participants. It is the general approach of The Forest school leader to consider not only the risks of each activity but the potential benefits too. However, the Forest School leader seeks to minimise risk by following appropriate procedures for more risky activities, such as tool use and fires, and by carrying out risk assessment covering key hazards that participants may come into contact with during a session.



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**Risk / Benefit Analyses** We believe that, while there are risks that must be considered, there are also a wide range of potential benefits that can be gained by those involved. We also recognise that taking risks is an important part of learning and developing and we want to provide a safe and supportive environment in which participants can learn about risks, challenges and personal safety. Consequently, we will use a risk/benefit analysis in our assessment of our sites and activities.

**On Site Risk Assessment Procedure** Forest School sites must be safe and easily accessible, so whenever possible we will visit and assess sites before activities take place. During our assessment, we will seek to identify significant hazards and take action or precautions to reduce the risk to a safe level. All staff, volunteers and freelancers will have access to this information in case the leader is unable to attend to an incident. We will make agreements with landowner and explore specific site issues if necessary. Whilst doing this we will identify any hazards and implement the necessary controls, check for mobile phone coverage and access in case of emergency and assess toilet facilities. We will ensure all Trust staff and partners are provided with a copy of the risk assessment prior to an activity. When and where possible, we will carry out a last check of a site prior to the arrival of a group. Changing weather conditions and visitors to the site can create new challenges, such as fallen branches and litter. These will need to be assessed and may alter previously arranged activities. Where checks are not possible prior to groups' arrival a site sweep and assessment will be made with the group upon their arrival.

There are five steps to risk assessment:

1. Look for the hazards, such as windblown trees or litter
2. Decide who might be harmed and how
3. Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done
4. Record the findings
5. Review the assessment and revise if necessary
6. Report to PRIME if necessary

#### *Child protection and safeguarding*

It is the responsibility of the Forest school team to ensure the safety of children and vulnerable children/adults whilst in our care. We are committed to creating an environment which is safe from abuse and any suspicion of abuse is promptly and appropriately dealt with. The Safeguarding Policy focuses on:

- Minimising the risk of abuse taking place through good planning and best practice
- Empowering those it works with to stay safe and speak out
- Taking appropriate action when any allegations arise Staff & Assistants.

All staff or volunteers that will be supplied to support sessions will have enhanced checks from the Disclosure & Barring Service. Participants will not be left unsupervised with a visitor or volunteer where no DBS certificate has been seen.

Concerns will be reported to the relevant schools and they will follow Frodsham Weaver Vale individual Safeguarding policies. We will keep records of incidents and report accordingly via CPOMS.



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#### *Lost or missing person policy*

Lost or Missing Person. Whilst we appreciate this sense of freedom can be beneficial to all, there is also the possibility that a participant may get lost. There are several ways we can prevent this:

- we encourage all our participants to take an interest in their surroundings to help them find their bearings. Ultimately, we would like to inspire all who are able to become responsible for their own safety with respect to staying close to the rest of the group.
- Boundaries will be chosen, clearly marked and made known to the group. Going outside the boundaries will require all of the group to go or a sub group, with at least one leader – allowing at least two leaders to stay with remainder of group.
- the group will be counted in and checked at start and end of each session, then at other relevant points in the day – particularly after activities that include members splitting up. Children will be given a role in this.
- Good communication within the group will encourage collective responsibility for each other's safety – leaders are always approachable and should be made aware if there are any concerns as to a participant's whereabouts.

In the event of leaders fearing that a member of the group has gone missing:

1. **call all the group in using a whistle or sticky feet**
2. **count and find out who is missing**
3. **note the time**
4. **radio for additional support from the school bursar**
5. **if child is not found in 30 minutes call 999.**

Assessed by: Cory-Ann Taylor	
Reviewed by: Peter Van Geffen	
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