

JAN 25

HANDBOOK

INFORMATION, POLICES AND PROCEDURES



CANOPY FOREST SCHOOL



**CONNECTION, GROWTH, EXPLORATION,
SUSTAINABILITY**

JAN 24

INFORMATION, POLICES AND PROCEDURES



THE PURPOSE OF THIS HANDBOOK

This Forest School handbook is a working document. It contains policies and procedures in line with statutory requirements and good practice which are appropriate to our site, client group and our Ethos, Core Values and Mission.




**CONNECTION, GROWTH, EXPLORATION,
SUSTAINABILITY**

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CANOPY FOREST SCHOOL

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

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WHAT IS FOREST SCHOOL?

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

"Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term programme that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting." The Forest School Association.

The roots of Forest School education reach back to open-air culture "friluftsliv" or free air life that is practiced as a normal part of the early years syllabus in many northern European countries and Scandinavia.

In 1993 this idea arrived in the UK when a group of students from the early year's department at Bridgewater College went on a trip to Denmark. What they saw in Denmark was pre-school children using the local outdoor environment as a natural part of the curriculum. The teaching style and philosophy that was observed in Denmark began to form what we now know as Forest School here in the UK.

First and foremost Forest School is an ethos which provides individuals with the opportunity to re-connect with the world around them in its natural state. This environment also allows them to re-connect with themselves, builds self-esteem, confidence and resilience. It also is a place where they can connect with others in a supportive learning community.

Forest school uses a holistic curriculum which focuses on the needs of its participants. The natural environment offers great opportunities for growth and

development and the forest school leader produces lesson plans that build on what the natural environment already supplies. At the end of each session the participants take part in a reflective, review process which helps create self-awareness and conscious growth.

Exploratory learning allows individuals to take controlled risks, builds inner confidence, determination and self-esteem. Forest school fosters independent and creative learners because of its supportive, equal and holistic nature. It allows its participants to believe that they can create their own learning, follow their own interests and become independent.

Nature provides Forest Schools with the rich activities and opportunities for learning, so environmental identity and sustainability are central to all that takes place. Participants learn how to support eco-systems, how to sustainably manage woodland areas, name and identify local flora and fauna and develop a deep connection, and respect for the natural world.

OUR ETHOS, MISSION AND CORE VALUES

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Our Ethos

To provide a classroom
with no walls.
Where the sky is the
limit. Nature is the
teacher and imagination,
play and discovery the
curriculum. Self-esteem,
wellbeing, deep
connections and a sense
of wholeness and joy are
the learning outcomes.

Our Mission Statement

To create a transformative learning
experience in a natural setting where
play, exploration and supported risk
taking inspires personal growth and
meaningful connections to the world
self, and others.

Our Core Values

Connection

To connect to the natural world, self, and others

Growth

To undergo natural development socially, emotionally, physically,
spiritually, and intellectually over a period of time. To nurture
reflection, innovation, and creativity.

Exploration

To enjoy new discoveries, adventures and take supported risks.

Sustainability

To use methods that do not harm the environment so that natural
resources are still available in the future. To be able to support eco-
systems so they can continue over a period of time

TEACHING AND LEARNING

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Forest School is an approach to learning that takes participants into the great outdoors whatever the weather to explore the natural environment in a holistic and learner centered way. It is a long-term nature based teaching programme where participants grow in self-confidence, self-esteem and develop resilience and independence.

The teaching and learning process at **Canopy Forest School** is based on a framework of pedagogy and not a static step by step process of working. In 2011 the UK Forest school community agreed on six guiding principles which are built upon a variety of educational theories and methodologies. These principles are central to our approach, ethos, core values and mission at **Canopy Forest school**. These six core principles are:

- Forest School takes place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world.
- Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
- Forest School uses a range of learner-centred processes to create a community for being, development and learning.
- Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.
- Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves
- Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.

Each Forest School session will always vary in form and content as it will be adapted to suit the learners, season, weather and emotional variations of the group. The ever-changing mood, marvel and potential of the natural world is celebrated as this is what makes each session magical, full of discovery and difference. Every new experience is a valuable one and participants are given the opportunity to choose activities, lead their own learning and follow their own interests.

The direct teaching of the three skill strands: shelter, fire and tools are interwoven with self discovery and exploration as participants learn to take controlled risks in a safe, non-judgemental, nurturing environment. Activities such as den building, tree climbing, learning knots, using tools, cooking and lighting fires help participants to become, healthy, resilient, creative and independent learners.

Learning to care, look after and cherish the natural world also helps develop learners, socially, emotionally and spiritually as it inspires a deep and meaningful connection to the world. **Canopy Forest school** is a community where participants learn to work as a team, support and nurture each other's growth and development. The Forest school leader guides and mentors the group and skilfully introduces new activities that are pitched and tailored at the appropriate level. The reviewing and reflection process is an important part of each session and here achievements, next steps and future plans are shared and discussed in an open and nurturing way.

Above everything else having fun and enjoying time outside is the most important element of each and every forest school session.

FOREST SCHOOL

6 CORE PRINCIPLES

**Forest School is
a long term
process with
regular
sessions**

**FOREST
SCHOOL
SUPPORTS
HOLISTIC
DEVELOPMENT**

**FOREST
SCHOOL
IS A LEARNER
CENTERED
PROCESS**

**FOREST
SCHOOL
HELPS
PARTICIPANTS
TAKE
SUPPORTED
RISKS**

**FOREST SCHOOL
TAKES PLACE IN A
NATURAL
ENVIRONMENT
WITH SOME TREES**

**FOREST
SCHOOLS
ARE RUN
BY
QUALIFIED
REFLECTIVE
LEADERS**

THE ROLE OF THE FOREST SCHOOL LEADER

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

"There is no Wifi in the forest but I promise you will find a better connection."

Diana Garland

The role of the Forest School leader is to plan, promote and provide memorable and transformative Forest School experiences in a safe and secure environment. At **Canopy Forest School** we use and apply our ethos, values, mission, policies and procedures in our teaching and course delivery. Each learner is seen as equal, unique and valuable and they are central to all we do.

Forest School is a specialised learning approach so each of our Forest School leaders are qualified in delivering a learner led curriculum, teaching woodland sustainability, coaching individuals in den building, tree climbing, knots, tool use, cooking and fire lighting. Alongside this, each Forest School leader is highly skilled in observation, and reflection which drives all of the resourcing, planning and organisation of sessions.

There is nothing more joyful and inspiring than to watch people discovering the world around them. As mentors, facilitators and guides Forest School leaders get to continually witness this magic happening. In the first six weeks of a new group forming a baseline assessment period takes place. Here the Forest School leader observes, reflects, and forms a holistic profile of each member of the group. This allows the leader to pitch, support and guide the learning at an appropriate pace which is meaningful to each student.

Another important aspect of the role is to be an active listener, a trusted and supportive mentor who can build self-esteem and emotional intelligence.

Canopy Forest School creates a positive atmosphere of support where individuals learn to become independent in their physical skills and mental thought processes. Here they learn to communicate, trust and share their own ideas which allows them to believe in their own capabilities and recognise their own needs. Learners come to understand that support comes from trusted adults and friends alike as they are nurtured to develop positive relationships with themselves and other people. This process can only take place when it is facilitated by a skilled leader.

Central to all of this is the environment and the Forest School leader also has a good understanding of the eco-system of the Forest School site. They not only have a deep level of knowledge of the plants and animals that live within the site but they are also aware of possible risks. The leaders at **Canopy Forest School** are all trained outdoor emergency first aiders and thoroughly understand health and safety, child protection and safe guarding procedures. Please also refer our First Aid Procedures (p12, 13 & 14), Roles and Responsibilities of designated persons Policy (p36) and Safe Guarding Children and Adults Policy (p29,30& 31).

Above and beyond everything else our Forest School leaders love what they do, are passionate about the job and care about our connection to nature.



MEET THE TEAM

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY



Hello, my name is Emma and I have been a primary school teacher for over 20 years. During my teaching career I have been fortunate enough to work in a wide variety of schools both in England Switzerland and Norway. Canopy Forest School was established in 2021 but the dream was born over 15 years ago when I spent 4 years teaching in Norway. Working abroad taught me many things but above everything else it was the Scandinavian open air culture "friluftsliv" which really captured my imagination and changed my teaching pedagogy.



Hi, my name is Jo and I have been a Primary School teacher for over 10 years. I love being outside, learning about nature, wild swimming and walking. I am also very interested in the healing power of nature and am a qualified nutritional therapist. I joined the "Canopy Forest Team" last year as a volunteer while studying to become a level 3 Forest School leader with Hampshire Wildlife Trust. I am now excited to be a qualified member of the team and love every element of Forest School learning.

CANOPY FOREST SCHOOL



OUR QUALIFICATIONS

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Level 3 Qualified Forest School Leader

Qualified Teacher Status (PGCE)

MA Inclusion (Social, Emotional and Behaviour Difficulties)

Certificate in Therapeutic Skills for Outdoor Leaders

Therapeutic Forest Approved Practitioner

Outdoor First Aid-SCQF Level 6

Level 2 in Food Safety and Safety for catering

Enhanced DBS

Forest School Public Liability Insurance

Forest School Association Member

Institute of Outdoor Learning Member

PLAY POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

"Play is the highest form of research " Albert Einstein

At **Canopy Forest School** we understand how important and valuable "play" is and we treasure, celebrate and honour the learning that takes place through child initiated play. We recognise that "play" is a process which encompasses a broad variety of behaviours and contexts. We understand that play is an instinctual behaviour and is the most vital component for human development. We know that "play" is the means through which all animals express their joy in life, explore, learn, and discover the world and that it creates the right conditions for children and adults alike to test the world, to make sense of it, to grow the skills needed to communicate, to negotiate and express their inner selves.

At **Canopy Forest School** "play" is an essential part of our learning programme. During each session all participants have the opportunity to engage in free, self-initiated play. The role of the forest school leader during this time takes on many different forms depending on the activities and the needs of the participants. We follow, observe and watch the intrinsic play motivations of the group and then reflect, build and scaffold these and develop them in future sessions. The Forest School Leader has to know when to step in, when to advise and when to not. At **Canopy Forest School** we believe it is important to protect the child's need for risky play. To allow this to take place we use risk/benefit assessments which are clearly communicated and shared with participants. This allows us to help our learners to move inside and out of their comfort zones.

Each **Canopy Forest School** session is unique and will follow the ideas and interests of the group. During our reflection time at the end of each session we discuss what we have learnt and then we plan how we would like to extend our learning further. Consequently, our planning is organic in form and the journey that the children take us on is always exciting, inspiring and child driven. We promote holistic development and support the "whole" child in their learning through play and this is achieved through a long-term process of regular sessions which are 2 hours long.

At **Canopy Forest School** we use a flexible learning structure which starts with a welcome and a collective group meeting where our plans for the session are shared over a snack and a drink. We then inspire the group usually using a story which is based on the chosen theme and raise a powerful question in their minds. Then we partake in an active activity/game based on the theme which helps us to move and bond as a group. After this we usually break off into focus groups where we take part in activities that are based on the chosen theme. The learners then break off into child initiated play. Finally we come back together for a snack and a drink and then move into our reflection time and plan what we would like to explore in our next session. This session structure can move and alter depending on the activities, weather, feelings and motivations of the group.

Throughout all sessions we draw upon the natural environment that surrounds us and our core values of connection, growth, exploration and sustainability are entwined and threaded through all that we do.

Canopy Forest school is a community where participants learn to work as a team, support and nurture each other's growth and development. Play is the main vehicle through which our learning takes place and the child is at the heart of each session.

Our Play Principles



Canopy Forest School provides its learners with outdoor play experiences that allows them to connect, grow, explore and learn about sustainable practices.

Canopy Forest School provides a child centered learning programme designed by an experienced leader and based on informed observations, reflections and the voice of it's participants.

At Canopy Forest School we believe in faciliating rather than directing learners in their play and our sessions are adaptive and responsive to the learners changing needs and interests.

Canopy Forest School promotes holistic development and supports the "whole" child in their learning through play. This is acheived through a long-term process with regular sessions for 2 hours or longer.

Canopy Forest School protects the child's need for risky play by using risk/benefit assessments that are clearly communicated and shared with participants. We help our learners to move inside and out of their comfort zones by skillfully supporting, scaffolding and extending their play.

EQUAL OPPORTUNITIES POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

The mission, values and ethos of Canopy Forest School places a great emphasis on the importance of the individuality of all our clients. We are committed to giving each individual every opportunity to achieve the highest of standards, irrespective of ethnicity, religion, attainment, age, disability, gender or background. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children. We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement.

We will:

- Ensure equality of access for all children
- Make sure that everyone has fair choice
- Employ a range of styles, including collaborative learning, so that children can value working together
- Build relationships between children
- Treat all adults and children with respect
- Seek to involve all parents in supporting their child's education
- Encourage feedback from children and parents on fairness
- Take account of the performance of all children when planning for future learning and setting challenging targets
- Stop bullying, harassment or any discrimination
- Treat people as individuals
- Make best use of all available resources to support the learning of all groups of children.
- Model kind language

Our teachers ensure that our children:

- Feel secure and know that their contributions are valued appreciate and value the differences in others
- Take responsibility for their own actions
- Participate safely, in clothing that is appropriate to their religious beliefs
- Are taught in groupings that allow them all to experience success
- Use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs, without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Are encouraged to participate fully, regardless of disabilities or medical needs.

Forest School does mean Forest School **FOR ALL**. **Canopy Forest School** welcomes and celebrates diversity and the strength this brings to Forest School sessions. Everyone is included and offered equal opportunities and we take our responsibilities from "The Equality Act 2010" which highlights "protected characteristics". To find out more please refer to: <https://www.gov.uk/guidance/equality-act-2010-guidance>

Our Forest School environment is an environment to which we are all entitled and we strongly believe that the experiences we will have there will linger in the memory for years to come. Children with medical needs or disabilities will be helped so that they can take part fully in each Forest School session (appendix 14). Those children with challenging behaviour will be risk assessed and may need one to one supervision, but their entitlement to participate in Forest School remains the same.

ADDITIONAL NEEDS POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Children will have the opportunity to experience success.

At **Canopy Forest School** we will always endeavour to make special arrangements to ensure that ALL young people have the opportunity to experience Forest School. This will include planning with special needs providers and parents/carers for access to a woodland or outdoor space. Consideration will be given to young people's specific needs as laid down in their Educational and Health Care Plan. In our planning we will design bespoke sessions to accommodate needs and produce unique motivation plans.

Each child's self esteem will be nurtured and thought will go into tailoring the Forest School experience to ensure that ALL children have a great time. Planning and preparation is important so an open dialogue prior to the session is important between leaders parents/ carers and school.

Forest School takes place in the freedom of the outdoor and we encourage unbounded creativity to build confidence and empower enquiring minds. We understand that play is essential for physical and emotional growth, for mental, intellectual and educational development, and for acquiring social and behavioural skills. Our staff have experience in managing additional learning and social needs and Emma Clode holds a post-graduate certificate in Social and Emotional Behaviour Difficulties and is an approved Therapeutic Forest Practitioner.

We work in partnership with parent/carers, the education establishment and other agencies in meeting individual children's needs.

Canopy Forest School works in partnership with parent/carers, the education establishment and other agencies in meeting individual children's needs.

We understand and follow the DFES Code of Practice for Special Educational Needs and also the provisions of the Disability Discrimination Act 2005 (as amended by the Special Educational Needs Act of 2014).

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

We have a zero-tolerance approach to discrimination and ensure that children access a safe and secure learning environment.

An Example of our Independent Risk Assessment of children with extra needs e.g. medical/behaviour

Individual Risk Assessment for Individual with extra needs



Date	
Name of Child	
Individual Needs	
Session Title	
Forest School Assistant working with child	
Outline of activities to be undertaken in session	
How will activity be modified?	
Possible Hazards and Risk levels	
Actions to be taken to eliminate and control hazards and risks	
Review for next session	

An Example of our motivation plan identifying ways we can support children with extra needs e.g. medical/behaviour

MOTIVATION PLAN

OUTLINE OF CHILD'S NEEDS:

SUPPORTIVE RELATIONSHIPS
ENCOURAGING CONNECTION

- 1. _____
- 2. _____
- 3. _____

NOTES:

MANAGING EMOTIONS
EXPRESSING BUT NOT
BEHAVING

AUTONOMY AND RESPONSIBILITY
CHOICES, GROWTH AND LIFE
SKILLS

- 1. _____
- 2. _____
- 3. _____

NOTES:

PERSONAL CHALLENGES
BUILDING CONFIDENCE
AND COMPETENCE

BEHAVIOUR POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Building relationships and trust is vital if the Forest School experience is to be a positive one. Through building relationships at Canopy Forest School, adults can gain an understanding of children's emotional difficulties (frustration/anger, etc) and the triggers which may cause behavioural changes of fight or flight. As trust is built, we can teach children coping strategies and use reflection opportunities to talk about feelings and emotions enabling children to become emotionally literate and aware of feelings and aware of who we are.

This policy gives guidance to all who work with pupils at **Canopy Forest School**. It describes how positive behaviour is encouraged. The quality of learning, teaching and behaviour in school are inseparable issues, and the responsibility of all school adults. The behaviour policy plays a crucial role in achieving our ethos and mission and is driven by our core values.

All members of our Forest School community enjoy the right to be treated respectfully and fairly in a safe learning environment. Everyone shares the responsibility in ensuring this happens effectively. Our Forest School rules are made with this end in mind and these are supported by clear, supportive routines so that everyone knows what is expected of them. All adults strive to establish and maintain strong, positive relationships. Meaning that when learners make bad choices there is a determination to restore things, and time to reflect and discuss feelings.

We manage children's behaviour in partnership between; the leader and parents/carers. We rely on both sides being open and honest about how children respond to different situations and this is especially important to note if you suspect or have a diagnosis of Special Educational Needs.

Children's self esteem and self respect is nurtured and fostered at all times and we need as much information as possible about how we can meet individual children's needs. Other children need to be considered too so if a child requires more attention from one of the adults it is vital that we know this in order to get the staff ratios right.

At **Canopy Forest School** our staff strive to be positive role models and will deal with situations in a clear, calm, polite and positive manner. Positive behaviour will be reinforced with praise and encouragement and mediation is facilitated between children to help them to resolve conflicts through negotiation, calm down times and discussion.

Behaviour that is unacceptable will be challenged in a calm and assertive manner. Adults will be aware that some kinds of behaviour may arise from a participant's medical, behaviour or learning needs. Staff will avoid shouting unless this is required in an emergency situation to prevent harm. It will always be made clear that it is the behaviour that is unacceptable, not the person. Our procedure if a child's behaviour is deemed as dangerous or inappropriate to others or if they have stopped other children learning is removing them for some time in with an adult. This will mean that the child's self esteem is maintained. If behaviour is continuously unsafe and endangers others then unfortunately the child will no longer be able to attend Forest school. This of course is a last resort and will be fully discussed with the child, parents/carers before this step is taken.

We have a number of rules or codes of conduct at **Canopy Forest School** which are there to keep all individuals safe. At the beginning of every session a quick recap of the rules/boundaries is reinforced. Consistent boundaries are important and give children security, and enable them to know what to expect.

At **Canopy Forest School** we aim to build children's self esteem and confidence through self appraisal and own sense of achievement, through the completion of activities. Adults will facilitate learning to ensure that children achieve. Achieving a task will lead to a positive learning experience and children recognising a sense of personal competence. Children with low self esteem find it difficult to receive praise and only hear what they want to hear (biased scanning). When giving praise it should be for recognising skills and asking how it made the child feel. We will share items made (with permission of the children) with the rest of the group to celebrate individual success.

Canopy Forest School Rules

CANOPY FOREST SCHOOL

OUR CLASSROOM RULES

Play, explore and
enquire

Ask questions

Be your best self

Listen and hear the
world around you

Don't give up and believe
in yourself

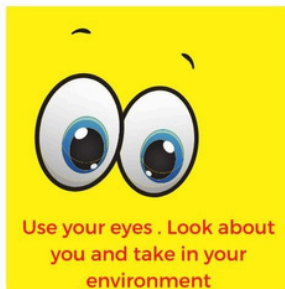
Love and look after the
world around you

Enjoy friendships and
connecting with others

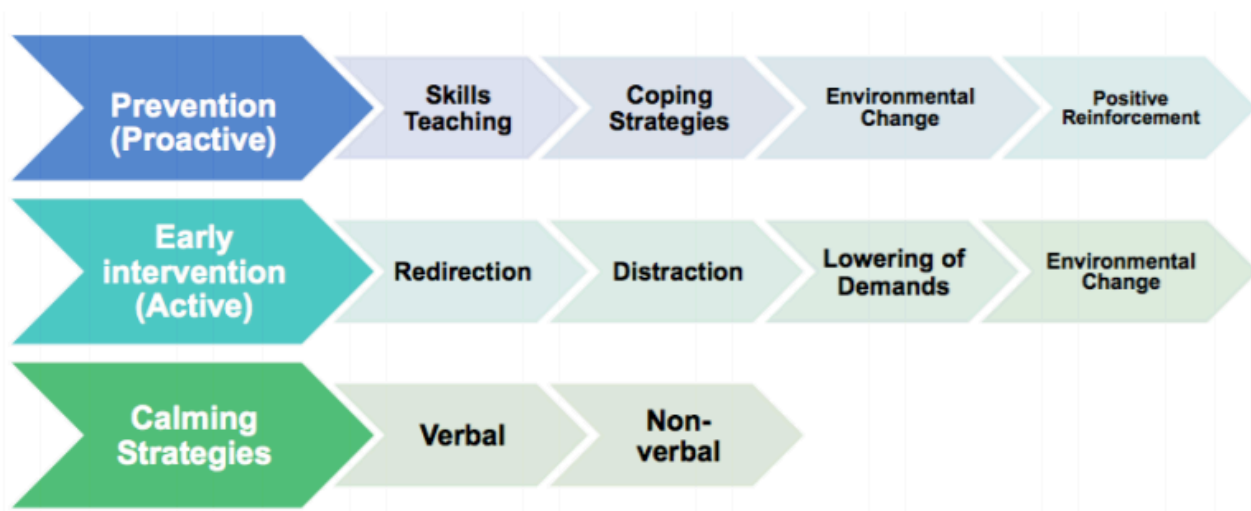


Safety Moving around the Forest School

Top Tips for moving and playing safely in our Forest School



How we deal with difficult situations

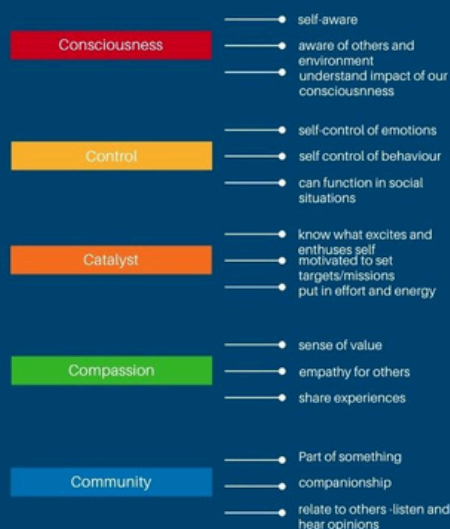


5 C's of Emotional Wellbeing

The Archimedes 5 C's of emotional wellbeing has been designed by Sarah Blackwell. The first 3 c's are about intrapersonal skills and about knowing that we have the power to change these aspects of ourselves. The last 2 c's are interpersonal skills and are about how we relate to others. At the center of all of the 5C's is the heart of the learner.

Sourced from Archimedes training level 3: Unit 3
<https://rise.articulate.com/> accessed 25/5/21

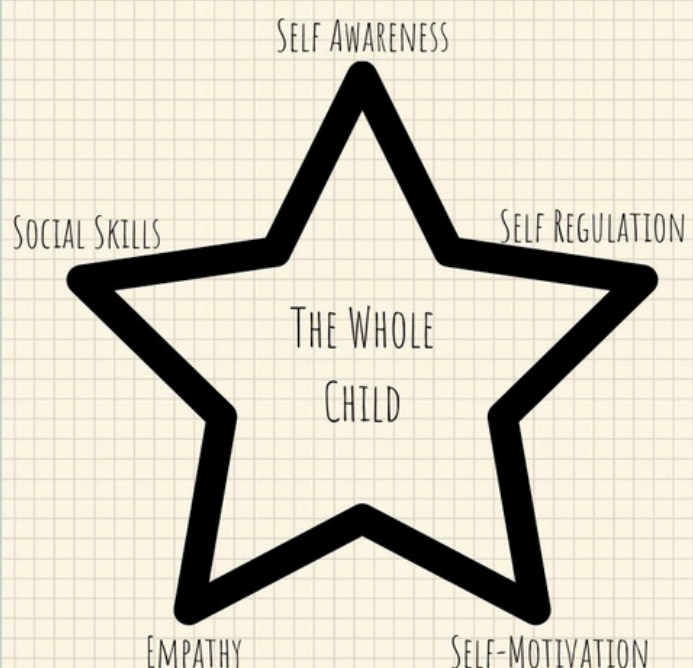
happiness.co



ARCHIMEDES EARTH- FOREST SCHOOL STAR EMOTIONAL INTELLIGENCE

The Emotional Intelligence star is used by Forest School practitioners to understand the whole child.

Sourced from: Archimedes Earth, Blackwell, (2017), Handout Vers 1:6



CANOPY FOREST SCHOOL

ROLES AND RESPONSIBILITIES OF DESIGNATED STAFF, CHILDREN AND PARENTS POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

This policy will identify the roles and responsibilities of designated staff at Canopy Forest Schools and it will also outline what is expected of the children and their parents/carers as stated in our Forest School parent agreement.

Canopy Forest School is planned and led by Emma Clode and Jo Streat both are fully qualified Level 3 Forest School practitioners. Both lead a variety of programmes at a number of different sites. We run play and stay preschool sessions, after school clubs, class groups, holiday club sessions and adult wellness days. Each programme has been carefully put together for the given age group. Benefit and Risk Assessments, Environmental Impact Reviews and consent forms will always be completed and complied for each of these groups.

Roles and Responsibilities:

Forest School Leader: Emma Clode

Forest School Leader: Jo Streat

Outdoor First Aider 1: Emma Clode

Outdoor First Aider 2: Jo Streat

Child Protection Lead: Emma Clode

Business Manager: Emma Clode

Operations Manager: Emma Clode

Finance Manager: Emma Clode

Accident and Emergency First Aid: Our Forest School Leaders are Outdoor First Aid trained and hold the Emergency First Aid at Work Level 3 qualification and the Forest School First Aid Certificate which covers outdoor first aid and emergencies. Our Forest School Leaders always carry an Emergency Bag to all activities which includes an outdoor First Aid Kit and Burns Kit. When using fire or tools all safety equipment is checked and brought on site for the session.

Insurance Requirements: Birnberk Insurance Services, Insurer: SAUA Limited, Forest School Public/Products Liability Insurance, indemnity is confirmed at £5,000,000, with a £250 excess applying to any claims. Period of Cover: 01/09/23 - 01/09/24

Roles and Responsibilities of Canopy Forest School:

- Provide high quality teaching and learning through a broad and balanced child led curriculum
- Value each child as an individual
- Understand that each child has their own unique learning style
- Encourage each child to achieve their personal best
- Provide opportunities for each child to learn and practice new skills
- Encourage collaborative learning
- Encourage students to take manageable risks in their own learning
- Provide high ratios of adult to children

Roles and Responsibility of Children:

- Play explore and enquire
- Don't give up and believe in yourself
- Ask questions
- Be your best self
- To listen to and follow safety information given to them.
- Enjoy friendships and connecting with others
- Love and look after the world around you

Roles and Responsibility of Parents/carers:

- Ensure my child will attend Forest School regularly
- Ensure my child is equipped appropriately for Forest School
- Let Forest School know about concerns or problems that may affect behaviour
- Support my child's outdoor experiences at home and listen when they share their experiences
- Praise and celebrate your child's achievements
- Support the Canopy Forest School policies
- Encourage independence and problem solving at home
- To attend our celebration events

CANOPY FOREST SCHOOL

SCHOOL, PARENT, CHILD AGREEMENT



CANOPY FOREST SCHOOL

WE WILL AIM TO WORK
IN PARTNERSHIP WITH
PARENTS AND CARERS
TO :-

1. provide high quality teaching & learning through a broad and balanced curriculum
2. value each child as an individual
3. understand that each child has their own learning style
4. encourage each child to achieve their personal best in all areas
5. provide opportunities for children to learn and practice new skills
6. encourage collaborative learning
7. encourage children to take risks in their own learning
8. Provide a high ratio of adults to children

Signed

THE FAMILY I/WE WILL AIM TO WORK IN PARTNERSHIP WITH CANOPY FOREST SCHOOL AND ITS STAFF TO:-

1. ensure that my child will attend The Forest School regularly
2. ensure that my child is equipped appropriately for Forest School
3. let the Forest School know about any concerns and problems which might affect my child's behaviour or progress
4. Support my child with opportunities for outdoor learning at home and listen to what they want to share about their Forest School experience.
5. Praise and celebrate your child's achievements discuss your child's progress and Forest School experiences
6. Support the Canopy Forest school policies and their rules for promoting good behaviour.
7. encourage independence and problem solving at home.
8. To attend the children's celebration of Forest Learning in the Forest

Signed

THE CHILD WILL AIM TO FOLLOW THE RULES OF THE FOREST:-

1. Play, explore and enquire
2. Don't give up and believe in yourself
3. Ask questions
4. Be your best self
5. Listen and hear the world around you
6. Enjoy friendships and connecting with others
7. Don't give up and believe in yourself
8. Love and look after the world around you

Signed

The Organisation

A Summary of our organisations structure



Emma Clode

Business Manager
Operations Manager
Financial Manager
Forest School Leader

Job Description

To oversee, direct and control the personnel and activities of Canopy Forest School. To adopt operational plans, supervising every day activities striving to keep the business productive and organised. Overseeing end to end finance operations, financial planning and analysis. To oversee the running of Forest School session Level 3 Forest School leader



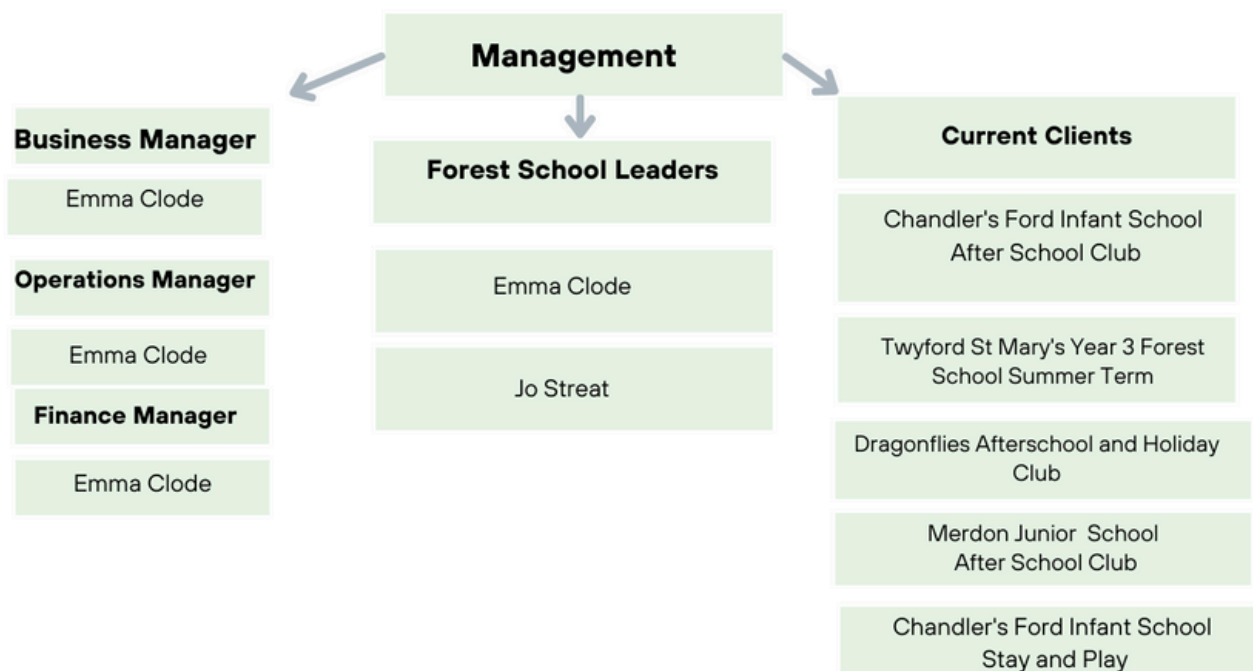
Jo Streat

Freelance
Forest School Leader

Job Description

To assist in the delivery of tailored Canopy Forest School sessions to Nurseries, Schools and other Educational Organisations. Assisting with the everyday running, planning and evaluation of sessions.

Map of the Organisations Structure



CANOPY FOREST SCHOOL

STAFF BEHAVIOUR AND CODE OF CONDUCT POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

This policy will identify the expectations for all members of staff and volunteers. It will include details relevant to safeguarding and policies that should be read alongside this policy.

At **Canopy Forest School** we have clear expectations for all members of staff and volunteers because it is vital that everybody knows what behaviour is acceptable and what we deem to be an appropriate way to behave. This helps **Canopy Forest School** to maintain a healthy culture of safeguarding and ensures that we:

- protect children and young people from abuse
- manage any allegations or incidents of inappropriate behaviour
- ensure everyone - staff, volunteers, children and young people feel safe, respected and valued.

This policy is part of our safeguarding and child protection standards. It has been informed by the views of children and young people. **Canopy Forest School** is responsible for making sure everyone taking part in our activities has seen, understood and agreed to follow the code of behaviour, and that they understand the consequences of inappropriate behaviour.

The role of staff and volunteers

In your role at **Canopy Forest School** you are acting in a position of trust and authority and have a duty of care towards the children and young people we work with. You are likely to be seen as a role model by young people and are expected to act appropriately. We expect people who take part in our services to display appropriate behaviour at all times. This includes behaviour that takes place outside our organisation and behaviour that takes place online.

Responsibility of staff and volunteers

You are responsible for:

- Prioritising the welfare of children and young people
- Providing a safe environment for children and young people
- Ensuring equipment is used safely and for its intended purpose
- Having good awareness of issues to do with safeguarding and child protection and taking action when appropriate.
- Following our principles, policies and procedures
- Including our policies and procedures for safeguarding and child protection, whistleblowing and online safety
- Staying within the law at all times
- Modelling good behaviour for children and young people to follow
- Challenging all inappropriate behaviour and reporting any breaches of the behaviour code to Emma Clode DSL
- Reporting all concerns about abusive behaviour, following our safeguarding and child protection procedures
- This includes inappropriate behaviour displayed by an adult or child and directed at anybody of any age.

Respecting children and young people

You should:

- Listen to and respect children at all times
 - Value and take children's contributions seriously, actively involving them in planning activities wherever possible
 - Respect a young person's right to personal privacy as far as possible. If you need to break confidentiality in order to follow child protection procedures, it is important to explain this to the child or young person at the earliest opportunity.
-

CANOPY FOREST SCHOOL

STAFF BEHAVIOUR AND CODE OF CONDUCT POLICY 2

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Diversity and inclusion

You should:

- Treat children and young people fairly and without prejudice or discrimination
- Understand that children and young people are individuals with individual needs
- Respect differences in gender, sexual orientation, culture, race, ethnicity, disability and religious belief systems, and appreciate that all participants bring something valuable and different to the group/organisation
- Challenge discrimination and prejudice
- Encourage young people and adults to speak out about attitudes or behaviour that makes them uncomfortable.

Appropriate relationships

You should:

- Promote relationships that are based on openness, honesty, trust and respect
- Avoid showing favouritism
- Be patient with others
- Exercise caution when you are discussing sensitive issues with children or young people
- Ensure your contact with children and young people is appropriate and relevant to the nature of the activity you are involved in
- Ensure that whenever possible, there is more than one adult present during activities with children and young people
- If a situation arises where you are alone with a child or young person, ensure that you are within sight or can be heard by other adults
- If a child specifically asks for or needs some individual time with you, ensure other staff or volunteers know where you and the child are
- Only provide personal care in an emergency and make sure there is more than one adult present if possible
- Unless it has been agreed that the provision of personal care is part of your role and you have been trained to do this safely.

Inappropriate behaviour

When working with children and young people, you must not:

- Allow concerns or allegations to go unreported
- Take unnecessary risks - smoke, consume alcohol or use illegal substances
- Develop inappropriate relationships with children and young people
- Make inappropriate promises to children and young people
- Engage in behaviour that is in any way abusive
- Including having any form of sexual contact with a child or young person
- Let children and young people have your personal contact details (mobile number, email or postal address) or have contact with them via a personal social media account
- Act in a way that can be perceived as threatening or intrusive
- Patronise or belittle children and young people
- Make sarcastic, insensitive, derogatory or sexually suggestive comments or gestures to or in front of children and young people


Upholding this code of behaviour

You should always follow this code of behaviour and never rely on your reputation or that of our organisation to protect you. If you have behaved inappropriately, you will be subject to our disciplinary procedures. Depending on the seriousness of the situation, you might be asked to leave **Canopy Forest School**. We might also make a report to statutory agencies such as the police and/or the local authority child protection services. If you become aware of any breaches of this code, you must report them to Emma Clode DSL. If necessary, you should follow our whistleblowing procedure and safeguarding and child protection procedures.



CANOPY FOREST SCHOOL

CANOPY FOREST SCHOOL CODE OF CONDUCT



Celebrate and promote the Forest School Philosophy

Everyone at Canopy Forest School should conduct themselves in a way that reflects our vision, values and mission.

Everyone should ensure that their Forest School practice is within UK laws at all times, and follow the good practice guidelines of the Forest School principles and criteria,

Forest School aims to reconnect people to nature for the mutual benefit of people and the planet. Everyone at Canopy Forest School should have an awareness of environmental issues and demonstrate a commitment to caring for our environment



CANOPY FOREST SCHOOL

WHISTLEBLOWING PROCEDURE

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Whistleblowing procedure

The term whistleblowing refers to the act of reporting certain types of wrongdoing. This will usually be something you've seen at work - though not always. The wrongdoing you disclose must be in the public interest. This means it must affect others. The reported information should show that one of the following has occurred or is likely to occur:

- a criminal offence has been committed, is being committed or is likely to be committed. This includes any wrongdoing that you reasonably believe breaks the law; for example: fraud, financial irregularity, improper or unauthorised use of public funds, bribery or corruption
- Someone's health and safety is put in danger;
- Damage to the environment;
- A miscarriage of justice has taken place;
- A failure to comply with a legal obligation e.g. breaking the law by not having the correct insurance, etc.
- Covering up or concealing wrongdoing described above.

As a whistleblower you're protected by law - you should not be treated unfairly or lose your job because you 'blow the whistle'. You can raise your concern at any time about an incident that happened in the past, is happening now, or you believe will happen in the near future. Whistleblowing is covered by the Employment Rights Act 1996 Part IVA, as amended by the Public Interest Disclosure Act 1998. 1.5. If you are unsure about whether anything is within the scope of this policy you should seek clarification from Emma Clode the DSL lead.

Any 'whistleblowing disclosures' that are reported to Emma Clode the DSL lead at **Canopy Forest School** will be taken seriously. Whistleblowing is not a complaint relating to your own personal circumstances, such as the way you have been treated at work where these do not have a wider public interest. In such circumstances, you should refer to the **Canopy Forest School** complaints policy.

How to make a Disclosure

Disclosures can be made in person, verbally or in writing. If you feel comfortable doing so, you should report your concerns to Emma Clode the DSL lead and designated Whistleblowing Officer.

When making a disclosure at **Canopy Forest School**, you should try to provide the following information:

- The background and any reason behind the concern
- Whether you have already raised the concern with anyone and their response
- Any relevant dates and times; and • if you have a personal interest in the matter, you should declare this when raising the concern
- Why you believe that raising the concern is in the public interest
- The disclosure must contain sufficient factual information and be sufficiently specific, as opposed to an opinion, in order for it to be investigated as a qualifying disclosure.

Confidentiality and anonymity

Emma Clode the DSL (Designated Safeguarding Lead) and designated Whistleblowing Officer will treat all disclosures in a sensitive manner. Steps will be taken to ensure that confidentiality is maintained in so far as possible. It may not be possible to maintain confidentiality if the information is already in the public domain, there is a legal obligation to disclose the information or there is another compelling reason that means it is not possible to maintain confidentiality. You are encouraged to put your name to any report you make. Disclosures made without giving your name will be considered at the designated officer's discretion but they are more difficult to investigate fully.

An investigation will then take place and usually you will be offered a meeting in confidence where we will give you feedback about how we intend to deal with the disclosure made.

SAFEGUARDING ADULTS AND MANAGING ALLEGATIONS AGAINST STAFF POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for all students and staff at our Forest School. To ensure that we provide an effective culture of safeguarding we have a number of expectations in place for all members of staff and volunteers.

At **Canopy Forest School** we provide guidance about acceptable conduct and safe practice and these can be found in our staff behaviour and code of conduct policy. It is a requirement that every member of staff and volunteer reads this document during their induction alongside other important health and safety policies.

Canopy Forest School follows safer recruitment processes and these help us to build and maintain our effective safeguarding culture. Safer recruitment processes are embedded throughout the entire recruitment journey from advertising to shortlisting candidates to interviews and hiring and also apply to volunteers.

There will be occasions when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. At all times the agreed policy of how to deal with difficult situations will be adhered to and more details of safe student handling can be found in our behaviour and code of conduct policy. When staff, visitors, volunteers or parent helpers are working with our students they will always be around and visible to others and if you are not you should always request professional supervision. This is for the protection of all adults.

Dealing with safeguarding issues and child protection issues can have a detrimental impact on staff and at **Canopy Forest School** we will support our staff through day-to-day assistance, professional supervision or being a listening ear.

Working Together to Safeguard Children (2018) states that organisations should have clear policies in line with those from the Local Safeguarding Child Board for dealing with allegations against people who work with children. Those policies should make a clear distinction between an allegation, a complaint or a concern about the quality of care or practice. Allegations as defined by KCSiE (Keeping Children Safe in Education) should be reported to the LADO (Local Authority Designated Lead). Complaints or concerns can be managed independently by **Canopy Forest School** under internal procedures. Please refer to our complaints policy for this process.

Complaints could include:

- Breaches of the Code of Conduct
- Failure to follow policy, procedure or guidance
- Any breach of data protection or confidentiality
- Poor behaviour management
- Inappropriate use of social media
- Misadministration of medication

Concerns could include:

- Inappropriate use of language, shouting or swearing
- Discussing personal or sexual relationships with, or in the presence, of pupils
- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such.

Allegations which meet the harm threshold include:

- Behaving in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- behaving towards a child or children in a way that indicates he or she would pose a risk of harm to children
- behaving or may have behaved in a way that indicates they may not be suitable to work with children.

SAFEGUARDING ADULTS AND MANAGING ALLEGATIONS AGAINST STAFF POLICY 2

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Canopy Forest School, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the DSL (Emma Clode) as soon as possible
- If an allegation is made against the DSL the concerns need to be raised directly with the LADO .

There may be situations when **Canopy Forest School** will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

Once an allegation has been received by the DSL, Emma Clode will contact the Local Authority Designated Officer on **01962 876364** as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.

These steps will also be followed:

- Parents will be inform of the allegation unless there is a good reason not to
- In liaison with the LADO, Canopy Forest School will determine how to proceed and if necessary the LADO will refer the matter to children's social care and/or the police.
- When receiving information from outside agencies about school staff, the LADO will assess the potential for transferable risk, and make a disclosure to the Forest School where there is the likelihood of transferable risk to children and there is a pressing need.
- If the matter is investigated internally, the LADO will advise the Forest School to seek guidance from procedures set out in chapter 4 of 'Keeping Children Safe in Education' (2023) and the HSCP procedures

Below you will find the contact details to make an allegation:

- Emma Clode DSL at Canopy Forest School
- <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/allegations>
- Local Authority Designated Officer (LADO) on **01962 876364**

GDPR, PARENT CONSENT AND CONFIDENTIALITY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

At Canopy Forest School we take data security and confidentiality very seriously. This not only ensures that we comply with GDPR and other Data Protection regulations but means that all children, parents/carers using our services can be confident that any confidential information shared will be respected.

The personal information **Canopy Forest School** holds will be ordinarily that which is provided on booking and joining forms. It is kept in locked storage with restricted access. This includes emergency contact details, medical details, photographic permissions, first aid permissions and any special requirements needs such as medical, allergy, learning difficulty or physical impairment.

Personal information is available on request to those responsible for the child provided they are the parent or carer or other legally responsible adult such as a teacher. Any information concerns or evidence collated under child protection rules for a child's safety will be kept in a confidential file and only shared with permitted authorities such as The Police, Hampshire County Council Children Services or the school's designated safeguarding leads (DSL).

The Forest School leader has a summarised list of specific medical needs for individual children (e.g. Asthma, Epilepsy, allergies) which are taken to each Forest School sessions with risk assessments and are kept in our Forest School First Aid and Emergency bag

Access to the emergency bag is permitted **ONLY** to the Forest School Leader and other teaching assistants **NOT** to volunteers, visitors or children. In between sessions this medical information is kept in locked storage.

Photographs, filming, publicity and data storage of children attending the Forest School will only be used if this has been consented by parents/careers.

Canopy Forest School is hosted on the Wix.com platform. Wix.com provides us with the online platform that allows us to sell our Forest School sessions to you. Your data may be stored through Wix.com's data storage, databases and the general Wix.com applications. They store your data on secure servers behind a firewall. All direct payment gateways offered by Wix.com and used by our company adhere to the standards set by PCI-DSS as managed by the PCI Security Standards Council, which is a joint effort of brands like Visa, MasterCard, American Express and Discover. PCI-DSS requirements help ensure the secure handling of credit card information by our store and its service providers.

Please also see our booking and cancellations policy.

An Example of our Registration Form/permission and medical records

CANOPY FOREST SCHOOL

Parent Consent Form

Name of child

As a parent/guardian of the child named above, I agree that I would like my child to participate in Canopy Forest School after School club every Monday evening 3.30-5.50 at Chandler's Ford Infant School and agree that I will pay the fee of £10 per session or £60 per half term.

I understand that activities may include, craftwork, nature conservation, sustainable woodland management, outdoor play and exploration, tool use, den building, fire lighting skills, campfire cooking and other related activities. I give my consent for the equipment and tools necessary for the activity to be used by the child mentioned above. All equipment use will be supervised by a Forest School Leader.

I understand that a strict code of practice for working with children will be followed and all activities will be risk assessed and I will be informed of any extra activities that don't follow the usual pattern.

Signed:.....Date:.....

Name (in print):.....



Consent letter

I agree/do not agree to my son/daughter receiving emergency medical treatment as considered necessary by the Forest School leaders. I will be happy to fill out a medical form and keep the staff informed of any changes in medical information.

Signed

Date

I agree/do not agree to my son/daughter being photographed/filmed for educational and publicity purposes including our Facebook, Twitter, Instagram, Blog and Website accounts.

Signed

Date



Canopy Forest School Medical Consent Form

Please can you fill out this form so that we have recent Medical information about your child. Please also inform us of any further information that you would like to make us aware of that might affect your child's involvement in Forest Schools (e.g. phobias, complaints) or any other allergies (e.g. material, food, medicine, pollen, dust, etc)

Could you also give us the Date of your child's last Tetanus Jab __/__/__

Child's name.....

Parent's Guardian's Name.....

Home address.....

Emergency Contact No: Home:

Mobile:

Work:

Doctors' Name and address & Phone number.....

Does your child have any of the following? (circle as appropriate)

Asthma/bronchitis	Yes	No
Sight or hearing disability	Yes	No
Heart Condition	Yes	No
Fits/fainting/blackouts	Yes	No
Migraine/severe headaches	Yes	No
Diabetes	Yes	No
Allergies to any known drugs	Yes	No
Food Allergies	Yes	No
Hay fever	Yes	No
Physical Disability	Yes	No
Special dietary requirements	Yes	No
Any other medical condition	Yes	No

If you have answered Yes to any of the above please provide details here. Also use this space to inform us of any further information you would like us to be aware of.

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DAILY OPERATIONS PROCEDURES

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

The best classroom and the richest classroom is roofed only by the sky.- Margret MC Millan

Before a session takes place the Forest School Leader will carry out a daily risk assessment of the area and will take any necessary action to ensure the site is safe before use. The Forest School Leader will list resources required for the session on the planning. The resources will be checked out by the Forest School Leader using the check list and all tools will be checked before use by the Forest School Leader following the tool policy procedures. All tools and resources are stored in purpose made storage bags or containers until required for use.. The Forest School Leader will provide activity risk assessments to all staff and volunteers at the session, to ensure that staff and volunteers are aware of any hazards associated with an activity and the measures in place to control the risk. Before the session staff and volunteers will be briefed on the intended structure of the session and their responsibilities.

The typical structure of a session will involve our clients being collected, registered and changed into appropriate clothing and then brought to the outdoor classroom. The beginning of the session will follow a similar pattern each week with a welcome recap and then rules and boundaries checklist. Then we usually activate and play team games before coming back together for a snack and our inspiration focus which can be a story or a big question. Then we usually have some mindfulness time before our hour long child initiated learning time. Our session closes with reflection time and thoughts about the following weeks, learning.

Throughout each session it is the responsibility of all adults to make on-going risk assessments. Regular head counts are carried out and if there is 'any' doubt the cuckoo call is used to bring all children back to the fire circle area. If any child is unaccounted for then the missing child procedure is followed. Please refer to missing child policy. The adults should follow the roles of the adult guidance, keeping in mind the purpose for the high adult to child ratio.

At the end of the session children are called back to the fire circle. Children will be encouraged by supporting adults to work together to return resources safely, to a central location, ready for returning to storage. Children will then group in the Forest School seating area, where a head count will take place. A reflection session or game will take place, sometimes followed by a song.

At the end of the session children will be escorted to be collected. The remaining staff will stay onsite to gather resources. All tools and equipment will be taken off the site at the end of the session.

An example of our Site Risk Assessment

Daily Site Check-Autumn Term

Site: Date assessed:

Assessed By: E.Clode Signature:




	Define Hazard	Probability	Consequence	Risk Rating	Hazard Severity	Action	Review Date
Four-level risk check							
High-Level risks-							
Canopy							
Branches							
Other							
Medium-Level risks:							
Bushes							
Branches							
Other							
Ground cover risks:							
Plants							
Obstacles							
Soil level:							

Seasonal Site Risk Assessment-Autumn Term

Site: Date assessed:

Assessed By: E.Clode Signature:



	Define Hazard	Probability	Consequence	Risk Rating	Hazard Severity	Action	Review Date
Mobile phone signal:							
Tree Layer: Tree types							
Shrub layer (Types of lower branches of mature trees and small trees/large shrubs):							
Field layer (clearings, ground cover, ferns, animal habitats)							
Ground layer (mosses, fungi, leaf mould):							
Others (e.g. ponds/streams, ditches, seating, overhead power cables)							

Key

Probability

- 1 Highly unlikely
- 2 Unlikely
- 3 Likely

Consequence

- 1 Slightly harmful
- 2 Harmful
- 3 Extremely harmful

Probability x Consequence = Risk Rating

Risk Rating	Hazard Severity	Action
1	Minimal	No action required, no documentation necessary
2	Acceptable	No extra controls necessary. Alternatives can be considered.
3 and 4	Moderate	All avenues should be explored to reduce risk, and implemented within specified time limits. If a moderate risk is associated with extremely harmful consequences then further assessment is advisable to determine more accurately the probability of harm. This can be used to evaluate the need for improved controls.
6	Substantial	Activities should not start until risk has been reduced. If activity already in progress than urgent action should be taken.
9	Unacceptable	Activities should not start (or should be stopped) until risk is reduced. If this is impossible, the activity must not be carried out.

Example of our risk assessments of session activities

[illegible]

Canopy Forest School

Our Reflective Forest School Plan

Created between Practitioner and Participants

Date:
Group:
Location:

Theme

Previous learning or next steps?

Objectives

Differentiation

Activity 1

Activity 2

Activity 3

Activity 4

Health and Safety Issues

Tools and Equipment

Reflection

MONITORING AND ASSESSMENT POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

**"We do not learn from experience....we learn
from reflecting on experience"**

John Dewey

Canopy Forest School takes place regularly with the same group of learners and over an extended period of time. Our programme has a structure which is based on the observations and collaborative work between learners and practitioners. Reflection, observations and assessment are an integral part of our structure and this will demonstrate progression of learning taking place.

During the first six weeks of any new Forest School there is a baseline assessment period and these initial observations are what we will base our future programme upon. We will form a holistic profile of each child and this will feed into "scaffolding" and tailoring experiences to fit the needs, interests and fascinations of the group. **Canopy Forest School** is based on an emergent curriculum which refers to the planning and reflective process used that builds and emerges from each session. Spontaneity always has a place in our setting and we allow the children to guide and lead us in their magic making.

Engaging in reflective practice is a key feature of each session which ensures that learners and practitioners can understand their achievements, develop emotional intelligence and plan for the future. The Forest School leader is a reflective practitioner and sees themselves, therefore, as a learner too.

Our observations and reflections help us to assess whether we are fulfilling our Ethos, Mission and Core Values. They allow us to adjust our teaching practice and policies and to enrol on courses to further develop our own professional practice.

Every Forest School experience follows a Risk-Benefit process managed jointly by the practitioner and learner and this is tailored to the developmental stages of the learner. We also constantly monitor our programme and its ecological impact,

All Forest School sessions and observations are discussed during or after a session and recorded. The evidence collected, in the form of notes photographs and floor books, capture the learning. The learning journey is collated primarily to plan for future sessions and also used in our end of term reports.

CANOPY FOREST SCHOOL

OUR FOREST SCHOOL SITE ASSESSMENTS AND ENVIRONMENTAL IMPACT REPORTS

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Canopy Forest School takes place in a number of different locations. Each location is unique and before we start any activities on a site a number of important procedures are conducted. These assessments and surveys ensure the health, wellbeing and safety of the site, staff and clients.

Before we start any work on a site an agreement and contract will be made with the site owner. **Canopy Forest school** will never conduct activities without the consent of the landowner. Once this agreement has been made we will conduct a number of different surveys which allow us to understand the history and topography of the landscape, the diversity of the flora and fauna, the environmental impact of our activities and benefit and risk assessments.

Each site that we use will have an individualised **Ecological Impact Report** which is a formal report that contains an inventory of all the flora and fauna that exist in the area, a topography and substratum summary, a brief case history of the land with details of site ownership, management and any conflicts of interests, legislative limits or public concerns. We also record any key protection orders such as SSSI or NNR and tree preservation. The process of creating this report allows us to evaluate and understand the factors that will support and enhance our interactions with this space.

We also create a unique **Sustainable Woodland Action Plan** for each site which outlines the proposed actions for looking after the woodland area that Canopy Forest School will occupy.

This feeds into our **Three Year Sustainable Woodland Management Plan** which looks at our key actions during a three year cycle for maintaining and enhancing the diversity and health of the site.

These reports are reviewed and updated regularly and copies are given to landowners so together we can have a shared vision of our work. We also have copies of these reports on our website linked to each individual location.

At **Canopy Forest School** we work with and enhance the natural diversity of each space while at the same time using it as a learning resource. This means that we carefully have to think of ways of minimising any adverse impacts that our Forest School has on the environment. We therefore create a range of baseline assessments that ensure that any direct/indirect or cumulative impacts are accounted for. Mitigation measures are put in place to minimize negative short, medium- or long-term impacts and these will continue to be measured throughout the course of any Forest School programme. We involve our clients in all of this work and share with them our reports and development plans. This helps our clients to connect more deeply with the natural space and allows stewardship to grow. The activities that we offer actively encourage our clients to take part in sustainable woodland management techniques such as coppicing hazel, sowing wildflower seeds putting up houses and boxes for wildlife and taking part in flora and fauna conservation surveys.

Consequently, our aim is to nurture and nourish the health and wellbeing of the site as well as the the learning and experiences that the participants of our Forest School have.

Please also refer to our Daily Operations and Procedures and Sustainability Policy.

FLORA AND FAUNA RISK ASSESSMENTS

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Knowing facts and information about the fauna and flora that exist on each site that we work at gives us foresight about which plants and animals have the potential to cause harm and how you can put measures in place to protect everyone within this ecosystem.

At **Canopy Forest School** we always produce a number of in-depth documents including a Benefit and Risk Assessment Report and an Ecological Impact Report for each site that we work at. Within these reports we record an inventory of the plants and animals that we have observed during our surveys of each site. Each site that we use will have individualised formal reports and more information on these can be found in our Site Assessment and Ecological Impact Policy. The process of creating this report allows us to evaluate and understand the factors that will support and enhance our interactions with this space.

Each location that we use is unique and before we start any activities on a site a number of important procedures are conducted. These assessments and surveys ensure the health, wellbeing and safety of the site, staff and clients.

Part of this assessment involves identifying any flora that has the potential to cause harm. Depending on the circumstances sometimes these hazards will be removed and at other times mitigation measures will be put in place. We always brief our clients on any hazardous plants and teach about respecting their defence mechanisms and how to treat any wounds or sores created by them.

Below you will find an example of hazardous plants found on our site and an example of a benefit and risk assessment form.

POISONOUS PLANTS IN OUR WOODLAND AREA



Lords and Ladies

This is a very common and while not strictly poisonous they contain oxalate crystals which are very sharp and can penetrate and irritate skin for a long time and if consumed can cause the throat to close.




Ivy

Ivy is mildly poisonous. In addition, some people develop dermatitis after coming into contact with the plant.



Holly



The berries of the holly plant are poisonous to people and pets. Swallowing them can cause vomiting, diarrhoea, dehydration and drowsiness.



Alder Buckthorn

This plant can be poisonous unless stored for 12 months before use.
The Berries can be poisonous if eaten



Sti

AI
plan



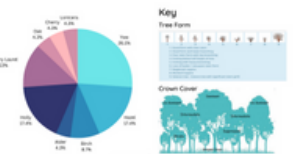
Bramb

Although not poisonous
brambles have thorns that can
give you a nasty scratch

THE FLORA AND FAUNA ON THE SITE

Flora inventory-Trees and Shrubs

PREVIEW	Attendance Minimum of 100%	4th Semester Must be in school	Options 1st or 2nd	Final Score
Joe	20	100%	1st semester	5.0
Mark	20	100%	1st semester	5
Ben	20	100%	2nd semester	2
Mike	20	100%	1st semester	2
Wally	20	100%	1st semester	2
Marquand	20	95%	1st semester	5.0
Joe	25 semester 100%	100%	1st semester	5.0
Shane	2	100%	1st semester	2
Jonathan	2	100%	1st semester	2



BENEFIT/RISK ASSESSMENT

Low Risk	Something which may result in minor damage or slight harm (e.g. scratch or bruise)	Nil	1
Medium Risk	Something which may result in a significant inconvenience or major injury (minor harm, which results in a person being taken to hospital for treatment)	1st Aid	2
High Risk	Something which may result in extensive damage, multiple major injuries or death	Non-emergency Emergency/hospital Death/multiple injuries	3 4 5

Benefit and Risk Assessment-Flora and Fauna

[illegible]

SUSTAINABILITY POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

"Take only memories and leave only footprints" Chief Seattle

Canopy Forest School aims to educate children and adults in the benefits of sustainability and therefore endeavours to thread this through learning and playing. At the start of each session there will be a brief talk with the group about the expectations for the day. Within this will be an expectation around looking after our environment linked to the sessions theme.

Any waste that is created from **Canopy Forest School** sessions will either be recycled or composted. Waste will be collected in a recyclable paper bag. Re-usable cups will be issued each session which will be washed each week and re-used, existing plastic bottles will be re-used for juice or drinking water. Healthily compostable snacks will be offered during each session. During cooking activities we will ensure that all food is taken away from the site and any dishes washed on site will use hot water with a biodegradable camp soap. Any dish water will then be strained through a fine mesh or fabric into a container. The strainer catches all but the tiniest of food bits which will be put in the designated rubbish area. The resulting water 'grey water' will be disposed of by broadcasting it over a wide area. The site will be cleared of any trace of litter each week and "leave only footprints" is a phrase that we reinforce and teach the children. Please also refer to our the ecological impact reports which are produced for each site that we work at and are available to view on our website as well as our Forest School Site Assessment and Environmental Impact Policy.

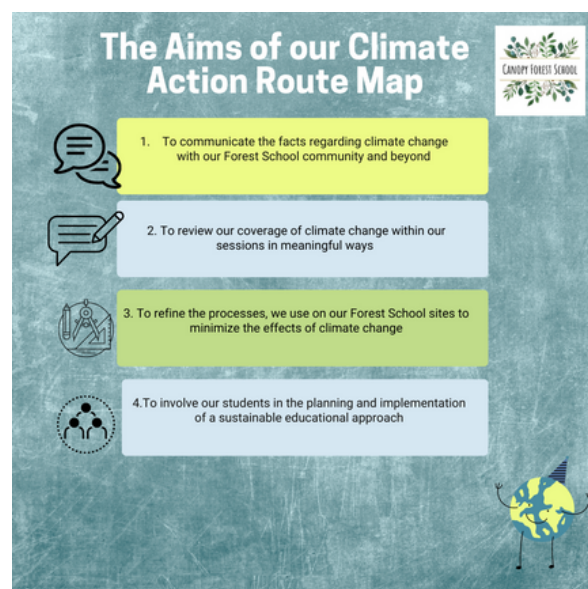
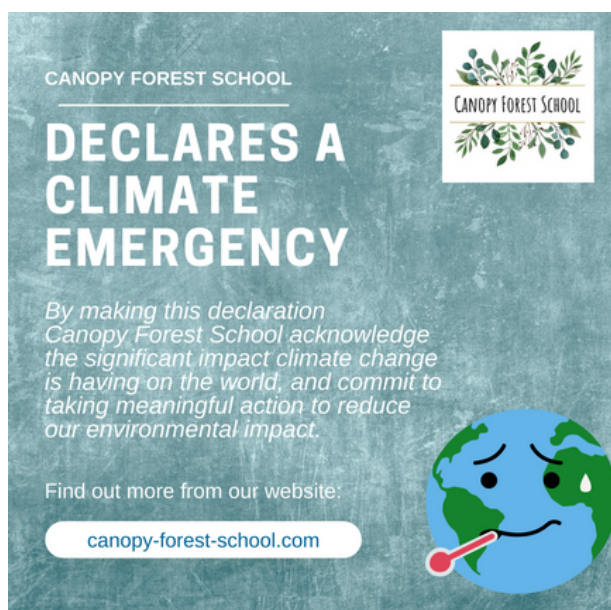
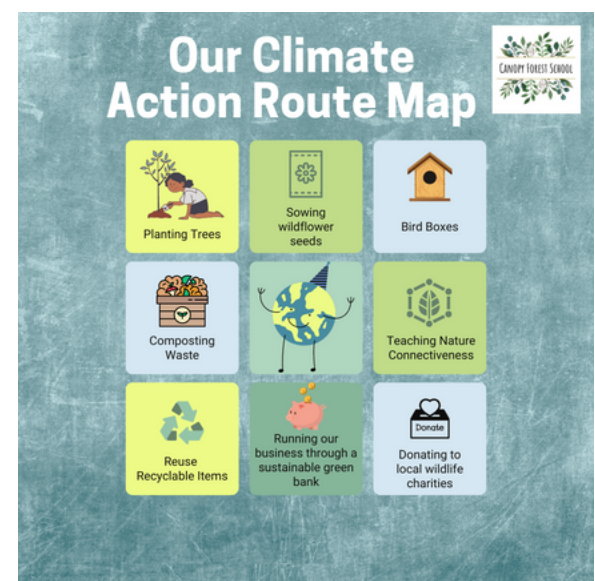
During our long term programme children will be taught about sustainable woodland management and as part of this they will discover more about the benefits of coppicing trees such as hazel and then using the harvested wood to make objects, putting the wood to good use.

All the equipment at Forest School is re-used, repaired, cleaned to make sure it is used for as long as possible.

Canopy Forest School is fully committed to sustainability and protecting the environment. We strive to provide exciting and adventurous forest school activities whilst contributing to a sustainable future through the resources, activities and actions that we take. We think it is important that every element of our business is true to our vision, ethos and mission. We therefore promote sustainability, through our own practices, through using green products and working with other green organisations. We have chosen to run our business through an ethical bank account as we believe that this is one of the most powerful tools that any of us can use to to change the world for the better.

Our Forest School recognises that there is a multiplicity of linked social, economic, political, cultural and technological elements that impact on actual sustainable and environmentally safe activities. In an increasingly complex world for young people and young adults **Canopy Forest School** will strive to be an educator of small actions and steps that are quick, simple and easy to achieve by anyone regardless of their background, income, health or employment status.

The Countryside Code and Our Climate Emergency Declaration



BOOKING, REFUND AND CANCELLATION POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Canopy Forest School sessions are usually booked and paid for in advance. We run a variety of sessions at different locations and with different groups. For our after school clubs and play and stay sessions we usually offer a free trial session to make sure that the children are happy and want to commit to our Forest School.

Bookings are based on a school half term and will therefore vary in price and the number of sessions. We charge a variety of prices depending on the group but at our play and stay and after school club sessions the price includes campfire snacks and hot or cold drinks. Booking is essential and payments must be made before the session. Once you have booked and paid online the child's place is secure. Bookings can be made on: www.canopy-forest-school.com.

Canopy Forest School is hosted on the Wix.com platform. Wix.com provides us with the online platform that allows us to sell our Forest School sessions to you. Your data may be stored through Wix.com's data storage, databases and the general Wix.com applications. They store your data on secure servers behind a firewall. All direct payment gateways offered by Wix.com and used by our company adhere to the standards set by PCI-DSS as managed by the PCI Security Standards Council, which is a joint effort of brands like Visa, MasterCard, American Express and Discover. PCI-DSS requirements help ensure the secure handling of credit card information by our store and its service providers

Cancellations can be made 48 hours before a block of sessions begin and a refund or voucher option will be available. Please contact Emma Clode if you have extenuating circumstances and are outside the 48 hour cancellation period.

When booking sessions parents need to read and sign a disclaimer form, privacy policy and read our terms and conditions. A copy of this handbook is also available for all parents/careers. Information about clothing and equipment will be supplied and medical information and individual needs will be shared.

There may be times when Forest School sessions have to be cancelled due to unforeseen circumstances and these will either be recredited or a voucher will be issued for a future session.

Unfortunately, cancellation decisions may be on the morning of the session, but the forest school leader will endeavour to give as much warning as possible to parents, supporting staff and helpers. We will inform all concerned using a variety of forums such as telephone/Facebook Page/Twitter/e-mail and Instagram.

Although we believe that there is no such thing as bad weather, only inappropriate clothing there are some occasions where it may not be safe or practical to go ahead with a planned session due to extreme weather:

- In the case of high winds of 25mph or more determined by the met office online.
- In the case of extreme temperature determined by a met office amber weather warning.
- In the case of extreme cold of below '0' a session will be cancelled if it is near to this we will ensure children are appropriately dressed, sessions will be made shorter and activities will be planned to ensure children are kept moving. (Weather Conditions Procedures p16)

If it is possible an indoor nature or skills related session (such as knot tying and crafts), or an outdoor learning session away from trees if the weather is suitable will take place.

A session may need to be cancelled due to staff illness or other circumstances if this is going to compromise the adult to child ratios. If a staff member is unable to attend a session for any reason they should inform the forest school leader ASAP.

CANOPY FOREST SCHOOL

OUR FOREST SCHOOL RISK AND BENEFIT ASSESSMENTS

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

As Canopy Forest School takes place in a number of different locations we produce individualised benefit and risk assessments for each site. Benefit and risk assessments are sensible and balanced health and safety procedures. In Forest Schools the practitioners take a reasonable and proportionate approach to safety which accepts a degree of risk.

At Canopy Forest School we take our responsibility for the safety of our students seriously and take heed of all our legal duties. Risk is effectively managed and is seen as not only inevitable but positively desirable. Benefit and risk assessments are made for all activities and an in-depth knowledge of the process of learning these skills is always used and applied.

Within the structure of health and safety, **Canopy Forest School** practitioners know that risk-taking is an especially important part of a child's development. We prepare and support our students to take risks and teach how to adopt common sense and an appropriate approach that balances benefits and risks. Our understanding of risk taking in Forest School does not just apply to physical risks but also social and emotional ones as well. Our aim in the programme is to support, facilitate and provide opportunities and because it is a child-led curriculum we allow the students to guide us, and we watch and observe them as they explore and play.

This section will go through all areas of our risk assessments from safeguarding and child protection to flora and fauna risks, den building and tree climbing, to rope work, tools and fire safety. All of the risk assessments that we produce are individualised to each site but throughout all of these there are a number of set areas of consideration. The risk and benefit assessment documents that we produce can be found on our website under each location. Risk assessments are also created for individual activities and these are shared with the group.

Our health and safety policy exists to promote every student's health and safety within our settings. It explains how we create a safe and healthy outdoor environment for all students, staff, volunteers and visitors.

Risk assessments of activities sheet

Low Risk	Something which may result in minor damage or slight harm (i.e. scratch or bruise)
Medium Risk	Something which may result in a significant loss/damage or major injury (broken bone or other injury, which results in person being taken to hospital for treatment)
High Risk	Something which may result in extensive damage, multiple major injuries or death

TLC	1
1 st Aid	2
Non Emergency	3
Emergency/Hospital	4
Death/multiple Injury	5



Risk Assessment-Variety of Forest School Activities

Description of site/Activity tools
Hazel Coppice Area: Forest School Site at Chandlers Ford Infant School
An overview of a Variety of Forest School Activities

Hazard	Harm	People at risk	Potential Level of Risk	Existing prevention methods	Probability (%)	Severity (%)	Rating (P/S)	Level of Risk after controls	New preventative measures	Who? When?	Benefits	
1	Exploring the site	Trips and falls, sprains, branches poking eyes, face, body, splinters	Children Taking part in Forest School	M	Site management, Checking for fallen branches, roots, glass and other objects left behind	3	2/3	6	L	Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. Adult to be nearby. Awareness talks. Remove dangerous eye level branches on frequented paths	Forest Practitioners Briefed Clients	Hand eye co-ordination, managing risks, fine and gross motor skills, <u>team-work</u> , community building, achievement and enjoyment
2	Fire pit - general	Burns, clothing catching fire, grounds catching fire	Children Taking part in Forest School	H	Site management. Position of fire pit in the centre of a fire circle, away from buildings and over hanging trees and branches	3	5	15	M	Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. Adult to be nearby. Safety awareness and practice of safe procedures. Understanding of fire safety and fire triangle	Forest Practitioners Briefed Clients	understanding instructions. Knowing about the heat triangle, manage own risks, teamwork, and determination and resilience. Achievement and enjoyment
3	Fire pit - cooking	Burns	Children Taking part in Forest School	H	Site management. Position of fire pit in the centre of a fire circle, away from buildings and over hanging trees and branches	3	5	15	M	Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. Adult to be nearby. Awareness talks and reminders of correct procedures. Correct PPE work and long handled equipment, circle rules and fire extinguishing equipment	Forest Practitioners Briefed Clients	understand instructions. Knowing about the heat triangle, manage own risks, teamwork, and determination and resilience. Achievement and enjoyment, community building.
4	Small tool use - general. Bow saw, secateurs, loppers, penknives, billhooks, spade, pole saw	Cuts, grazes, bumps, bruises	Children Taking part in Forest School	H	Clear instructions. Adult supervision	3	4	12	M	Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. Adult to be nearby. Tool safety routines adhered to. 1:1 supervision until confident and competent. Tool Talks, tools to be put away in a locked container	Forest Practitioners Briefed Clients	Significant benefits to using tool. Develop own risk management for client. manage own risks, teamwork, and determination and resilience. Achievement and enjoyment, community building.
5	Small tool use - pole lathe & shave horse	Cuts, grazes, bumps, bruises	Children Taking part in Forest School	M	Clear instructions. Adult supervision	3	4	12	L	First Aider. First Aid kit to hand. Emergency Action Plan in place. Adult to be nearby. Strict 1:1 supervision & training until confident and competent. Safety procedures adhered to. Tool Talks, tools to be put away in a locked container	Forest Practitioners Briefed Clients	Significant benefits to using tool. Develop own risk management for client. manage own risks, teamwork, and determination and resilience. Achievement and enjoyment, community building.
6	Coppicing & small tree felling	Hit by falling branches, cuts, grazes and bruises	Children Taking part in Forest School	M	Clear instructions. Adult supervision	3	4	12	L	Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. Adult to be nearby. Training given and correct procedures adhered to including safe distances. Always supervised. Use of correct PPE	Forest Practitioners Briefed Clients	Significant benefits to using tool. Develop own risk management for client. manage own risks, teamwork, and determination and resilience. Achievement and enjoyment, community building, sustainability.
7	Shelter building with tarpaulin, sticks, rope	Sticks falling on children, sticks poking children in face, body eye, rope burn, splinters, cuts and grazes.	Children Taking part in Forest School	M	Clear instructions. Adult supervision	3	3	9	L	Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. Adult to be nearby. Training given and correct procedures adhered to including safe distances. Always supervised. Use correct PPE	Forest Practitioners Briefed Clients	Manage own risks, teamwork, and determination and resilience. Achievement and enjoyment, community building. Physical exercise, gross and fine motor skills. Challenge. Problem solving, involvement and concentration. Being imaginative and having their own ideas. Communication, cooperation, perseverance. Emotional Development, resilience, self-esteem, <u>independence</u> and creativity.
8	Tree climbing	Slippery conditions, slipping or falling from tree leading to broken bones, bruises, abrasions. Tree unstable, falling over and branches breaking during climbing leading to bruises, abrasions, crushing from falling tree or branches. Injuries to eyes and other body parts from twigs. Getting stuck in branches	Children Taking part in Forest School	M	Clear instructions. Adult supervision	3	3/4	9	L	Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. Adult to be nearby. Training given and correct procedures adhered to including safe height not more than 1.5m as in insurance policy. Only climbing trees with canopy flag	Forest Practitioners Briefed Clients	Achievement and enjoyment, taking risks, involvement and concentration, perseverance, understanding and testing own limits. Emotional Development, social skills, confidence, resilience, self-esteem, independence. Physical skills: coordination, refining gross motor skills.
9	Rope swing	Throwing rope up over tree it could hit someone. Rope or branch may break cause injury through fall. Person using swing may fall off. Children swinging into each other.	Children Taking part in Forest School	M	Clear instructions. Adult supervision	3	3/4	9	L	Training given and correct procedures adhered to including safe height not more than 1.5m as in insurance policy. Only using trees with canopy flag. Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. Demonstrate safe throwing the rope. Ask everyone to stand out of range and the person throwing will watch carefully where it is falling. Ensure that the branch chosen for swing looks sturdy and strong and once the swing has been made then test it with their own weight to ensure the rope is secure before swinging. The swing will be made as low as possible. The swinging area will be cleared of hard objects on ground and the range should not include obstacles e.g. trees. An area covering the range of the swing will be kept clear of people so that they do not get hit and children will be	Forest Practitioners Briefed Clients	Physical exercise, gross motor skills, hand - eye co-ordination, throwing rope; making the swing work. Problem solving: how to get rope over branch. Fine motor skills: wrapping it round limbs, tying knots. Working together, social skills, making relationships, managing feelings and Achievement and Enjoyment, turn-taking, pushing each other, judging speed/distance of swing, behaviour, cooperation, perseverance. Emotional Development; confidence, resilience, self-esteem, independence.

Benefit Analysis Form



Experience		Area of Holistic Development					
Risk		Social	Physical	Intellectual	Communication	Emotional	Spiritual
1	Exploring the site	Connecting with others while exploring the site. Building trust/friendships and co-operation and team building skills.	Hand-eye co-ordination, negotiating uneven terrain, climbing physical strength, balance, motor memory, grand and fine motor skills	Problem solving, making links, making connections, environmental identity, knowledge of environment eco-systems, self-awareness and managing own risks.	Teamwork, communicating with peers, communicating with adults, expressing ideas, feelings, observations, links and connections. Summarising and evaluating.	Confidence, self-esteem, identity, connections and friendships. Trust, determination and resilience.	Connections, identity, awe and wonder, respect for nature, peace, mindfulness, wholeness.
2	Fire pit - general	Connecting with others, sharing and experience, building trust, understanding rules and procedures, safety rules.	Making fires-physical process, hand-eye coordination, collecting wood, kindling.	Understanding the fire/heat triangle, managing own risks, Watching a fire, imagination, stories	Teamwork, communication with peers, storytelling, expressing ideas, listening and following instructions	Confidence, self-esteem, identity, connections and friendships. Trust, determination and resilience.	Connections, identity, awe and wonder, respect for nature, peace, mindfulness, wholeness.
3	Fire pit - cooking	Connecting with others, eating and sharing food with others, share experiences, build trust, understanding rules and procedures, safety rules.	Cooking- mixing, kneading, chopping, grating. Handling cooking tools-hand eye co-ordination.	Understanding the fire/heat triangle, managing own risks, science and materials and their properties. Watching a fire, watching items cook, imagination, stories	Teamwork, communication with peers, storytelling, expressing ideas, listening and following instructions	Confidence, self-esteem, identity, connections and friendships. Trust, determination, satisfaction and resilience.	Connections, identity, awe and wonder, respect for nature, peace, mindfulness, wholeness.
4	Small tool use – general. Bow saw, secateurs, loppers, penknives,	Building trust/friendships and co-operation and team building skills. Patience, teaching and sharing knowledge.	Hand-eye co-ordination, physical strength, motor memory, grand and fine motor skills	Learning a new skill, repetition, adjusting, improving, problem solving, making links, making connections, self-awareness and managing own risks.	Teamwork, communication with peers, expressing ideas and frustrations, listening and following instructions	Confidence, self-esteem, identity, connections and friendships. Trust, determination and resilience.	Connections, identity, awe and wonder, respect for nature, peace, mindfulness, wholeness.
	billhooks, spade, pole saw.						
5	Small tool use – pole lathe & shave horse	Building trust/friendships and co-operation and team building skills. Patience, teaching and sharing knowledge.	Hand-eye co-ordination, physical strength, motor memory, grand and fine motor skills	Learning a new skill, repetition, adjusting, improving, problem solving, making links, making connections, self-awareness and managing own risks.	Teamwork, communication with peers, expressing ideas and frustrations, listening and following instructions	Confidence, self-esteem, identity, connections and friendships. Trust, determination and resilience.	Connections, identity, awe and wonder, respect for nature, peace, mindfulness, wholeness.
6	Coppicing & small tree felling.	Building trust/friendships and co-operation and team building skills. Patience, teaching and sharing knowledge.	Hand-eye co-ordination, physical strength, motor memory, grand and fine motor skills	Learning a new skill, repetition, adjusting, improving, problem solving, making links, making connections, self-awareness and managing own risks.	Teamwork, communication with peers, expressing ideas and frustrations, listening and following instructions	Confidence, self-esteem, identity, connections and friendships. Trust, determination and resilience.	Connections, identity, awe and wonder, respect for nature, peace, mindfulness, wholeness.

SAFEGUARDING POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

This safeguarding policy is the foundation of our safeguarding culture at Canopy Forest School. It will describe our values and attitudes and roles and legal responsibilities to safeguard and promote the welfare of all children at our Forest School. All staff, volunteers and visitors will be asked to read this policy alongside our code of conduct and staff behaviour, child protection and health and safety policies. The attitudes and practices within these key documents set out our organisation's expectations that are to be lived and breathed by everyone.

Our values and attitudes towards safeguarding

At **Canopy Forest School** we have an effective culture of safeguarding which provides an environment designed to safeguard all students. This includes both physical aspects of the environment and cultural and behavioural elements. We create a safe environment in our settings by:

- Ensuring students feel physically safe and secure, making sure that they are always well supervised
- Empowering students to recognise when they need help and giving them the confidence to seek support when they need it
- Promoting the benefits of positive wellbeing
- Providing students with the tools they need to keep themselves safe
- Ensuring that all forms of maltreatment are deemed unacceptable and have clear consequences, including sexual harassment, sexual violence and child on child abuse
- Creating an inclusive and respectful culture, where discriminatory language or behaviour is deemed unacceptable
- Encouraging effective and healthy relationships and behaviours

A culture of safeguarding at **Canopy Forest School** means **striving** to create environments and cultures which keep all our students safe from all forms of harm. Safeguarding is at the heart of our settings ethos, practices and procedures.

Canopy Forest School provides an environment where:

- All student's wellbeing and welfare is promoted through effective practices, policies and procedures.
- Effective safeguarding is embedded within each and every aspect of the setting-it is understood by all, practised and constantly revisited.

We have clear policies and procedures in place for Health and safety, GDPR, Confidentiality and parental consent, Equal opportunities, Additional needs and Behaviour.

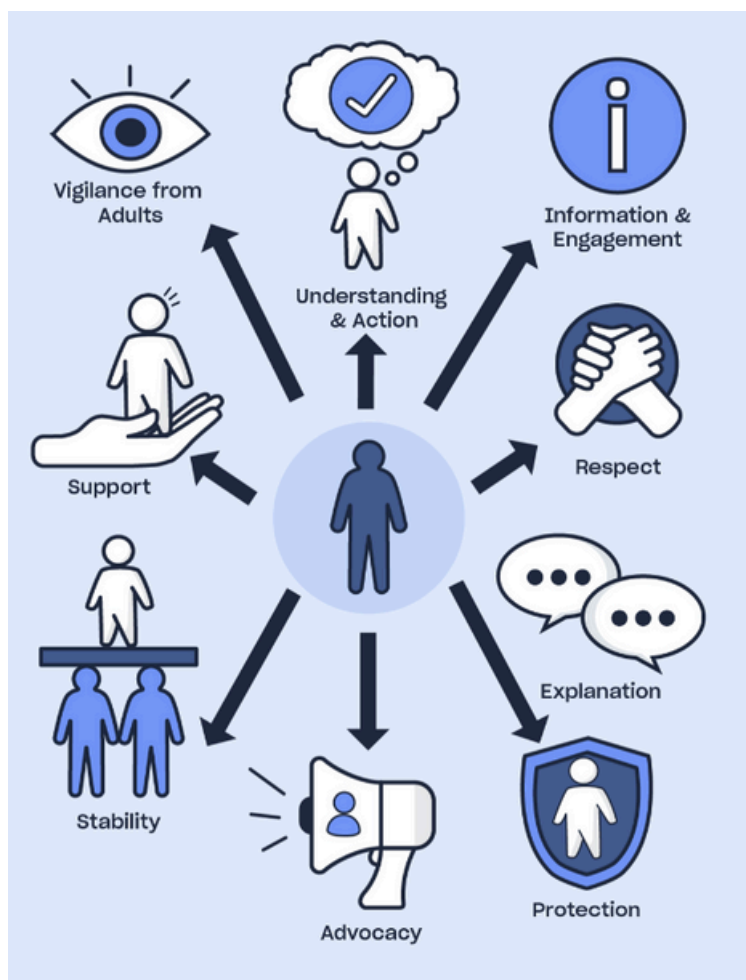
Our approach to safeguarding and promoting the welfare and wellbeing of our students is seen as being the responsibility of every member of staff, volunteer, or regular visitor to our Forest School. This means that everyone should be confident in:

- Recognising child welfare issues
- How to raise concerns,
- Sharing information with others and referrals
- Contributing towards plans and discussions about a child
- Challenging poor practice in the workplace.

In order to ensure that every member of staff, volunteer or regular visitor is confident in these areas we make sure that safe guarding forms part of our induction procedures, we have regular safeguarding staff meetings, regular safeguarding updates and training, keep records of training, self audit our knowledge and produce DSL ongoing action plans.

Canopy Forest School follows safer recruitment processes and these help us to build and maintain our effective safeguarding culture. Safer recruitment processes are embedded throughout the entire recruitment journey from advertising to shortlisting candidates to interviews and hiring and also apply to volunteers. The stages of our recruitment process include:

- Ensuring recruitment documentation highlights the importance of safeguarding within Canopy Forest School.
- Provide candidates with a copy of our safeguarding, child protection and code of conduct and staff behaviour policies.
- Ensure appropriate checks including DBS checks are carried out
- Obtain and follow up candidates' references

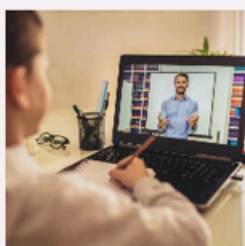


In Working Together, children said that they needed the following from an **effective** safeguarding system:

- 👤 **Vigilance:** to have adults notice when things are troubling them.
- 👤 **Understanding and action:** to understand what is happening, to be heard and understood and to be taken seriously.
- 👤 **Stability:** to be able to develop an ongoing stable relationship of trust with those helping them.
- 👤 **Respect:** to be treated with the expectation that they are competent rather than not.
- 👤 **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans.
- 👤 **Explanation:** to be informed of the outcome of assessments and decisions, and reasons why their views have not met with a positive response (if applicable).
- 👤 **Support:** to be provided with support in their own right as well as within their family unit.
- 👤 **Advocacy:** to be provided with advocacy to assist them in putting forward their views.
- 👤 **Protection:** to be protected against all forms of maltreatment and discrimination, and have the right to special protection and help (if a refugee).

Responsibilities

Remember that safeguarding children is **everyone's** responsibility, regardless of profession. This means that everyone in your setting or organisation should:



Be alert to and recognise child welfare issues.



Raise concerns.



Share information with others where necessary.



Make referrals when appropriate.



Contribute towards any plans and decisions about a child, if necessary.



Challenge poor practice in the workplace.

SAFEGUARDING POLICY 2

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Roles and legal responsibilities

At **Canopy Forest School** all of our policies and procedures sit within the legislative and statutory and non-statutory guidance safeguarding framework. The key legislation and guidance that we follow are:

- The Children Act 1989
- The Children Act 2004
- Human Rights Act 1998
- The Equality Act 2010
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2023
- Early Help System Guide 2022
- After-school clubs, community activities and tuition safeguarding guidance for providers 2023

All members of staff will need to be familiar with these key documents and our minimum requirement is to read and understand Part 1 and annex A of "Keeping Children Safe in Education 2023". We also ask that staff undertake "Prevent Training" as according to government guidance all frontline staff should be trained to understand what radicalisation means, who may be vulnerable, what measures are available to prevent people and how to obtain support.

Canopy Forest School will help all members of staff to access and complete this training and our "Safeguarding Folder" which contains relevant up to date information is always available to take away and read.

It is essential that all members of staff are provided with up-to-date knowledge and understanding of:

- The types of maltreatment a child might experience,
- Who may have additional vulnerabilities
- Signs that might indicate a child is experiencing maltreatment
- Reasons a student might not disclose information
- How to share safeguarding and child protection concerns
- National and local arrangements for safeguarding and child protection.

Armed with this knowledge our staff can ensure that they can confidently safeguard and look after the wellbeing and welfare of all our students.

At **Canopy Forest School** we are particularly aware of any of our students who may have additional vulnerabilities. If deemed necessary we will create individual motivation plans for these students and we carefully monitor their wellbeing. These students will be identified to all members of staff. Students with additional vulnerabilities are those who may be more likely to have the potential need for early help for example they may be:

- Disabled and or have additional needs, Special Educational Needs (SEN)/Learning Difficulties and Disabilities (LDD).
- On a Health Care Plan
- Looked after children
- Children and young people living in poverty
- Excluded pupils, and those at risk of exclusion
- Pupils with behaviour and attendance issues
- Gypsy, Roma and Traveller pupils
- Asylum seekers, refugees and new migrants
- Young offenders
- Young people with mental health issues and medical needs
- Young people not in Education, Employment or Training (NEET)
- Teenage parents
- Living with a family member in prison
- Showing signs of being drawn into criminal/anti-social behaviour/ involvement in gangs
- Be at risk of being radicalised/exploited
- Have family circumstance presenting challenges for the child such as drug misuse, mental health issues, alcohol misuse, domestic violence/abuse
- Misusing drugs or alcohol themselves

On the following few pages you will find important information about the types of maltreatment, how concerns might be raised, and responses and signs of maltreatment. The next policy on child protection will provide more information on the procedures we use at **Canopy Forest School** if a student discloses, how to share safeguarding and child protection concerns and local arrangements for safeguarding and child protection.

Types of maltreatment

What is child maltreatment?

Child maltreatment is the abuse and neglect of children. It encompasses all forms of ill-treatment, abuse, neglect and exploitation. Child maltreatment can seriously impair a child's health, dignity and development.

What is abuse?

Abuse is where a child is treated cruelly, violently or forcefully by an adult or another child, causing harm or distress. Abuse is a form of maltreatment. Children can be at risk of abuse in the home, in social situations and online.

Physical abuse

Physical abuse is intentionally causing bodily injury. Examples include hitting, shaking, poisoning and burning. It can also involve the fabrication of a child's illness by their parents or carers.

Sexual abuse

Sexual abuse is forcing or enticing a child to engage in sexual activities. The abuse may not involve violence and the child might not be aware of what is happening. Sexual abuse includes physical contact and/or non-contact acts – such as involving children in the production of sexual images.

Emotional abuse

Emotional abuse is the ongoing emotional maltreatment of a child. Examples include being unable to express opinions, overprotection and serious bullying. Emotional abuse can have a hugely adverse impact on a child's emotional and social development.

Neglect

Neglect is where someone fails to prevent harm from happening to a child. Examples of neglect include failing to provide adequate supervision for a child or being unresponsive to a child's basic needs.

You can find the full definitions of the main categories of abuse, as stated in *Working Together to Safeguard Children*, at the end of this document.

Below are some other specific types of safeguarding/child protection issues that all staff should be aware of:

Child on child abuse

Child on child abuse is when children abuse other children. It can involve bullying, physical abuse, sexual violence or harassment, the consensual and non-consensual sharing of images and videos and causing someone to engage in sexual activity without consent. Child on child abuse can happen online and in person. A further example of child on child abuse includes initiation or hazing. These are activities involving abuse, harassment and/or humiliation as a way of initiating a child into a group.

The Department of Health defines bullying as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Domestic abuse

Domestic abuse is when a child sees, hears or experiences the impact of abuse in their own home. It can be an isolated event or a pattern of incidents. A child might also experience domestic abuse in their own relationship. (This is sometimes referred to as teenage relationship abuse.)

Types of maltreatment

Online abuse

Online abuse is any type of abuse that happens over the internet or a mobile network. For example, exposure to harmful content and interactions on social networks or online gaming. Online abuse may be committed by people the child knows (including other children) or by strangers and it can occur alongside offline abuse.

Child Sexual Exploitation (CSE)

CSE is when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It is a form of child sexual abuse, although it can sometimes appear as if the activity is consensual.

Child Criminal Exploitation (CCE)

CCE is where drug networks or gangs groom and exploit children to carry drugs, guns, money and other items that are used in criminal activity. County lines is a form of CCE – here, criminal groups exploit children to supply or move the items mentioned above from one geographical area to another – for example, drugs from a city to coastal towns.

Grooming

Grooming is when somebody builds an emotional connection with a child either online or face to face – gaining their trust for the purpose of sexual abuse, exploitation, radicalisation or trafficking.

Harmful Sexual Behaviour (HSB)

HSB is when children display developmentally inappropriate sexual behaviour for their age. It is seen as a continuum, from behaviour which is deemed to be inappropriate to that which is abusive and violent. It can happen in person or online (or both).

Studies have found that children who display harmful sexual behaviour have usually experienced maltreatment themselves, such as neglect, domestic abuse, parental substance misuse and, sometimes, sexual abuse.

Forced marriage

In a forced marriage, one or both people do not or cannot consent to the marriage (due to age or disability), duress may have been used and actions may have been taken to coerce one or both of the people into the marriage. Since the introduction of The Marriage and Civil Partnership (Minimum Age) Act 2022, it is illegal for 16 and 17 year-olds to marry in England and Wales, even with parental consent, and a penalty of up to seven years in prison can be given to anyone arranging child marriages (without the need to prove coercion, which was previously required). Forced marriage also includes non-legally binding ceremonies viewed as marriage by the parties and their families.

Types of maltreatment

So-called 'honour-based' abuse

So-called 'honour-based' abuse is a crime or incident committed to protect or defend the 'honour' of a family or community. Examples include:

Female Genital Mutilation (FGM) - FGM involves intentionally altering or injuring the female genital organs for non-medical reasons. It is a criminal offence in the UK.

Breast ironing - Breast ironing or flattening is when a girl's breasts are flattened over time to prevent them from growing. This can involve using heated or heavy objects, as well as elastic belts or binders.

Radicalisation and extremism

Radicalisation is the process by which someone comes to believe or support extremist ideologies that are associated with terrorist groups. Extremist views can be political, religious or ideological. In some cases, radicalisation can lead to involvement in terrorist groups or acts.

Terrorism is the use or threat of action designed to influence the government or an international governmental organisation, or to intimidate the public.

Modern slavery

Modern slavery is a type of abuse that is more likely to be associated with adults, but children can also be victims of modern slavery. It encompasses slavery, human trafficking, forced labour and domestic servitude. It can also be linked to exploitation, such as CSE and CCE.

Child trafficking

Child trafficking is when children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for many reasons, including sexual abuse, benefit fraud, forced marriage, domestic servitude, forced labour in factories or agriculture, criminal activity and low-wage labour. It is important to note that trafficking is not about distance. A child can be trafficked from one end of the street to another.

Safeguarding/child protection issues rarely happen in isolation and therefore it can be difficult to use a single label to define a child's experience. Safeguarding/child protection issues may well encompass several different elements of maltreatment. There is very often overlap in the different types of maltreatment.



Speak to your Designated Safeguarding Lead (DSL) for further information and support

Types of maltreatment

Full definitions taken from Working Together to Safeguard Children:

Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a 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. Children may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Neglect	<p>The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none">a. provide adequate food, clothing and shelter (including exclusion from home or abandonment)b. protect a child from physical and emotional harm or dangerc. ensure adequate supervision (including the use of inadequate caregivers)d. ensure access to appropriate medical care or treatment <p>It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>

How Concerns Might Be Raised

There are several ways in which an adult might be alerted to a potential concern, including:



Witnessing something first hand, such as:

- 👁️ Noticing physical signs of maltreatment.
- 👁️ Noticing circumstances that might indicate maltreatment - for example, a regular lack of school uniform, or consistently arriving at school hungry.
- 👁️ Noticing a change in behaviour or signs of mental health difficulties in a child.
- 👁️ Having concerns about the way another adult behaves towards a particular child.
- 👁️ Witnessing child on child abuse - including bullying or sexual harassment.

Receiving information from another source, such as:

- 🗣️ Being directly alerted to information by a parent or carer, professional or other adult.
- 🗣️ Overhearing someone else voicing concerns - for example, other children talking about child on child abuse, or parents and carers discussing an issue.
- 🗣️ A disclosure from a child - this could be an intentional disclosure or a child mentioning something that alerts you to a potential concern.

It is essential to respond to any concerns appropriately, no matter how they come to light.

All adults within your organisation should be aware of the ways in which they might learn about a potential concern. They should be encouraged to share any concerns with you and know the procedures to follow in order to do so.

Children's Responses to Maltreatment

There may be many reasons for the behaviours on this slide occurring, but it is important to consider whether or not they reflect a child protection concern.



Potential behavioural responses to maltreatment can include:

- ⚠️ Self-harming behaviour.
- ⚠️ Impulsive and aggressive behaviour.
- ⚠️ Developmental regression, including wetting, soiling and child-like behaviour in older children.
- ⚠️ Irritability or intolerance of others.
- ⚠️ Withdrawn behaviour, isolation or a sense of alienation.
- ⚠️ Difficulties with trust.
- ⚠️ Problems relating to others or developing relationships.
- ⚠️ Lack of interpersonal boundaries.
- ⚠️ Going missing from home or school.
- ⚠️ Actively seeking out risk and danger.
- ⚠️ Showing a lack of autonomy or initiative.
- ⚠️ Developing antisocial behaviour and starting to show a disregard for social rules (disinhibition).
- ⚠️ Pregnancy and sexually-inappropriate behaviour and knowledge for their developmental age.

CANOPY FOREST SCHOOL

CHILD PROTECTION POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

We understand the difference between safeguarding and child protection. Safeguarding being what we do to prevent harm and child protection is the way that we respond to harm.

At **Canopy Forest School** we have a strong safeguarding culture. We accept that issues can, and may well, occur in our setting. Through the long-term process of Forest Schools, we aim to build trust and meaningful relationships between the adults and the children. Therefore, the nature of Forest Schools means that disclosures are more likely. Quite often students feel that the Forest School environment is a safe place to share information about their welfare. This information must always be taken seriously. We use professional curiosity to explore and understand what is happening within a family - rather than making assumptions or accepting things at face value and then critically evaluate any information we receive and maintain an open mind. We understand the need to respond to all safeguarding and child protection concerns including low-level concerns. Any information shared or any concern raised is always recorded in our "child protection book" which is brought on-site each session and kept within the Forest School Leaders "happy bag". Alongside our record keeping book we also bring our safeguarding folder to each session which contains key resources, helpful advice and crib sheets.

If there is a concern, then it needs to be shared with the DSL.

Any member of staff or volunteer who finds themselves with a student telling them something which concerns them should follow these steps;

- Stay calm and level-headed
- Reassure the student
- Listen, do not interrupt especially if the student is talking freely,
- If questions are needed to clarify understanding, they should be framed in an open manner, in order to not lead the student in any way.
- Let them know you are taking them seriously
- Remember that you must not promise to keep a secret
- Tell them what will happen next
- All concerns about a student should be reported and recorded in writing in the "child protection book". Keep an accurate, written record of the conversation, including the date, the time, the place the conversation occurred in and the essence of what was said and done by whom and in whose presence.
- Keep the record secure and hand it to Emma Clode the DSL at **Canopy Forest School**.

Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment, or implementing child protection plans.



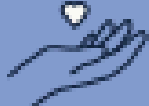






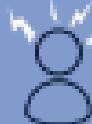




The DSL, Emma Clode will then respond to the concerns shared and triage them to decide what the most appropriate course of action might be. The following documents will be used to inform the response:

- Hampshire safeguarding children partnership threshold documents
- Hampshire safeguarding children partnership toolkits

Responding to a Disclosure

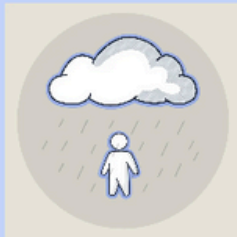
If a child makes a disclosure:



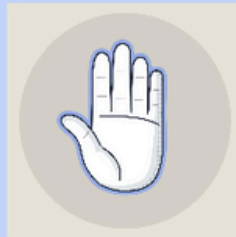
Do	Don't
 <p>Remain calm and level-headed</p>	 <p>Promise to keep secrets</p>
 <p>Reassure the child</p>	 <p>Rush the child's account</p>
 <p>Listen carefully and actively</p>	 <p>Ask leading questions or try to interview the child</p>
 <p>Let them know that you are taking what they say seriously</p>	 <p>Make assumptions</p>
 <p>Tell them what will happen next</p>	 <p>Show that you are upset or angry</p>
 <p>Make a note of exactly what they have told you as soon as possible</p>	 <p>Show disbelief or dismiss them</p>
 <p>Share the concern following procedure</p>	 <p>Talk negatively about the potential abuser</p>

Why Children Don't Disclose Information

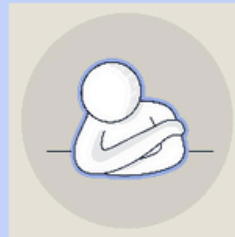
Adults often presume that children will tell them when something is wrong. However, many children won't ever say anything about what is happening to them - for a variety of potential reasons. They may:



Not realise that it is maltreatment - they may think it is normal.



Be hoping that the maltreatment will stop.



Feel guilty or to blame for the maltreatment.



Be embarrassed or ashamed.



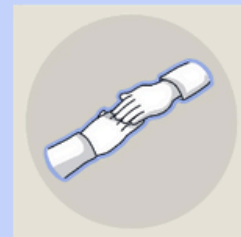
Worry that they won't be believed.



Be afraid of the consequences or have been threatened with violence - to them or their family.



Be unable to disclose (for example, due to their age or communication difficulties).



Love, or think they love, their abuser.

Other Safeguarding Issues

It is also important that you and your staff are aware of the following issues, which can potentially lead to inequalities in the way children are safeguarded or protected.



Unconscious bias

Unconscious bias is when we make judgments and assessments of people and situations without realising it. Our background, personal experiences, societal stereotypes, media and culture can all unconsciously **impact our decisions and actions**.

When working with children, it is important to acknowledge and interrogate our unconscious biases, as **they can affect our ability to fulfil our safeguard and protect children effectively**. Unconscious bias could cause you to overlook potential indicators or respond to concerns differently.

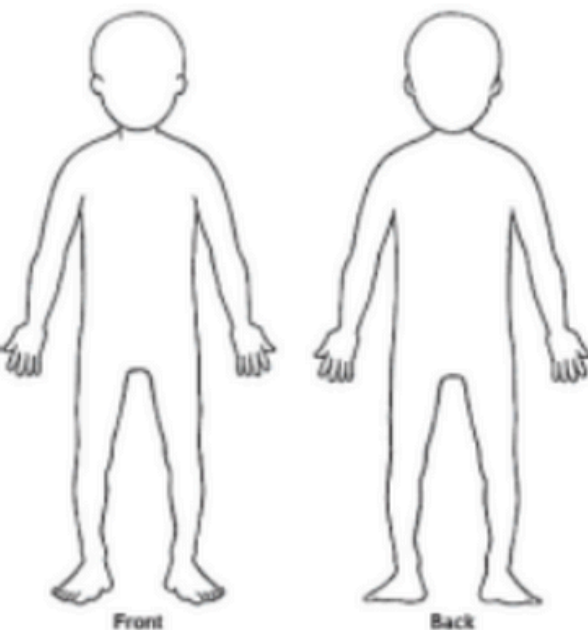


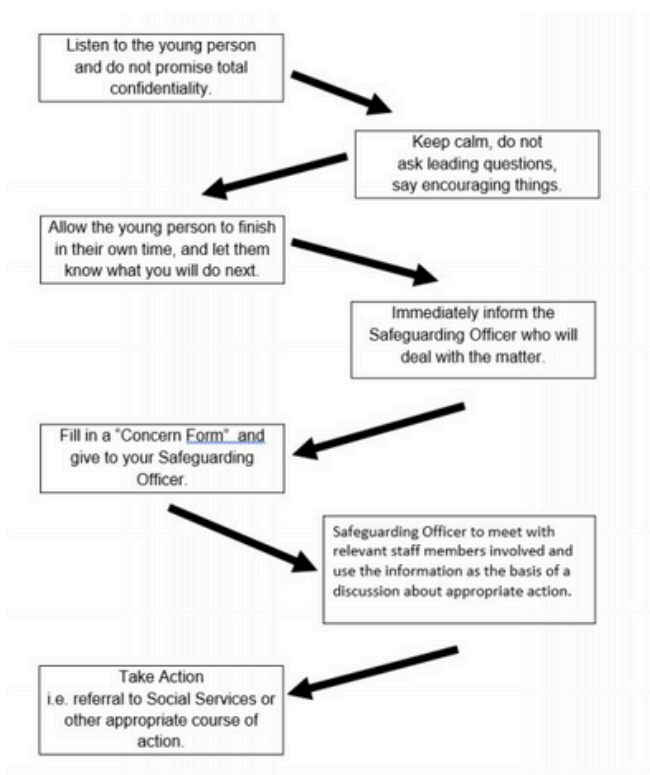
Adultification

This refers to children from certain groups being perceived as more 'grown up' or more adult. This is known to particularly affect Black children and children from Asian and other minority communities.

This type of unconscious bias can lead to **children not being viewed as children**. Instead, they are viewed as being responsible and able to look after themselves - **rather than being at risk or in need of protection**. This can mean that concerns are not reported and support is not given, resulting in safeguarding and child protection responsibilities not being fulfilled properly.

An example of our Safeguarding Reporting Sheet

Accident Record Form		Body Map Form	
Child's Name: _____ Date of Birth: _____		 <div style="display: flex; justify-content: space-around; margin-top: 10px;"> Front Back </div>	
Date and time of accident: _____			
Name of witnesses/adults present: _____	Place accident occurred: _____		
Description of how the accident occurred: _____	Record of any injury and action taken: _____		
Question of child following the accident: _____			
Parent contacted? Yes <input type="checkbox"/> No <input type="checkbox"/> Name of parent contacted: _____ Time: _____ How parent was contacted: Call <input type="checkbox"/> Email <input type="checkbox"/> Text <input type="checkbox"/> Other comments: _____ Attending adult's signature: _____ Date: _____ Leader's signature: _____ Date: _____ Parent's signature: _____ Date: _____ Parent Copy <input type="checkbox"/> Paper <input type="checkbox"/> Email <input type="checkbox"/>			



CANOPY FOREST SCHOOL

CHILD PROTECTION POLICY 2

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Making a referral and responding to concerns

Once a concern has been made Emma Clode the DSL will assess the appropriate course of action and make referrals to the appropriate agencies if required. The main types of referrals that might be needed include those to Hampshire Children's Services using an Inter Agency Referral Form (IARF), the Local Authority Designated Officer (LADO), Prevent, the Disclosure and Barring Services (DBS) or the police, depending on the type of concern.

It is vital that the correct course of action is followed as failing to follow the correct process can have personal and organisational consequences. It is possible that an inquest can be called or a child safeguarding practice review (CSPR), which would question the DSL's decision-making.

If a referral is made to Hampshire County Council's Children Services an IARF form will be filled out or for urgent child protection enquiries (such as a section 47), professionals can telephone: 01329 225379 or The Children's Reception team (CRT). Before contacting children's social care it will be important to:

- Be clear about why you think the concerns have reached this threshold and what the risk factors are
- Discuss the concern with colleagues and other known professionals to obtain their perspectives and any additional information
- Use Hampshire toolkits provided to assist you in the judgement www.hampshirescp.org.uk/professionals/toolkits/
- Look at your setting's records regarding the child and family, so that you have a complete history of any prior concerns alongside any attempts made before to address them.
- Discuss your concerns with the family and /or child, unless you believe that to do so would endanger the child, or someone else

A written referral ensures that there is a record of information shared and any actions agreed upon and that the information is clear and can be easily referred back to.

Children's social care should acknowledge a written referral within one working day of receiving it. If you do not receive an acknowledgment within three working days you should contact children's social care again.

If children's social care decides that a response is necessary, they may take the following actions:

- Refer the child or family to other agencies who can help
- Provide the family and Canopy Forest School with information or advice.
- Carry out an assessment to gather further information and assess the child's needs
- Organise a strategy discussion
- Take emergency action to consider removing the child from family but only in the most extreme cases.

The assessment of services will be based on the level of need of the individual child or family, as part of a continuum of support. The assessment process is designed to make sure children receive the right levels of support at the right time.

The Hampshire and Isle of Wight Safeguarding Children's Partnership and Children's Trust Threshold Chart relates to four levels of need:

- Universal Services
- Early Help
- Child in need
- Child Protection Concerns

These provide guidance as to what concerns meet each level of need.

What Should you Include in a Referral?

You should use the referral documentation required by your LSCP. Generally, a referral should include the following details:



- ✎ Your name and job title, and the date and time of reporting.
- ✎ The name, age, gender and ethnicity of the child.
- ✎ Clearly presented information and identification of concerns and risks, supported by evidence where possible – for example, details of the maltreatment, who may be involved, their relationship with the child and any other contextual information.
- ✎ Clear indication of fact and professional opinion. Your professional opinion is important, it just needs to be clear that it is professional opinion, rather than fact.
- ✎ Details of any urgent action that you think may be needed.
- ✎ Information about any work done with the child or family to address the concerns.
- ✎ Information about professionals working with the family.
- ✎ Historical information, especially if there has been an accumulation of concerns.
- ✎ A description of the discussion with the family or child, including details of the family's reaction. If you consider it would endanger the child to contact the family, you should offer an explanation as to why you believe this.
- ✎ Identification of any potential risks to visiting professionals, including social workers.
- ✎ Identification of any other relevant issues or concerns – such as domestic abuse, substance misuse, mental ill health, parental disability or a potential need for an interpreter.

Top tip: Use the descriptors from your local threshold document when detailing why you think the concern meets that threshold.

What Response is Needed?

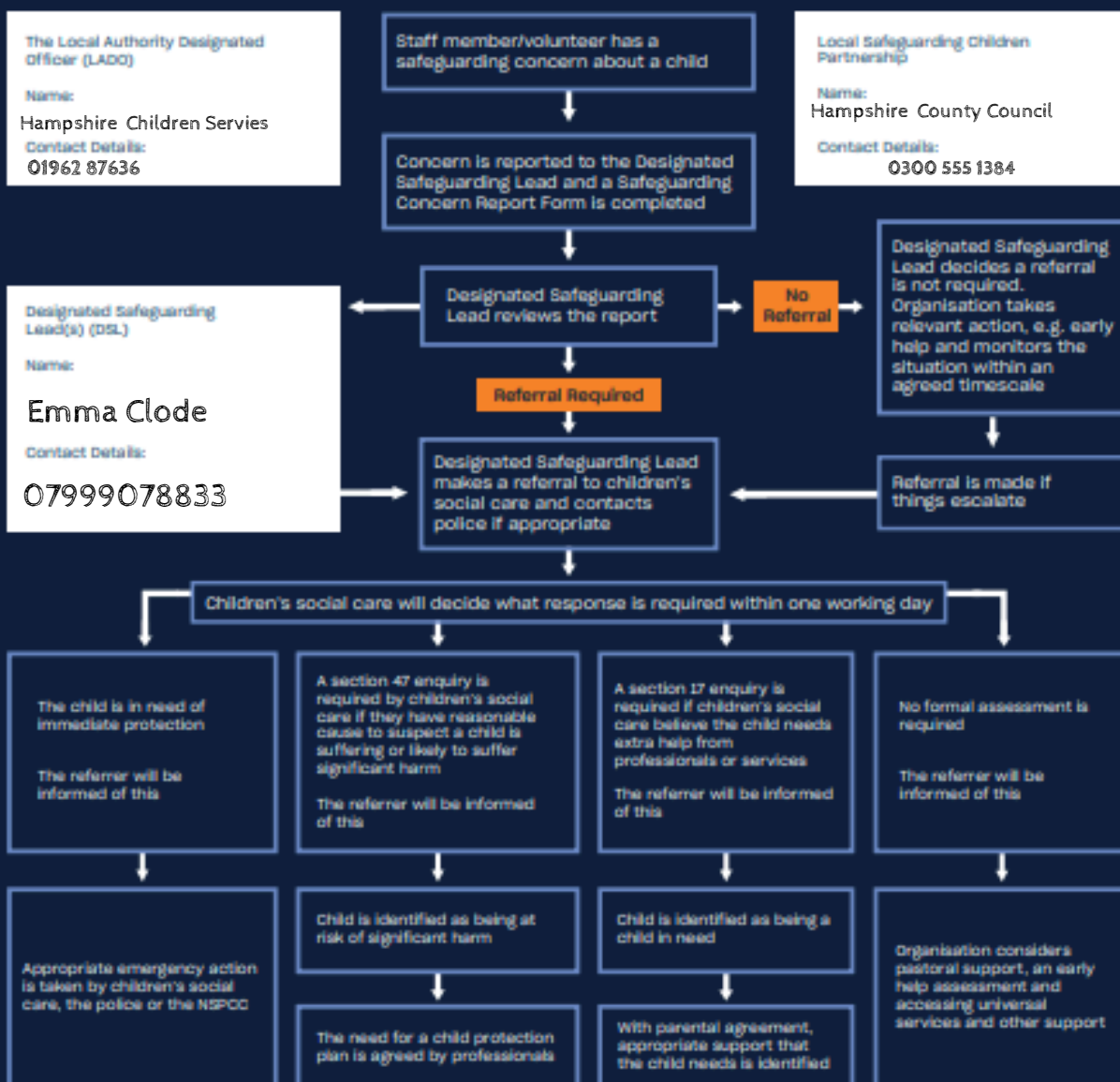
The right responses lead to **things getting better for the child**, and:



- ✓ Are **multi-agency** and **multi-disciplinary**.
- ✓ Are **calm and measured**, **transparent** and **open to challenge**.
- ✓ Are **child-centred**. Where there is a conflict of interest, decisions should be informed by evidence and research and be made in the child's best interests.
- ✓ **Include the child's voice** and provide appropriate support to enable this.
- ✓ Are **holistic in approach**, addressing the child's needs within their family and any risks the child faces from within the wider community.
- ✓ **Involve families**, including the wider family, except where it would endanger the child to do so. If in doubt, seek advice from children's social care.
- ✓ **Identify risks** to the safety and welfare of children.
- ✓ **Build on strengths**, as well as identify difficulties.
- ✓ Are **focused on action and outcomes** for children. They are a process that leads to action, including the provision of services and review of those services on an ongoing basis.

The question should always be asked - **'so what is the impact?'** The child may be placed on some sort of plan, lots of meetings held, lots of time spent with the child, but sometimes in the process we can lose sight of the most important thing of all – this should be improving the child's life. Always evaluate actions by asking – **is this work changing the child's life for the better?**

Flowchart of procedures for responding to safeguarding concerns



All concerns and correspondence will be kept in a secure, confidential file. The child's circumstances will be kept under review at all stages and a referral will be made again if needs be. The child's best interests must always come first.

If the concern is about a staff member/volunteer in your organisation, the DSL should refer this to the LADO who will determine the best route of action to be taken.

If your concern would involve a Prevent/Channel referral, contact:
CALL 999 WITHOUT DELAY
ANTI-TERRORIST HOTLINE ON
0800 789 321

If you have a concern that a child has undergone, or is about to undergo, FGM, contact:

POLICE (ON 101)

An Example of our volunteers agreement and reading of handbook


CANOPY FOREST SCHOOL

Helper/Volunteer Agreement

I
(volunteer at Canopy Forest School) have read and understood all that is stated in this handbook and have had the opportunity to have any questions answered about its contents or my role.

I understand that the Forest Leader is in charge of the activities within the session, and have read the relevant risk assessment for the activities to take place during sessions. I have provided my medical and emergency details to the Forest leader.

Signed.....Dated.....
.



HEALTH AND SAFETY AND RISK MANAGEMENT POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

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

At **Canopy Forest School** the health and safety of the children, staff and visitors is our primary concern. A site risk assessment is carried out before each session to look for natural or foreign hazards in the environment. All activities will be fully risk assessed to minimise dangers and direct teaching will be carried out for the three skill strands: shelter, fire and tools. Policies have been written to outline protocols, teaching strategies and safety procedures for these skill strands. Please see more details about these activities and our policies on Tool Handling, Fire Safety, Tree Climbing and Den building. We also use and refer to our benefits and risk assessments for all skill based teaching. Before a session commences all staff involved in the sessions have access to activity plans and risk assessments associated with the activities.

The teaching of these skills is carefully balanced and interwoven with self discovery and exploration as participants learn to take controlled risks in a safe, non-judgemental, nurturing environment. Activities such as den building, tree climbing, learning knots, using tools, cooking and lighting fires help participants to become healthy, resilient, creative and independent learners.

All adults participating at Canopy Forest School are required to read all of these risk assessments and protocols and sign a document to show they have read the handbook. We regularly review and update the risk assessments as required. Alongside this, each Forest School leader is highly skilled in observation, and reflection which drives all of the resourcing, planning and organisation of sessions. Individual risk assessments will be made for children whose medical condition or whose behaviour requires it. All of our staff and volunteers are DBS checked and our Forest School leaders are Level 3 Forest School Practitioners. The forest school leaders are responsible for the safe running of **Canopy Forest School** therefore, they have a duty of care for the children. However, all adults are required to take all reasonable steps to ensure children are safe.

For more information please read the following policies and procedures in this handbook:

- Safeguarding Policy
- Child Protection Policy
- Behaviour Policy
- Equal opportunities Policy
- Additional Needs Policy
- Our Staff Behaviour and Code of Conduct Policy
- Daily operations and procedures
- Our Forest School Site Assessments and Environmental Impact Policy
- First Aid Procedures
- Emergency Procedures
- Emergency Services Action Plan and Emergency Scripts
- Weather Conditions Procedures
- Tool Handling Policy
- Fire Safety Policy
- Tree Climbing and Den Building Policy
- Missing Child Policy
- Our Benefits and Risk assessments
- Safeguarding Children
- Safeguarding Adults
- Roles and Responsibilities

MANUAL HANDLING CHILDREN AND EQUIPMENT POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

The purpose of this policy is to introduce procedures and provide training designed to ensure that anyone working at Canopy Forest School can apply an ergonomic approach whilst carrying out tasks and operations that involve manual handling, in order to prevent injury

The responsibilities of individuals working at Canopy Forest School:

- To follow appropriate systems of work laid down for their safety;
- To make proper use of equipment provided for their safety;
- To co-operate with Canopy Forest School on health and safety matters;
- To inform Canopy Forest School if they identify hazardous handling activities;
- To take care to ensure that their activities do not put others at risk.

Common Tasks and Operations involving Manual Handling Operations include:

- Using a trolley to transport equipment on and off a Forest School site
- Lifting and moving outdoor play equipment
- Lifting and moving storage equipment
- The route over which equipment needs to be transported should be inspected to ensure it is free of obstructions;
- Staff should not attempt to lift or move a load which is too heavy to manage comfortably.
- Staff should ask for assistance if there is any danger of strain
- When lifting an object off the ground, staff should assume a squatting position, keeping the back straight. The load should be lifted by straightening the knees, not the back;
- Staff should not use chairs or any makeshift device for climbing.
- There may be times when we are required to lift children, e.g. to help them down from a piece of equipment.

Guidance for good handling techniques

Before taking on any task or operation that involves lifting or moving, staff must observe the following:

1. Plan the lift.

- Decide where is the load to be placed;
- Use appropriate handling aids if possible;
- Get help with the load if required;
- Remove any obstructions;
- Where possible use a mechanical aid such as a trolley or barrow.

2. Lifting technique.

- Position the feet apart giving a balanced stable base for lifting;
- Place leading leg as far forward as is comfortable and if possible pointing in the direction you plan to go.

3. Adopt a good posture.

- When lifting from a low level, bend the knees
- Do not kneel or over flex the knees
- Keep the back straight;
- Lean forward over the load if necessary to get a good grip
- Keep the shoulders level and facing in the same direction as the hips.

4. Get a firm grip.

- Try to keep the arms within the boundary formed by the legs
- The best position and type of grip depends on the circumstances and individual preference: but it must be secure
- A hook grip is less tiring than keeping the fingers straight
- If you need to vary the grip as the lift proceeds, do it as smoothly as possible.

5. Keep close to the load.

- Keep the load close to the trunk for as long as possible;
- Keep the heaviest side of the load next to the trunk. If a close approach to the load is not possible, slide it towards you before trying to lift.

6. Don't jerk.

- Lift smoothly, keeping control of the load

7. Move the feet.

- Don't twist the trunk when turning to the side.

8. Put down, and then adjust.

- If precise positioning of the load is necessary, put it down first, then slide it into the desired position.

Slips and Trips Potential areas for slips and trips will be noted as part of Canopy Forest School's Risk Assessment procedure. Where possible these hazards will be eliminated. Any residual risk will be noted and shared with all other staff and recorded if necessary

FIRST AID PROCEDURES

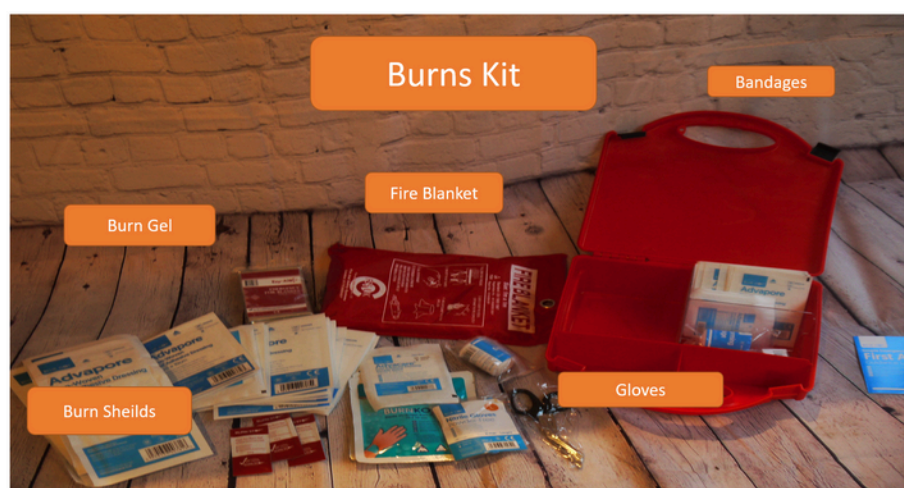
CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Take some time to learn First Aid and CPR. It saves lives and it works." Bobby Sherman

At **Canopy Forest School** all of our Forest School leaders are paediatric and outdoor first aid trained and will always have an up to date, stocked First Aid Kit, along with relevant emergency equipment, which will always be readily accessible. There will also be a mobile phone on site and in the event of a serious accident the emergency procedures will be followed. A record will always be kept of injuries that required first aid for audit and monitoring purposes. Every year we assess the first aid incidents that have occurred and produce an accident report. Parents/carers will be informed at the end of the day of any injuries and the treatment given. Near misses are reflected upon and actioned in the risk assessment. It is **ESSENTIAL** that parents/carers complete the booking form fully, giving all the details of any allergies or intolerances. This is particularly pertinent given the following:

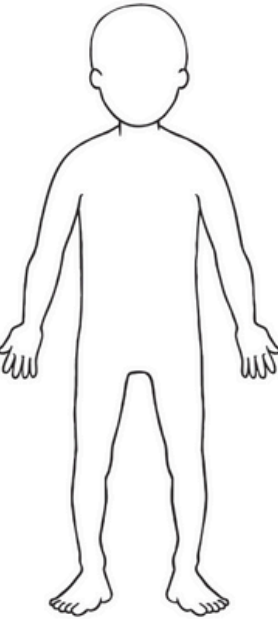
- If the injury requires a plaster in the first aider's opinion, then one is used.
 - If an unprescribed lotion or medicine is required then the first aider will contact the child's parent or carer to seek permission. For example a bee sting that needs sting relief.
 - If a child has a splinter the first aider will attempt with the child's consent to remove it. The above are carried out as more harm would be caused by leaving the injury untreated.
 - in the case of emergency first aid. This would be carried out without permission in order to sustain life. All the above are in consideration of any allergies or intolerances.
 - Parents/ Carers should inform the leader if a child has been administered medicines prior to the session.
 - Adults are not able to administer medicines on site. Only in exceptional circumstances will the leader do this after parents have completed an administration of medicines form and the leader has checked the prescription.
 - Children should be well enough to attend the session and all activities. This is a decision that is made by the parents at the start of the session. However, if the leader feels that a child is not well enough or health deteriorates during a session they reserve the right to ask the parent/ carer to collect the child from the session.
 - If a child has vomiting they should be 48 hours clear of any further sickness before coming to a session.
 - Anaphylaxis emergency bags should be brought by the child and carried by the leader. This also applies to medicines. In the situation that children are on regular medication but are well enough to come to Forest School for example regular piriton is given for hay fever, parents/carers should give children their medication before and after the session to avoid children missing a dose in the day. Please also refer to additional pages on emergency procedures.
-

An example of our Basic First Aid Kit/Happy Bag and Emergency Kit carried to every session

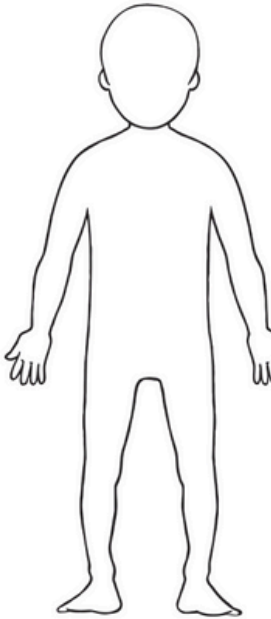


Examples of our Accident Records

Accident Record Form	
Child's Name:	Date of Birth:
Date and time of accident:	
Name of witnesses/adults present:	Place accident occurred:
Description of how the accident occurred:	
Record of any injury and action taken:	
Condition of child following the accident:	
Parent contacted? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Name of parent contacted: _____ Time: _____	
How parent was contacted: Call <input type="checkbox"/> Email <input type="checkbox"/> Text <input type="checkbox"/>	
Other comments: _____	
Attending adult's signature: _____ Date: _____ Leader's signature: _____ Date: _____ Parent's signature: _____ Date: _____	
Parent Copy <input type="checkbox"/> Paper <input type="checkbox"/> Email <input type="checkbox"/>	



Front



Back

Accident Record Form																													
Child's Name:	Date of Birth:																												
Date and time of accident:																													
Name of witnesses/adults present:	Place accident occurred:																												
Description of accident:																													
Record of any injury and action taken:																													
Markings: abrasion bite bruise bump cut/tear fracture (suspected) red mark rug burn scratch sprain (suspected) other																													
Appendage: <table style="width: 100%; border: none;"> <thead> <tr> <th colspan="2"></th> <th>LEFT</th> <th>RIGHT</th> </tr> </thead> <tbody> <tr> <td>ankle</td> <td>cheek</td> <td>eye</td> <td>hand</td> </tr> <tr> <td>arm</td> <td>chin</td> <td>finger</td> <td>head</td> </tr> <tr> <td>back</td> <td>ear</td> <td>forehead</td> <td>heel</td> </tr> <tr> <td>buttock</td> <td>elbow</td> <td>genitals</td> <td>hip</td> </tr> <tr> <td></td> <td></td> <td></td> <td>neck</td> </tr> <tr> <td></td> <td></td> <td></td> <td>teeth</td> </tr> </tbody> </table>				LEFT	RIGHT	ankle	cheek	eye	hand	arm	chin	finger	head	back	ear	forehead	heel	buttock	elbow	genitals	hip				neck				teeth
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Parent's signature: _____ Date: _____																													
Parent Copy <input type="checkbox"/> Paper <input type="checkbox"/> Email <input type="checkbox"/>																													

I've had a bump!

Dear Parent or Guardian,

_____ had a bump today.

Details: _____

Date: _____ Signed: _____



An example of a directed medication form

Record of medicine administered to an individual child		
Name of school/setting		
Name of child		
Date medicine provided by parent		
Group/class/form		
Quantity received		
Name and strength of medicine		
Expiry date		
Quantity returned		
Dose and frequency of medicine		
Staff signature _____		
Signature of parent _____		
Date		
Time given		
Dose given		
Controlled drug stock		
Name of member of staff		
Staff initials		
Witnessed by	_____	
Date		
Time given		
Dose given		
Controlled drug stock		
Name of member of staff		
Staff initials		
Witnessed by	_____	

[illegible]

Tick Treatment and Prevention

We recommend checking your child for ticks after each Forest School session. These appear like small pin-heads on the skin, dark brown or grey in colour, they may grow to the size of a small wart. The safest way to remove them is to use a tick twister which we have in our First Aid kit or can be bought from the local vets for a small charge. More information can be found on Tick treatment and removal on

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/694158/PHE_Tick_Leaflet.pdf

Key tick awareness messages

- **'be tick aware'** and remember that you could be exposed to ticks whenever you spend time outdoors, including when in your garden or the local park
- ticks mainly attach to animals, but sometimes they may bite you or your family
- you can prevent tick bites by walking on clearly defined paths, using insect repellent and performing **regular tick checks**
- some tick bites can result in infection, so it is important to remove ticks safely and as quickly as possible
- the safest way to remove a tick is by using a pair of **fine-tipped** tweezers or a tick removal tool
- contact your GP or dial NHS 111 **promptly** if you begin to feel unwell with flu-like symptoms or develop a spreading circular red rash. Remember to tell them you were bitten by a tick or have recently spent time outdoors

More information

For more information, search for the phrases 'ticks' and 'Lyme disease' on these websites: www.nhs.uk www.gov.uk

Public Health England
Wellington House
133-155 Waterloo Road
London SE1 8UG
www.gov.uk/phe
Twitter: @PHE_uk

March 2018
Gateway number: 2017871
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Enjoy the outdoors but 'be tick aware'



'Be tick aware' to avoid tick bites and know how to take action if you or your family get bitten by ticks

What are ticks?

Ticks are small, spider-like creatures that feed on the blood of animals, including people. The size of a tick can vary, with a larva being as small as a tiny freckle, and fully fed females similar in size to a baked bean.

Where do you find ticks?

Ticks survive in many habitats, but prefer moist areas with leaf litter or longer grass, like in woodland, grassland, moorland, heathland and some urban parks and gardens. Ticks don't fly or jump. They wait on vegetation for a host to pass by, and then climb on. They bite and attach to the skin and feed on blood for several days, before dropping off. Ticks are found throughout the year, but are most active between spring and autumn.

Main health risks

- ticks can sometimes transmit microbes that may cause human diseases such as Lyme disease. It is important to be Lyme disease aware and see your GP promptly for diagnosis and treatment if you recognise the symptoms which can include:
 - a flu-like illness, fatigue and muscle and joint pain
 - a characteristic expanding red rash, erythema migrans (present in many but not all cases)
- you may not always remember being bitten by a tick, so if you have spent time outdoors and develop any of these symptoms, seek advice from your GP or dial NHS 111.
- Lyme disease can be treated with a course of antibiotics. Without treatment, more serious conditions can develop such as swelling in some joints or problems with the nerves and heart, so prevention and early detection are key.

Avoiding ticks

- walk on clearly defined paths to avoid brushing against vegetation
- wear light-coloured clothes so ticks can be spotted and brushed off
- use repellents such as DEET
- carry out a tick check

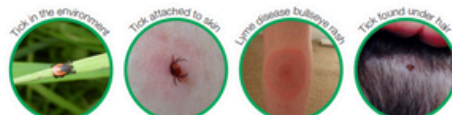
Carry out a tick check

Make it a habit to check your clothes and body regularly for ticks when outdoors and again when you get home. Check your children and pets as well.

Ticks prefer warm, moist places on your body, such as the groin, waist, arm pits, behind the knee and hair lines, so look out for anything as tiny as a freckle or a speck of dirt. Young children are commonly bitten on the head/scalp so need to be carefully checked around the neck, in and behind the ears and along the hairline.

If you have been bitten

- remove ticks as soon as possible
- the safest way to remove a tick is to use a pair of **fine-tipped** tweezers or a tick removal tool
- grasp the tick as close to the skin as possible
- pull upwards slowly and firmly, as mouthparts left in the skin can cause a local infection
- clean the bite area, and monitor it for several weeks for any changes
- contact your GP promptly if you begin to feel unwell with flu-like symptoms or develop a spreading circular red rash. Remember to tell them you were bitten by a tick or have recently spent time outdoors



EMERGENCY PROCEDURES 1

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

In the event of an emergency the following will happen;

- Emergency whistle blown
- Children advised of tools down by other adults in surrounding areas and to await further instructions.
- Forest School Leader to assess situation and remove any hazards.

Please see diagram below as an example of our Emergency First Aid Procedures these are created for each individual site that we use and can be found in the Risk and Benefit Handbooks that we produce for each location which can be found on our web site.

EMERGENCY FIRST AID PROCEDURES

Situation assessed as able to treat casualty with First Aid

Adult 1:

Forest School Leader, who is the First Aider to treat and calm casualty.

ADULT 2:

To lead other children safely to outdoor classroom and complete headcount. To await further instructions. Keep children calm and play circle time games

Decision made to either

Child needs to go home or further non urgent treatment required.

Child able to carry on session - forest school leader to monitor child and advise class teacher

Session resumed and adults advised to return to base circle. Children advised of any information needed to prevent any further accidents.

Parents/carers contacted by Forest School staff and informed of accident and treatment. School Senior team advised.

Parents informed of accident and treatment - verbally over telephone and just to let you know. Accident form filled in. Advised to monitor.

FS staff to complete school accident book and Forest School Incident Book, sign and date.



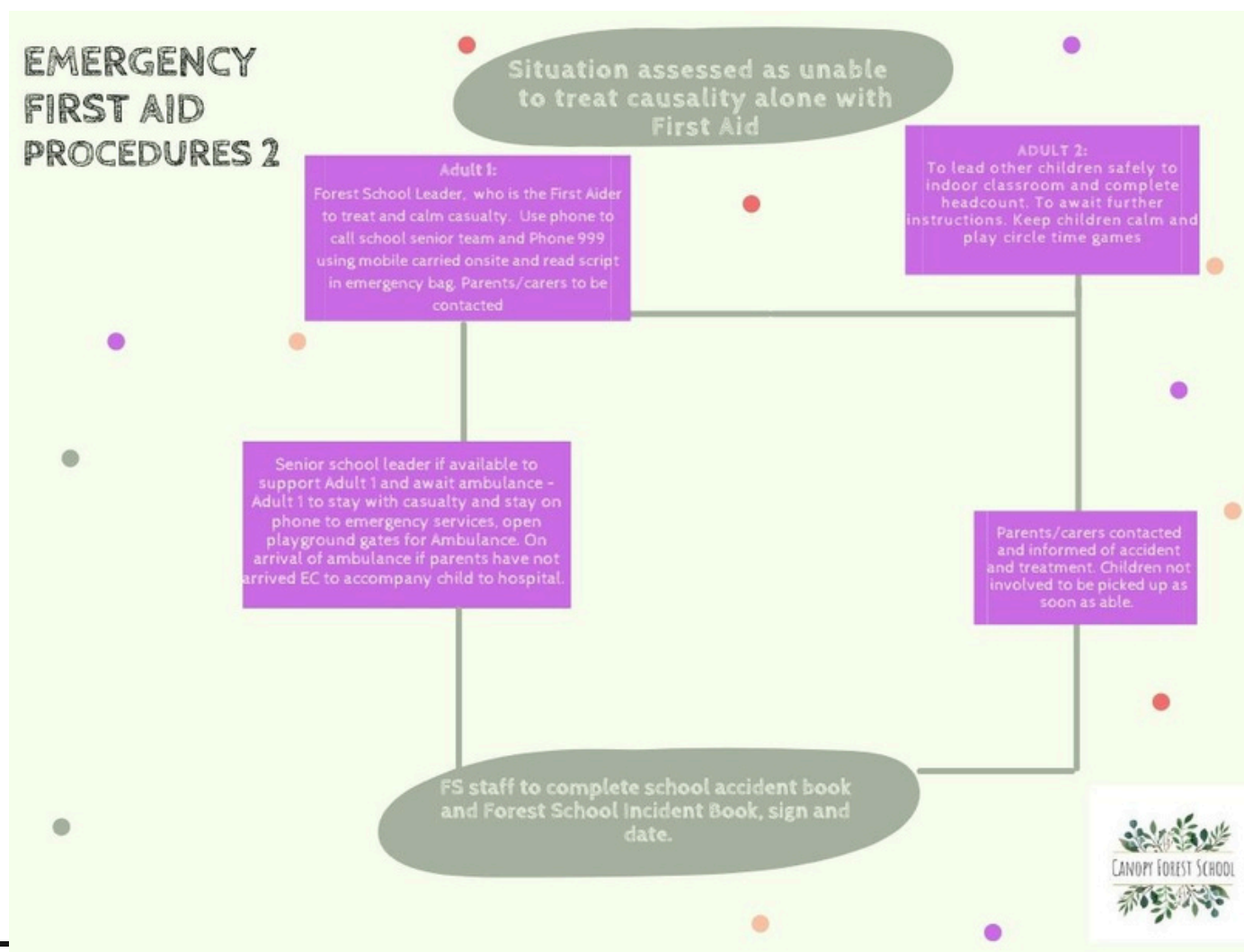
EMERGENCY PROCEDURES 2

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

In the event of an emergency the following will happen;

- Emergency whistle blown
- Children advised of tools down by other adults in surrounding areas and to await further instructions.
- Forest School Leader to assess situation and remove any hazards.

Please see diagram below as an example of our Emergency First Aid Procedures these are created for each individual site that we use and can be found in the Risk and Benefit Handbooks that we produce for each location which can be found on our web site.



EMERGENCY SERVICES SCRIPT

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

In the event of an emergency and the Emergency Services need to be called.

Please see below an example of our Emergency Services Script. We create an individual script for each site that we work at and these will contain location references these can be found in the Risk and Benefit Handbooks that we produce for each location and can also be found on our web site.

- Emergency services are called using mobile phone.
 - Call the emergency service/s that you require on 999 from a landline or 112 from a mobile.
 - Give as much information about the patient and their location as possible:
 - Who has been injured?
 - What their injuries are?
 - If they have any medical conditions
 - Where on the site the patient is
 - The directions to the site and the patient:
 - Site co-ordinates/ grid reference are or what3words:
 - The address of the site
 - Arrange for someone to stand on road side outside of the entrance to the site wearing a high visibility jacket
 - If needed open the gates for the Ambulance or Fire Service to get through onto grounds.
 - Don't hang up until you are told to do so by the call taker.
 - Try to stay calm.
 - Let a member of the senior management team know if you are working on a school site
-

CANOPY FOREST SCHOOL

FOOD AND EATING POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Food and drink preparation and sitting together whilst eating and drinking are important parts of Forest School.

This policy was created using advice in Preventing Food Poisoning - Good Hygiene at Home published by the Food Standards Agency and 10 Ways to Prevent Food Poisoning on the NHS Choices website. Please also see our Hygiene Procedures document. In addition to this Emma Clode has a Level 2 in Food Hygiene and Safety in Catering qualification and a HACCP (Hazard Analysis and Critical Control Point Assessment) has been completed for our food management system. Information about our menus can be found on our website and within our Risk and Benefit Assessment documents produced for each site.

At **Canopy Forest School** we will provide hand washing facilities at each session and where food and/or drink is prepared we will ensure that all staff, volunteers and participants follow the Forest School food hygiene rules.

Perishable food that is to be consumed at the site will be prepared prior to the session by Emma Clode or Jo Streat who are our key food handlers. Food safety has been used in the preparation, cooking and storage of our snacks. All food is transported in a cool bag and covered in an air tight container/paper bag/foil and labelled. Food will not be left uncovered at any time to avoid contamination. We do not cook or use meat in our snack menus and aim to provide healthy wholesome vegetarian snacks.

When handling food, food grade biodegradable rubber gloves will be worn. Students should only handle their own food. Separate containers/cutlery/crockery/pans etc will be used for children suffering with food allergies or intolerances. A Medical needs form will be completed by all parents indicating food allergies prior to the session. All utensils/cutlery and crockery will be cleaned after the session in a dishwasher at high heat. All food used is within the use by date. We always provide participants with a copy of our snack menu with a list of ingredients we always take heed of any allergies and make substitutions when needed.

All openings in the skin caused by abrasions will be covered with a blue plaster. Children will always clean their hands at the washing station provided with soap and water or alcohol gel and dry them thoroughly. A designated eating time will be used each session. Children should be seated when eating. Fresh water will be provided in a designated water container. Please also make reference to Health and safety policy.

Forest School food hygiene rules

Everyone involved in our Forest School should be involved in food safety and follow the food hygiene rules below. If you spot a problem, please point it out to the Forest School Leader.

When involved in food and drink preparation you should:

- Wash hands before and during cooking.
- Not handle food if you are ill with stomach problems, such as diarrhoea or vomiting.
- Cover sores and cuts with a waterproof blue dressing.
- Avoid handling food when possible, and instead use spoons, tongs or other suitable implements.
- Tie hair back.
- Keep food that is waiting to be cooked separate from food that is ready to be eaten.
- Use separate chopping boards for preparing different foods, especially raw and ready-to-eat food.
- Prepare food on a suitable surface, e.g. chopping board, cup, saucepan and not on the ground.
- Ensure food is cooked thoroughly before serving. Food should be cooked right through and piping hot in the middle. Temperature will be measured by a food thermometer.
- Do not reheat food more than once.
- Keep utensils clean and regularly wash tea towels and cloths.
- Store food in clean plastic reusable containers with non-leaking lids.
- Take all rubbish and food scraps away from the site at the end of the session to avoid attracting vermin to the site.
- Wash dishes with hot water and a scrubbing sponge. When using soap ensure it is biodegradable camp soap. Strain the dish water through a fine mesh screen or fine fabric and into a container. The strainer catches all but the tiniest of food bits and you can then pack them in the designated rubbish area. The resulting water is called 'grey water' and should be disposed of by broadcasting it over a wide area. That means throwing the water out in an arc to disperse it as much as possible. This helps it evaporate faster and reduces the attraction for animals. Please refer to our Sustainability Policy and Provision and Environmental Impact Policy.

Food allergies and special dietary requirements:

- Participants are asked to state any food allergies and special dietary requirements they may have on their Parental Consent and Medical form. This information will be used to plan what food and drink to provide during sessions, ensuring that the food and drink provided is suitable for all.

How to Control Bacteria

Food Spoilage can be seen, tasted and smelled.

Common indicators are:

- The production of gas.
- Bulging cans.
- Leaking packages.
- Discolouration.
- Sour Smells.
- Stickiness or slime.
- Strange textures.
- Tainting or unusual tastes.
- Mould (even if surface mould is removed it will still be presented in the food).



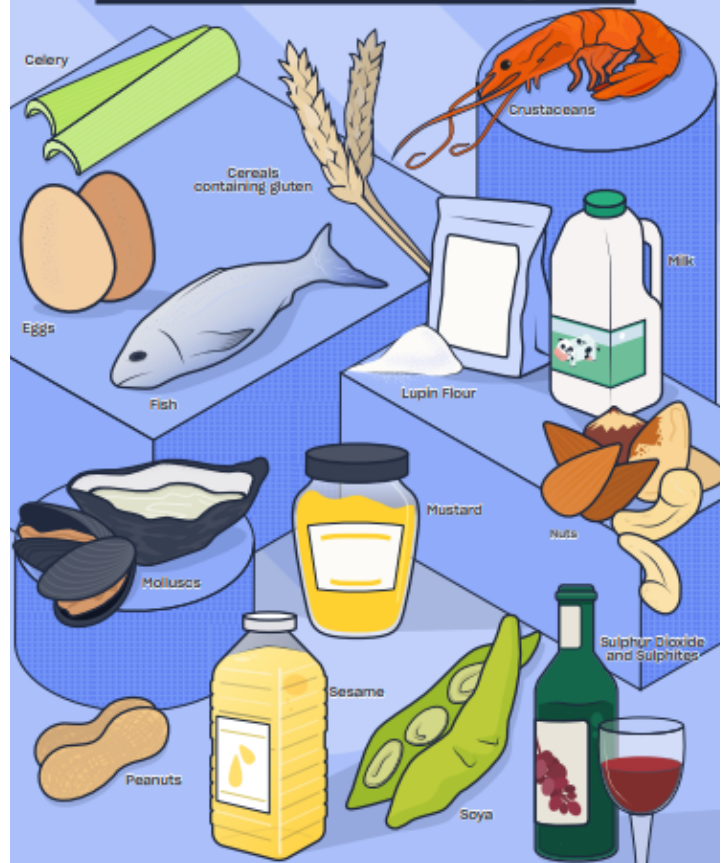
To prevent bacterial contamination you must:

- Store raw poultry in the bottom of the fridge away from ready to eat foods.
- Eat food immediately after cooking or hold hot food above 63 °C.
- If chilling food, cool and refrigerate as quickly as possible.
- Hold cold food between 1 °C and 5 °C.
- Thoroughly thaw any frozen food before cooking.
- Frozen food should be stored at -18 °C or below.

Overall, to prevent bacterial contamination and food spoilage you must:

- Store and hold food at the correct temperature.
- Apply good hygiene practice.
- Ensure food packaging is suitable and undamaged.
- Control pests.
- Handle food carefully.

The 14 Named Allergens



Know Your Chopping Boards

Use a red chopping board for raw meat and poultry.



Use a yellow chopping board for cooked meat and poultry.



Use a blue chopping board for raw fish.



Use a white chopping board for dairy and bakery items.



Use a green chopping board for washed fruit and salad vegetables.



Use a brown chopping board for unwashed root vegetables.



Use a purple chopping board for free-from products.



When do you need to review a HACCP plan?



HYGIENE PROCEDURES

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Canopy Forest School maintains high hygiene standards in relation to food safety including the purchase, storage, preparation and serving of food. We also have high hygiene standards when it comes to cleaning, contact with the flora and fauna and First Aid.

At our Forest School our students are taught a strict NO eating rule, unless it is a specific activity, led by an adult to prepare and cook food. A hand washing area is always available at the site this includes: hand wash, gel, fresh water, soap, towel, and wipes. Children are taught the correct hand washing procedure and are expected to wash their hands before they handle food, after using the toilet or after handling the fauna and flora on the site. Children are reminded not to put their hands near their mouths during the session. They are able to wash their hands at any point during the session.

Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow including basic hygiene of hand washing, covering mouths when sneezing/coughing, using paper towels, disposing of tissues etc.

A basic first aid kit is kept for the treatment of minor injuries by our Forest School Leaders. After the use of any biodegradable rubber gloves, aprons, cleaning swabs or soiled linen cloths will be disposed of in a designated waste bag. In an emergency, direct mouth-to-mouth resuscitation is strongly recommended and 'Fluid proof' mouth masks are available in our first aid kits. Staff understand the first aid procedures for HIV and AIDS and protective equipment will be used by staff when dealing with spills of bodily fluids. All staff and children with minor cuts, open or weeping skin lesions and abrasions keep them covered with waterproof dressings.

A record of all incidents is kept in our Accident Book and a mobile telephone will always be carried. Our Forest School leaders are all Outdoor First Aid trained. Please see our First Aid Procedures and Health and Safety Risk Management Policy.

When we leave a site we always ensure that it is left clean and tidy and we always take rubbish away with us and dispose of this accordingly. We try and compost as much of our waste as possible and get rid of any grey water produced responsibly. All cooking and food equipment will be washed at a high temperature in a dish washer and no food equipment is left at a site.

During our Play and Stay sessions a toilet tent is provided and any nappies, wipes or excrement will be disposed of accordingly and will never be left on the site.

For more information please read the following policies and procedures in this handbook:

- Health and Safety and Risk Management
 - Emergency Procedures
 - Emergency Services Script
 - Food and Eating Policy
 - Toileting Policies
 - Fauna and Flora Risk Assessment Policy
-

TOILETING POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

At Canopy Forest School we always encourage our students to use the toilet before beginning a session, to avoid too many trips during the session and to avoid having to take off all the waterproofs. Each site that we work at has different toilet facilities and all groups will know where the nearest toilet facility is located. However, there are a number of common procedures that we go through regardless of the site.

When a student needs to go use the toilet during a session they will be able to escort themselves and an adult will watch and observe them from a distance. If however, an adult needs to escort a child the Forest School Leader will be informed and all adults and children in the group will be advised to stop any tool use due to the ratio of staff remaining. If a child should have a toileting accident on site, then an adult will support them as appropriate and will provide them with a spare change of clothes. We always encourage independence and are respectful of each child's privacy. If a child has toileting issues or frequent accidents we would expect this information to be recorded on their consent forms.

During our Play and Stay toddler sessions we provide a fully equipped nappy changing tent and children's toilet. We ask for parents to escort their child to the toilet and just inform a leader so we are aware for head counts.

Unfortunately, we do not have an adult toilet on site. If adults need the toilet they will have to be accompanied by a member of staff and use the school office toilets.

WEATHER CONDITIONS PROCEDURES

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

"There's no such thing as bad weather, only inappropriate clothing" Sir Ranulph Fiennes

This is an old Scandinavian saying which is of great importance for Forest School as sessions take place in almost all weathers. It is important that all participants (children and adults) are suitably dressed for Forest School. Otherwise, they will feel uncomfortable and miserable and are unlikely to enjoy the experience. Assessments of weather conditions will be taken prior to a visit and the forecast will be monitored. Sessions will be cancelled if:

- the temperature is deemed extreme,
- if the wind speed is assessed as amber on the scale.
- if there is lightning in the woods.

Where possible, the sessions will carry on regardless of the weather as long as it is deemed as safe. If the weather deteriorates suddenly during a session, the Forest School leaders will decide whether to leave the site, use alternative accommodation or return the participants to their setting/contact parents for collection.

The participants are asked to wear full winter or summer kit and while the Forest School leader will have limited amount of spare clothes this is not to be relied upon and as mentioned above it is parents responsibility to send children with appropriate clothing and spare clothes, insect repellent, sun cream, water in a bottle.

The nature of woodland means that Forest School sites are quite sheltered and we do have a shelter on site. Parents /carers must be prepared to come and collect their children if the weather worsens and the assessment to close Forest School is made. This is rare.

Please see the next page for kit guidance and copies of this can also be found on our web site and is always emailed out to parents before a programme of sessions start. It is essential that children come in the correct kit. More clothes are better than not enough. In terms of safety children can injure their skin in the woods if they do not have long trousers and can also become cold very quickly when their clothes are not waterproof or warm enough.

It is recommended that long sleeves and long trousers are worn throughout the year to provide protection against sunburn, bites, stings and ticks. Layers are the best idea as temperatures and conditions can change significantly during a session. Plenty of warm clothing is essential on very cold days. Footwear needs to be sturdy. Sandals or flip flops are never suitable for Forest School. Wellies or strong boots are best and remember to add an extra pair of socks in cold weather as cold feet can make you feel particularly miserable. Waterproof jackets AND waterproof trousers are essential if there is any chance of rain or if the ground is wet. Sun hats and sun cream are essential in the summer. These recommendations apply to adults as well as children.

Extreme Weather Conditions Risk Assessment
















Low Risk	Something which may result in minor damage or slight harm (i.e. scratch or bruise)
Medium Risk	Something which may result in a significant loss/damage or major injury (broken bone or other injury, which results in person being taken to hospital for treatment)
High Risk	Something which may result in extensive damage, multiple major injuries or death

Risk Assessment-Extreme Weather

Description of site/Activity tools: Hazel Coppice Area: Forest School Site at Chandlers Ford Infant School An overview of Extreme weather											
Hazard	Harm	People at risk	Potential Level of Risk	Existing prevention methods	Probability (P) (1-5)	Severity (S) (1-5)	Rating (PXS) (1-25)	Level of Risk after controls	New preventative measures	Who? When?	Benefits
1 Sun Exposure	Sunburn/Sun Stroke	Clients Taking part in Forest School	High	Clear instructions, safety talks, appropriately dressed Adult supervision	3	4	12	6	Appropriate Safety Talk - Check Weather forecast. - Ensure Children Appropriately Dressed - Sun-cream available for children	Forest School Leader Briefed clients	Significant benefits to being in a woodland environment. Children learn to manage risks in adverse weather conditions.
2 Cold Weather	Cold/Hypothermia	Clients Taking part in Forest School	High	Clear instructions, safety talks, appropriately dressed Adult supervision	3	4	12	6	Appropriate Safety Talk - Check Weather forecast. - Ensure Children Appropriately Dressed. - Have space blankets available if needed. - End activity if too cold	Forest School Leader Briefed clients	Significant benefits to being in a woodland environment. Children learn to manage risks in adverse weather conditions.
3 Ice/Snowy Conditions	-Increased likelihood of slips and trip	Clients Taking part in Forest School	High	Clear instructions, safety talks, appropriately dressed Adult supervision	4	3	12	6	Appropriate Safety Talk - Check Weather forecast. - Ensure Children Appropriately Dressed. - If appropriate grit paths and areas. - End activity or cancel activity if too dangerous	Forest School Leader Briefed clients	Significant benefits to being in a woodland environment. Children learn to manage risks in adverse weather conditions.

4 Windy Conditions	- Risk of falling branches or trees	Clients Taking part in Forest School	High	Clear instructions, safety talks, appropriately dressed Adult supervision					Cancel activities if excessive wind. - Appropriate safety talk. - Safety check trees for <u>loose</u> and dead branches regularly.		Significant benefits to being in a woodland environment. Children learn to manage risks in adverse weather conditions.
5 Rainy Weather	Area become hazardous for slips. - Participants become cold/hyperthermia.	Clients Taking part in Forest School	High	Clear instructions, safety talks, appropriately dressed Adult supervision					Appropriate Safety Talk - Check Weather forecast. - Ensure Children Appropriately Dressed. - Have space blankets available if needed. - End activity if too cold or area becomes dangerous.	Forest School Leader Briefed clients	Significant benefits to being in a woodland environment. Children learn to manage risks in adverse weather conditions.

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



CLOTHING POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

All children are different and your child may get cold easily and therefore require more layers. Please go with what is right for your child but remember that it is better to have too many clothes than not enough.

It is important that all participants (children and adults) are suitably dressed for Forest School. Otherwise, they will feel uncomfortable and miserable and are unlikely to enjoy the experience. It is recommended that long sleeves and long trousers are worn throughout the year to provide protection against sunburn, bites, stings and ticks. Layers are the best idea as temperatures and conditions can change significantly during a session. Plenty of warm clothing is essential on very cold days. Footwear needs to be sturdy. Sandals or flip flops are never suitable for Forest School. Wellies or strong boots are best and remember to add an extra pair of socks in cold weather as cold feet can make you feel particularly miserable. Waterproof jackets AND waterproof trousers are essential if there is any chance of rain or if the ground is wet. **Canopy Forest School** has a limited supply of these if children need to borrow them. Sun hats and sun cream are essential in the summer. These recommendations apply to adults as well as children.

No person will be permitted to go to Forest School without appropriate clothing that will protect them from extremes of heat or cold, keep them covered to reduce the likelihood of cuts and scrapes, that fits appropriately for comfort, and that meets any religious requirements. Children and parents are encouraged to think about the usefulness of their clothing for outdoor activities, and to be aware they are likely to take some of our mud home with them after a session. It can be cooler in our wooded area than expected under the shade of the trees.

Below you will find a clothing list please also see the ;previous page for more details about clothing:

- Waterproof trousers
- Waterproof coat, with a hood.
- Long sleeved top
- Full length trousers
- Warm boots (wellies can be very cold during the winter)
- Warm Socks, and a spare pair
- Gloves and Woolly hat – Cold weather
- Sun hat: that fits well to ensure good visibility– sunny weather

We work on the principle that “there is no such thing as bad weather, only bad clothing”, but staff must be aware of how children in their class react to different weathers and how this affects their sensory processing.

If you need more advise or help with clothing suitability please ask as we would be happy to advise.

Clothing/Kit Guidance

Clothing and kit list for Forest School



Spring/Autumn



- Comfy durable trousers which you don't mind getting muddy. (we will likely kneel on floor)
- One top, long or short sleeved depending on weather.
- At least one warm jumper or fleece.
- 2 pairs of socks, (at least one set of warm socks and one in backpack)
- Wellies or walking boots (which you don't mind getting wet and muddy!)
- Spare trousers in backpack (plus underwear if toilet training)



Summer



- Comfy trousers which you don't mind getting muddy. (we will likely kneel on floor)
- One top, long or short sleeved depending on weather.
- One warm jumper or fleece. 2 pairs of socks, (one in backpack)
- Wellies for wet days and sturdy shoes when dry
- Spare trousers in backpack (plus underwear if toilet training)
- Sun hat Sun cream & insect repellent in back pack if you have a preference. (we recommend applying before forest school)



Winter



- Comfy warm trousers which you don't mind getting muddy (we will likely kneel on floor)
- Base layers – thermals
- One top, long sleeved 1 warm jumper.
- 1 zip up fleece or similar that can be worn over jumper Warm coat 2 pairs of warm woolly socks, (one in back pack)
- Wellies or warm winter walking/snow boots that you don't mind getting wet and muddy
- Spare shoes (if wearing walking boots & they get wet)
- Spare warm trousers in backpack (plus underwear if toilet training)
- Warm scarf Warm hat and gloves

TOOL HANDLING POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

There are a huge variety of tools that will be used appropriately at Canopy Forest School, to help with crafting, whittling, maintenance, building shelters and a whole lot more. In all cases consideration will always be given to the safety of the individuals working with the tools. When we are working with tools there are a number of key considerations that are made. Health and safety are of utmost importance and risk assessments are always produced for each activity.

In this section we would like to explain how we teach children tool use and how we implement health and safety through our risk assessments. Copies of all of our Benefit and Risk Assessments can be found in our booklets that have been created for each site, copies of these are available on our web site.

At **Canopy Forest School** the children will be given the chance to make a range of objects from stickmen to wooden mallets or learning new carving cuts. The children use tools when we feel they are ready. All tools are provided by the Forest School along with gloves, goggles and other safety equipment. We bring the tools on site each week and they are kept in purpose made tool bags or boxes. Only adults have access to these bags and items are counted out and back in again.

Before each tool is to be used it will be checked for damage and working order. Each tool type is kept in their own suitable containers and have sheaths and protective shields.

Students are never allowed to help themselves to tools and will always have adult supervision when collecting, transporting and using tools. Tools are only used for a specific purpose. Adults will model correct and safe tool use, storage and transportation at all times. We use "Tool Talks" to introduce each tool and first show the parts of the tool, arriving, moving and carrying a tool, how to use a tool in a safe way and how to store and maintain tools. We also have a "tool passport" which records and celebrates each child working through the Tool Talk "PASS" system.

Blades will always be made safe when not in use and children will be taught how to do this. Ratios should be adhered to, however a Forest school leader may make a judgement based on their knowledge of individual children. When adults are taking part in the session the tool use and safety will be modelled. Safe sitting is required for most tool use and this can be taught as one knee position known as the "Respect Position". Appropriate PPE will be used.

There may also be times when Forest School Leaders use their skills, knowledge and judgement to accommodate children's physical needs and abilities and may have to change the given procedure of a tool in order for the child to have the opportunity to use it. For example, children who are unable to kneel.

When using a tool, they are used well away from others in the group, (two arm's length and the tool length) and ensuring that others are aware that a tool is in use. Only walking is permitted when transporting a tool.

TOOL HANDLING POLICY 2

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Safe use of tools General:

- Keep tools in good, clean order.
- Check tools are safe to use before the start of each session.
- Carry out tool maintenance (cleaning and oiling)
- Do not use tools with damaged blades or handles or with loose bolts or fixings.
- When transporting tools do not carry more than can be held securely.
- A blunt blade is more dangerous than a sharp one.
- Count tools in and out.

Bow Saws – use for cutting wood with a diameter greater than a 2 pence piece

- Wear a glove on the non-sawing (helping) hand, not on the tool.
- Use the saw to the side of you and not in front.
- Keep your non sawing hand away from the blade when sawing.
- Saw with easy relaxed strokes using the full length of the blade. Let the blade do the work – don't force it, especially if it sticks.
- Carry with the frame at your side with the blade facing down, like carrying a handbag.
- Keep the blade covered when not in use and especially when transporting.
- Ensure the item to be cut is firmly held.
- When using with children – Leader and child to kneel on floor with Leader on one side of saw and the child on the other, both in the 'respect position'. The Leader guides the saw and the child follows.

Billhooks – use for cleaving wood

- Never wear a glove on the hand holding the tool - it makes the handle hard to grip safely.
- Keep a safe distance from other people and be aware of those around you while you work. Stop if anyone comes too close.
- Hold billhook away from your body and cut away from yourself.
- Stop if you get tired.

Loppers – use for cutting wood with a diameter smaller than a 2 pence piece

- Always carry with blades closed (and locked if applicable).
- When not in use leave with blades closed (and locked if applicable).
- Do not exceed the cutting capacity of the tool. ☒ Use away from your body and keep hand not holding tool away from blades.
- Children only to use when sitting or kneeling.

Knives – use to whittle small sticks, peel bark and cut string

- Never wear a glove on the hand holding the tool - it makes the handle hard to grip safely. Wear a safety glove on your other helper hand.
- Keep a safe distance from other people and be aware of those around you while you work. Stop if anyone comes too close.
- Hold the knife away from your body and cut away from yourself.

Potato Peelers – use to peel bark

- Rest the wood you are peeling on the ground or on a bench and not on your leg.
- Hold the potato peeler away from your body and peel away from yourself towards the ground.
- Keep the hand not holding the tool away from sharp end of potato peeler.
- Keep a safe distance from other people and be aware of those around you while you work
- Children only to use when sitting or kneeling – remind them not to move around when using the peeler.

The Respect Position

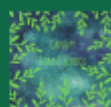
SAFE WORKING POSITIONS

THE RESPECT POSITION

WHEN WORKING WITH TOOLS OR FIRE IT IS IMPORTANT TO HAVE A STABLE BASE. THE RESPECT POSITION INVOLVES KNEELING ON ONE KNEE AND THIS ALLOWS YOU TO BE STABLE WHILST OPENING UP SPACE FOR YOU TO BE ABLE TO USE TOOLS. IN THIS POSITION YOU ARE ALSO ABLE TO MOVE AWAY QUICKLY IF NEEDED. WHEN TAKING UP THE RESPECT POSITION THINK CAREFULLY ABOUT WHERE YOU ARE PLACING YOUR KNEE IN RELATION TO THE TOOL YOU ARE USING OR THE JOB YOU MIGHT BE DOING.



CANOPY FOREST SCHOOL

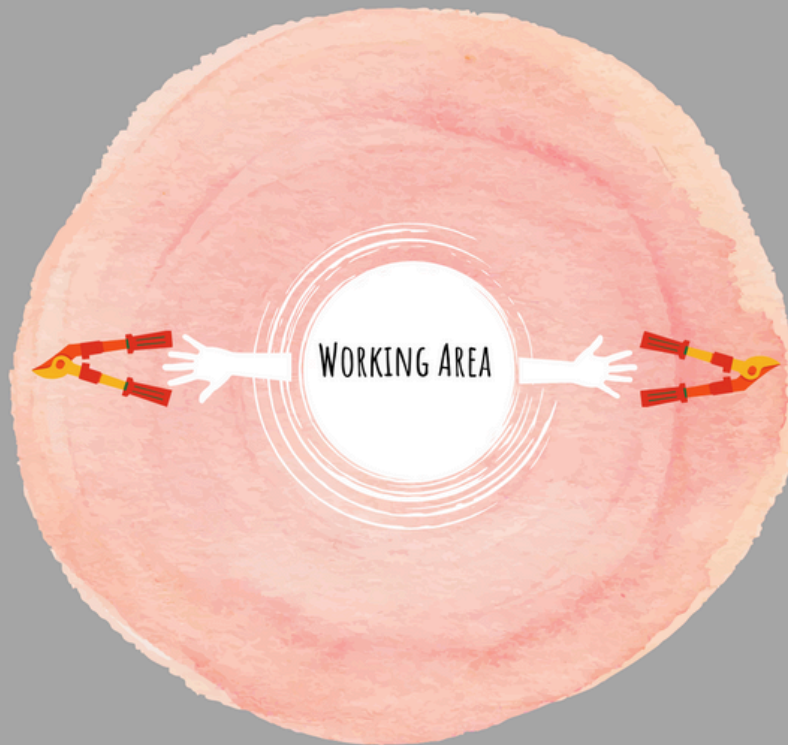


The Safety Circle

SAFE WORKING DISTANCE

THE SAFETY CIRCLE

Safe working distance: The safe working distance between an individual or two individuals is often referred to as a Safety circle or blood Circle. The name is designed to show that this is the safe working distance that bystanders should be to avoid being hurt, when a tool is in use. The Blood circle is a consistent size (2 arms and a tools length) . With younger children you can mark out this area.



CANOPY FOREST SCHOOL



Tool Check List

Equipment Check List

Date:

Session Title:|



Name of equipment	Total in Stock	Taken to session	Checked back in
Mallet (wooden & rubber)			
Dibbers			
Metal Hammers			
Hand trowels			
Hand fork			
Grass edger			
Hoes			
Forks			
Spades			
rake			
Scout knives			
Secateurs			
Potato peelers			
Bow saw			
loppers			
Tape measure			
Hand drill			
Rope			
String			
Scissors			
Tarp			

Examples of tool safety assessments

Low Risk	Something which may result in minor damage or slight harm (i.e. scratch or bruise)
Medium Risk	Something which may result in a significant loss/damage or major injury (broken bone or other injury, which results in person being taken to hospital for treatment)
High Risk	Something which may result in extensive damage, multiple major injuries or death



Risk Assessment- Loppers

Description of site/Activity/tools Harold Coppice Area Forest School Site at Chandlers Ford Infant School An overview of using Loppers												
Hazard	Halm	People at risk	Potential Level of Risk	Existing prevention methods	Practising (1-5)	Sharpening (5)	Storing (5)	Risk (9/20)	Level of Risk after controls	New preventative measures	Who? When?	Benefits
1	Accidental injury on unattended tool.	Cuts	Children Taking part in Forest School	High	Clear instructions Adult supervision	3	4	12	6	<ul style="list-style-type: none">- Clear Instructions- Adult supervision- Ensure tools are stored in a designated space- Ensure tools are stored in a locked box	Forest School Leader Briefed clients	Hand-eye co-ordination, grand motor control, risk awareness Briefed confidence, self-esteem
2	Incorrect use of tool	Cuts	Children Taking part in Forest School	High	Clear instructions Adult supervision	3	4	12	6	<ul style="list-style-type: none">- Inform person using Loppers of tool task - No glove needed on hand using tool, glove on non-sawing hand - First aiders and first aid kit close by - One to one supervision for new/younger/vulnerable clients - Ensure safety of site - Keep blade cover on when not in use and store in tool bag	Forest School Leader Briefed clients	Hand-eye co-ordination, grand motor control, risk awareness Briefed confidence, self-esteem
3	Trip or fall with tool	Cuts	Children Taking part in Forest School	Medium	Clear instruction Adult supervision	4	3	12	6	<ul style="list-style-type: none">- Ensure safe working area prepared with limited trip risks - Ensure tool transported with cover on - Ensure tool talk learnt including how to move	Forest School Leader Briefed clients	Hand-eye, body awareness, motor control, risk awareness Briefed confidence, self-esteem

Low Risk	Something which may result in minor damage or slight harm (i.e. scratch or bruise)
Medium Risk	Something which may result in a significant loss/damage or major injury (broken bone or other injury, which results in person being taken to hospital for treatment)
High Risk	Something which may result in extensive damage, multiple major injuries or death

Risk Assessment-Billhook



Description of site/activity/tools												
Hazel Coppice Area Forest School Site at Chandler's Ford Infant School												
An overview of using a Bilhook												
Hazard	Harm	People at risk	Potential Level of Risk	Existing prevention methods	1 (LS)	2 (LS)	3 (LS)	4 (LS)	5 (LS)	6 (LS)		
1	Accidental injury on unattended tool.	Cuts	Children Taking part in Forest School	High	Clear instructions Adult supervision	3	4	12	6	<ul style="list-style-type: none">- Clear Instructions Adult supervision- Ensure tools are stored in a designated space- Ensure tools are stored in a locked box.	Forest School Leader Briefed clients	Hand-eye co-ordination, grand motor control, risk awareness confidence, self-esteem
2	Incorrect use of tool	Cuts	Children Taking part in Forest School	High	Clear instructions Adult supervision	3	4	12	6	<ul style="list-style-type: none">- Inform person using Bilhook of tool talk - No glove needed on hand using tool, glove on non-sawing hand - First aiders and first aid kit close by - One to one supervision for new/youngster/vulnerable clients - Ensure safety of site - Keep blade cover on when not in use and store in tool bag	Forest School Leader Briefed clients	Hand-eye co-ordination, grand motor control, risk awareness confidence, self-esteem
3	Trip or fall with tool	Cuts	Children Taking part in Forest School	Medium	Clear instruction Adult supervision	4	3	12	6	<ul style="list-style-type: none">- Ensure safe working area prepared with limited trip risks - Ensure tool transported with cover on - Ensure tool talk learnt including how to move safely with tool	Forest School Leader Briefed clients	Hand-eye, body awareness, motor control, risk awareness confidence, self-esteem
4	Falling Branches when cutting	Bumps, bruises, cuts from falling branches	Children Taking part in Forest School	Medium	Clear Instruction Adult supervision	4	3	12	6	<ul style="list-style-type: none">- Ensure high branches are correctly supported - Ensure other clients are clear of the working area - Ensure those using the Bossons know the correct procedure	Forest School Leader Briefed clients	Body and environment awareness, risk awareness, confidence, self-esteem

Low Risk	Something which may result in minor damage or slight harm (i.e. scratch or bruise)
Medium Risk	Something which may result in a significant loss/damage or major injury (broken bone or other injury, which results in person being taken to hospital for treatment)
High Risk	Something which may result in extensive damage, multiple major injuries or death

Risk Assessment-Bowsaw



Description of site/Activity tools Hazel Coppice Area Forest School Site at Chandlers Ford Infant School													
An overview of using a Bow saw													
Hazard	Harm	People at risk	Potential Level of Risk	Existing prevention methods	Probability (1-5)	Exposure (1-5)	Severity (1-5)	Risk (20)	Level of Risk after controls	New preventative measures	Who? When?	Benefits	
1	Accidental injury on unattended tool.	Cuts	Children Taking part in Forest School	High	Clear instructions Adult supervision	3	4	4	12	6	Clear Instructions Adult supervision Ensure tools are stored in a designated space. Ensure tools are stored in a locked box	Forest School Leader Briefed clients	Hand eye co-ordination, gross motor control, risk awareness confidence, self-esteem
2	Incorrect use of tool	Cuts	Children Taking part in Forest School	High	Clear instructions Adult supervision	3	4	12	12	6	Review of tool talk. No glove needed on hand using tool, glove on non-sawing hand. First aiders and first aid kit close by. One to one supervision for new/youngster/valuable clients. Ensure safety of site. Keep blade cover on when not in use and store in tool bag.	Forest School Leader Briefed clients	Hand eye co-ordination, gross motor control, risk awareness confidence, self-esteem
3	Trip or fall with tool	Cuts	Children Taking part in Forest School	Medium	Clear instruction Adult supervision	4	3	12	12	6	Ensure safe working area prepared with limited trip risks. Ensure tool transported with cover on. Ensure tool talk learnt including how to move	Forest School Leader Briefed clients	Hand eye, body awareness, motor control, risk awareness confidence, self-esteem

[illegible][illegible]

Description of site/Activity tools: Hazel Coppice Area: Forest School Site at Chandlers Ford Infant School													
An overview of using a Sheath Knife													
Hazard	Harm	People at risk	Potential Level of Risk	Existing prevention methods	Probability (P) (1-5)	Severity (S) (1-5)	Risk (PS) (1-25)	Level of Risk after controls	New preventative measures	Who? When?	Benefits		
1	Accidental injury on unattended tool.	Cuts	Children	Taking part in Forest School	High	Clear instructions Adult supervision	3	4	12	6	- Clear Instructions Adult supervision Ensure tools are stored in a designated space. - Ensure tools are stored in a locked box.	Forest School Leader Briefed clients	Hand-eye co-ordination, grand motor control, risk awareness confidence, self-esteem
2	Incorrect use of tool	Cuts	Children	Taking part in Forest School	High	Clear instructions Adult supervision	3	4	12	6	Inform person using Sheath Knife of tool talk - No glove needed on hand using tool, glove on non-tool hand. - First aiders and first aid kit close by - One to one supervision for new/younger/vulnerable clients. - Ensure safety of site. - Keep blade sheath cover on when not in use and store in a locked tool bag/bin.	Forest School Leader Briefed clients	Hand-eye co-ordination, grand motor control, risk awareness confidence, self-esteem
3	Trip or fall with tool	Cuts	Children	Taking part in Forest School	Medium	Clear instruction Adult supervision	4	3	12	6	Ensure safe working area prepared with limited trip risks. - Ensure tool transported with sheath on. - Ensure tool talk learnt including how to move safely with tool.	Forest School Leader Briefed clients	Hand-eye, body awareness, motor control, risk awareness confidence, self-esteem

TOOL TALK SHEATH KNIFE

TOOL TALK

This is a **SHEATH KNIFE**
This is the sheath
This is the handle
This is the blade
This is the cutting edge
When not using it I put it back
in the sheath like this

I carried with it like this
I carried with it like this
I carried with it like this
and it would hang away
from anyone else

I hung it on the handle
of my body and
away from me
When it is in the cutting
edge and anything is near
a person or my leg

When I am not using the knife I put it on the
ground with my hand

Facing forward and the blade facing in
When I have finished using
the knife I put it in the
designated place in the toolbox provided

Sourced from Archdiocese South Coast Toolkit Handbook Year 1-6

SAFETY

When carrying knives, gloves may be used on the rear not the hand! Knives should be kept in a secure Sheath Blade Knife. Consider the size of the handle for hands.

Emergency Procedures: To begin the child should be taught to use a knife in a sitting position with arms over and away from body. First a suitable, comfortable weapon away from distractions and ensure that other students are not used if it seems unsafe.

Proper Use:
Established expected behavior:
Group proper demonstration and explanation.

Caution: Picking a should never be left open in the air or the hand against them when being used. This prevents injury from people tripping or walking into them and also prevents them being lost or forgotten. Always point hand towards the ground when returning knife back to the sheath. Once the student has finished their use, the knife should be returned to the sheath.

Caution: Once the student has finished their use, the knife should be returned to the sheath. Facing down, always with the blade, When the knife should be in the air or being transported by the blade is in a secure position to ensure safety.

Caution: Picking up the knife in a group setting, never, repeat clear and measure. Remember, Picking up and put.

Procedures: Always should be stopped now and again or in a safe place. Once the student should be kept clear and the knife should be kept clear.

Caution: When it is in a group or in a group, always with the blade, When the knife should be in the air or being transported by the blade is in a secure position to ensure safety.

Caution: When it is in a group or in a group, always with the blade, When the knife should be in the air or being transported by the blade is in a secure position to ensure safety.

Caution: When it is in a group or in a group, always with the blade, When the knife should be in the air or being transported by the blade is in a secure position to ensure safety.

USE

PROGRESSION

Other children/skills may progress to identifying use however important to supervise with the State away from the body.

SKILLS SUPPORTING

Improved fine and gross motor skills, spatial awareness, risk awareness, managing risks, confidence in learning a new skill.

Self-esteem in conquering and achieving a new skill.

Concentration, tactile perception, emotional intelligence.

Care and love for the environment, life long skills and life long relationships with nature. To promote communication, teamwork, confidence and personal skills.

CANOPY FOREST SCHOOL

TOOL TALK

SOURCED FROM: FOREST SCHOOLS OPEN AWARD HANDOUT 1:6

CANOPY FOREST SCHOOL-2021



THE FIVE STAGES IN COMPETENCE DEVELOPMENT IN TOOL USE AND SAFETY PRACTICE

STAGE 1- UNCONSCIOUS INCOMPETENCE

1

THIS STAGE IS OFTEN DESCRIBED AS "BLISSFUL IGNORANCE". IT IS THE STAGE WHEN THE LEARNER DOES NOT YET SEE THE NEED FOR THE PARTICULAR SKILL. TO MOVE ONTO THE NEXT STAGE THE LEARNER NEEDS TO STRUGGLE AND APPRECIATE THAT THEY DO NEED TO LEARN SOMETHING.

STAGE 2- CONSCIOUS INCOMPETENCE

2

THIS IS THE MOST PAINFUL STAGE FOR LEARNERS ESPECIALLY ADULT LEARNERS WHO ARE NOT USED TO NOT KNOWING. THE LEARNER CAN FEEL VULNERABLE AND INSECURE. INSTRUCTIONS AND INFORMATION NEED TO BE GIVEN, REPEATED AND DELIVERED IN SEVERAL FORMATS: VISUAL, AUDITORY AND KINAESTHETIC. IT IS VERY TEMPTING AT THIS STAGE TO GIVE UP. ENCOURAGEMENT, SUPPORT, EXAMPLES AND FEEDBACK NEED TO BE GIVEN HERE TO MOVE ONTO THE NEXT STAGE.

STAGE 3- CONSCIOUS COMPETENCE

3

IN THIS STAGE THE LEARNER IS REPEATING INSTRUCTIONS TO THEMSELVES CHECKING MINUTIAS AND SELF-LEARNING. THEY BEGIN TO GAIN CONFIDENCE AND REALISE THAT WHILE THEY HAVE NOT COMPLETELY CONQUERED THE SKILL AND IT STILL DOES NOT FEEL NATURAL THERE IS PROGRESS. FURTHER PRACTICE WILL LEAD THEM ONTO THE NEXT STAGE.

STAGE 4- UNCONSCIOUS COMPETENCE

4

AT THIS LEVEL PEOPLE MAKE THE SKILL USING EFFORTLESS AND OFTEN THEY CAN DO SO THIS SKILL ALONGSIDE OTHER SKILLS. AT THIS STAGE IT IS GOOD TO REMEMBER HOW IT FEELS TO BE IN THE THREE PREVIOUS STAGES WHEN TEACHING A NEW LEARNER.

STAGE 5- BEYOND UNCONSCIOUS COMPETENCE

5

THIS IS THE STAGE OF REFLECTIVE COMPETENCE WHEN MEANS THAT THE PERSON CAN NOW ONLY PRACTICE THE SKILL WITH GRACE AND EASE, BUT THEY CAN STOP OUTSIDE THEMSELVES AND IDENTIFY THEIR THOUGHT PROCESS. THEY BECOME OBSERVERS OF THEIR OWN SKILL.

Sourced from Archimedes Earth Handbook 3.3.1

Canopy Forest School, 2020

BILLHOOK

I KNOW THE.....

PARTS OF THE TOOL

I KNOW HOW TO.....

ARRIVE AND MOVE WITH THE TOOL

I KNOW HOW TO USE THE TOOL.....

SAFELY

I KNOW HOW TO.....

STORE AND MAINTAIN THE TOOL

TOOL TALKS "PASS"

I KNOW THE.....

PARTS OF THE TOOL

I KNOW HOW TO.....

ARRIVE AND MOVE AROUND WITH A TOOL

I KNOW HOW TO USE THE TOOL IN A SAFE WAY

SAFELY

I KNOW HOW TO.....

STORE AND MAINTAIN THE TOOL

NAME :

MY CANOPY FOREST SCHOOL
TOOL TALK
PASSPORT

LUFFERS

I KNOW THE.....

PARTS OF THE TOOL

I KNOW HOW TO.....

ARRIVE AND MOVE WITH THE TOOL

I KNOW HOW TO USE THE TOOL.....

SAFELY

I KNOW HOW TO.....

STORE AND MAINTAIN THE TOOL

BOWSAW

I KNOW THE.....

PARTS OF THE TOOL

I KNOW HOW TO.....

ARRIVE AND MOVE WITH THE TOOL

I KNOW HOW TO USE THE TOOL.....

SAFELY

I KNOW HOW TO.....

STORE AND MAINTAIN THE TOOL

SHEATH KNIFE

I KNOW THE.....

PARTS OF THE TOOL

I KNOW HOW TO.....

ARRIVE AND MOVE WITH THE TOOL

I KNOW HOW TO USE THE TOOL.....

SAFELY

I KNOW HOW TO.....

STORE AND MAINTAIN THE TOOL

TOOL TALKS "PASS"

P

LEARNING THE PARTS OF A TOOL

A

ARRIVING AND MOVING AROUND WITH A TOOL

S

SAFETY, HOW TO USE THE TOOL IN A SAFE WAY

S

STORING, HOW TO STORE YOUR TOOLS SAFELY AND MAINTAIN THEM.

Personal Protective Clothing and Equipment

PERSONAL SAFETY EQUIPMENT



WHEN USING TOOLS AND LIGHTING FIRES IT IS IMPORTANT TO KEEP YOURSELF SAFE. APPROPRIATE SAFETY EQUIPMENT WILL ALWAYS BE SUPPLIED DURING FOREST SCHOOL SESSIONS BEFORE STARTING AN ACTIVITY.

HIGH VISABILITY VESTS

High visibility vests are ideal for making learners more visible. The vests will also be used while children are using tools to let others know to stay away



SAFETY GLOVES

Gloves are ideal for clearing areas with nettles and brambles. Gloves are also essential using cutting tools eg knives and saws. There are a variety of gloves used in Forest School including:

- Gardening Gloves
- Close fitting gloves
- Cut resistant gloves
- Fire gloves



SAFETY GOGGLES

Safety goggles are often used when using tools especially wood can splinter.



FIRST AID KITS

- Vinyl / non-latex gloves
- Bandages, Triangular bandages
- Plasters
- Wound dressings
- Eye pads
- Saline wash
- Safety pins
- Individually wrapped adhesive dressings.
- Tuff cut scissors
- Individually wrapped anti-bacteria moist wipes
- Face shield
- Instant ice packs
- Burns kit



FIRE SAFETY EQUIPMENT

Fire gloves are ideal when handling hot items from the fire e.g. plants, hot logs etc. Fire safety equipment when working with fires it is essential to have a method for extinguishing a fire, especially during an emergency. Fire safety equipment includes:

- A fire blanket
- A fire extinguisher
- A bucket full of water



WHISTLE AND TORCHES

Torches and whistles are useful for letting people know where you are and alerting others of an emergency.



BURNS KIT

- 1 x Bandage used to hold dressings in place
- 1 x Burnshield 10cm x 10cm – apply directly onto the burn
- 2 x Burnshield Blotts – sachets of liquid to pour directly onto the burn.
- 2 x Eyewash/Wound wash pods – cleans cuts and grazes and can also be used to rinse dirt from eyes
- 1 pair of gloves
- 1 x roll of Microporous tape – holds bandages in place



FIRE POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Fires will only be lit once the children are ready in every way; emotionally and physically. Each of our sites are slightly different and the fire circle's vary in size and form. However, there are a number of set routines and procedures that we use on all of our sites.

We always use the fire circle as our main gathering community point for each group. For everyone's safety, no one is allowed to walk or run inside the fire circle even if there is no fire lit. We use log stools to mark out our circle and to sit on. If anyone wants to move around the circle or change places, they must step out of the circle and walk around the outside. The fire is kept within the centre of the circle and we always use a free standing fire pit that we bring and take away with us after a session. Children may be invited to approach the fire for cooking or fire lighting but only under adult supervision.

A fire can only be lit if our fire safety equipment is present and correct. The Forest School Leader will always take the lead during fire lighting. All helpers will be briefed prior to a fire lighting session to set out protocols. A lit fire will never be left unattended. Open fires will only be lit in a raised fire pit. All Forest School activities are rigorously risk assessed. Sessions are planned in such a way as to introduce higher risk activities to children over a period of time. This allows Leaders to get to know the children in the group and for the children to learn how to behave responsibly and to build knowledge and understanding of the activity.

Children are taught that they would not create fire or be left alone with fire unless they were with an adult. The adults role is to facilitate learning, not to dictate but to make sure that children have a firm grasp of the safety rules before they are allowed to practise their fire lighting and cooking skills.

Wood is brought in for fire lighting or we use the coppiced wood we have stored. We teach our students how to light a fire using a range of fire lighters, tinder and how to lay a fire.

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

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

There will be an Introduction to safety around fire before it is lit to explain the above and to play games and talk to re-enforce this. Fire will only be lit in the designated fire area that has been risk assessed and inspected on the day of the session. Permission from the landowner has been sought and given.

FIRE POLICY 2

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Procedure

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

Lighting and managing the fire

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

Cooking on the fire

- Before handling food hands must be washed in the hand washing area either with soap and water or alcohol gel and dried properly.
- Cooking should only take place once the fire is hot enough, the flames have died down and the embers are glowing. The food can burn if not.

Extinguishing a camp fire

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

Temporary fire site

- Remove all charred wood from the site
 - Integrate the ashes into the soil and combine with leaf litter to disguise.
 - In the event of a fire that cannot be put out quickly and safely by the Forest School Leaders, blow repeated long whistles to alert the group.
 - Gather everyone together, conduct a head count and evacuate area to a safe location – Each site will have a different meeting point in case of fire and this will be recorded in the Benefit and Risk Assessment Document.
 - If the site is located at a school alert SMT and instruct one person to call the fire brigade and give directions to the site
 - Ask a second person to telephone the emergency numbers.
 - Arrange for someone to stand at the entrance to the school to direct emergency services
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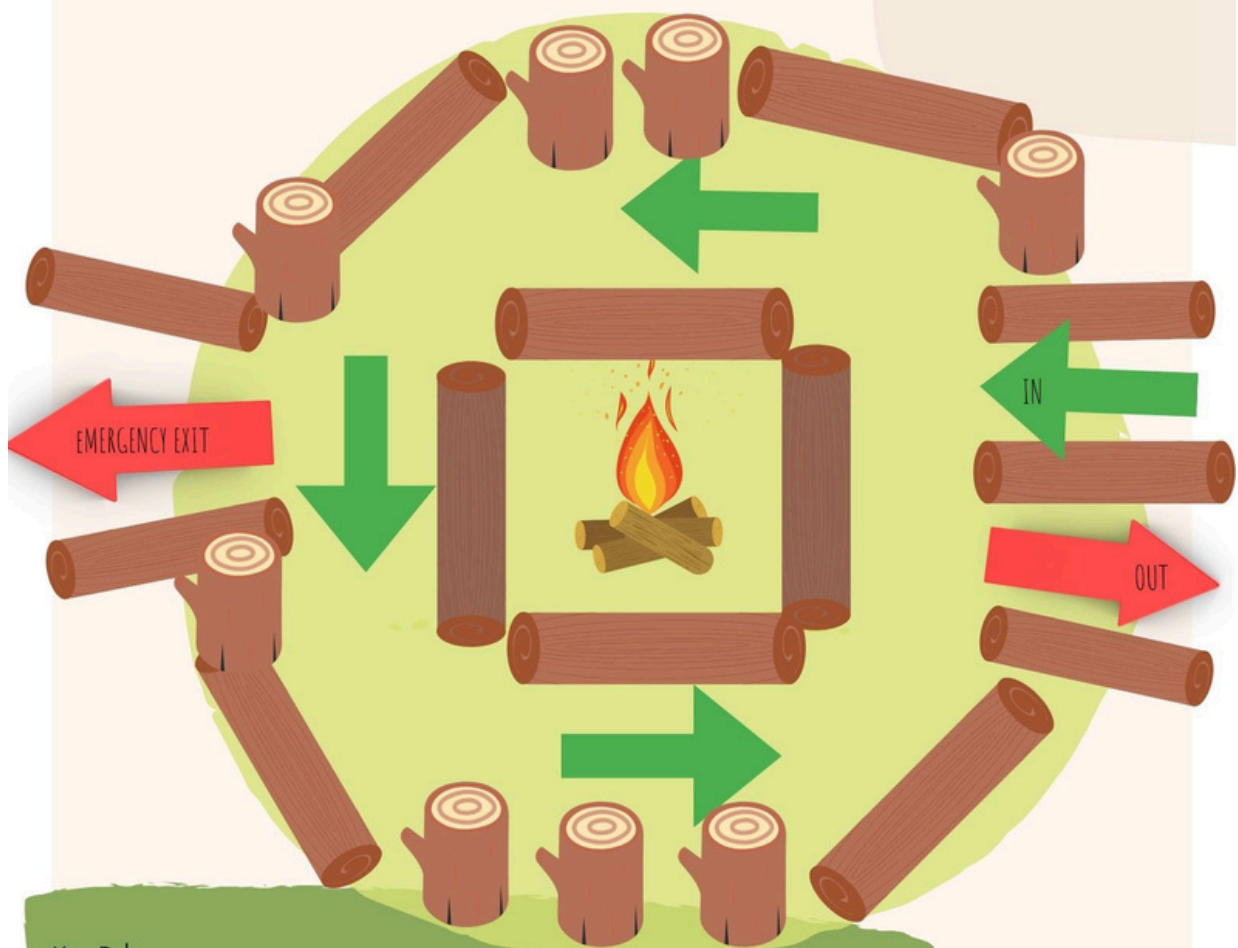
Fire Safety

CANOPY FOREST SCHOOL



OUR FIRE CIRCLE

When we work around a fire it is important that we consider everybody's safety. We have to ensure that we move around and use the fire sensibly so that no one is put at risk. We have a number of rules to follow as we use our fire circle.



Key Rules

- Only enter the circle through the 'IN' entrance.
- Move round the circle in an ant-clockwise direction.
- Take a seat on a log or stump around the edge.
- Only approach the fire with the permission of the leader.
- Only exit the fire circle through the OUT exit
- Walk to the Emergency Exit if there is an Emergency and it is your closest safe exit

CANOPY FOREST SCHOOL

FIRE SAFETY EVACUATION PLAN

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

At Canopy Forest School our FEEP, (fire emergency evacuation plan) outlines steps that detail the actions that should be taken by staff if there is an uncontrolled fire during a Forest School session .

Canopy Forest School Forest School accepts its responsibilities under the regulatory Reform (Fire Safety) Order 2005 (RRFSO). In support of this and following best practice, we will follow the management plan detailed below and where required, these procedures will also be used in the event of a bomb warning.

All members of staff should know our fire evacuation plan that contains clear instructions on the actions needed if there is a fire alarm or a fire. Understanding our roles within the plan is important and will ensure that the evacuation plan will be executed as designed and prevent the loss of life and property.

Fire Risk Assessments are always completed for each site that we work at in our "Benefit and Risk Assessment" documents. Fire Risk Assessments are reviewed periodically, but at least once a year and/or upon significant change.

Each site that we use for our Forest School is slightly different and will therefore have its own unique plan which again can be found in the "Benefit and Risk Assessment" document for each site. Staff working at each site will have copies of this document which can also be found on our website and a copy will be displayed on our health and safety board on each site. There are a number of procedures and routines that are common across each site and this plan will share those.

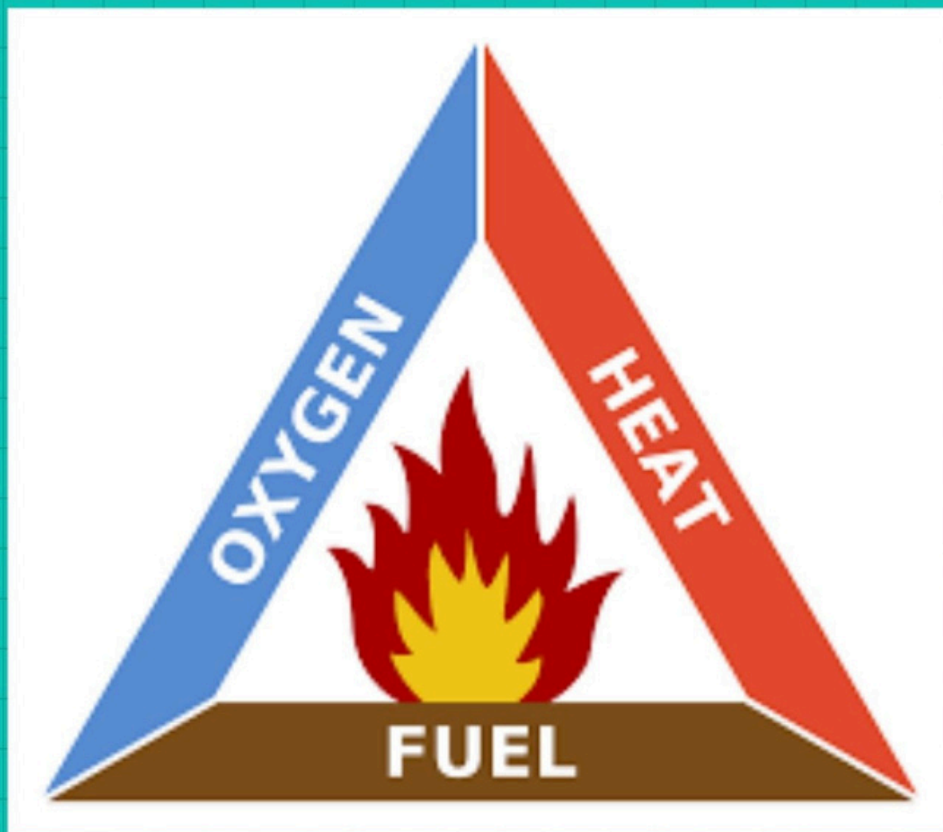
Each plan explains the required actions that staff members should take if there is a fire. Also, included in the evacuation plan is information on how calls for fire and rescue services will be arranged.

Evacuation Plan

- The Forest School leader taking the session will be the designated person who will call fire and rescue 999 and will give the site location. If the Forest School session is taking place in school grounds then the alarm will be raised within the school. A fully charged mobile phone will always be carried on site.
- Firefighting equipment is always placed in our fire circle whenever a fire is being lit this includes: a bucket of water, a red water fire extinguisher, a fire blanket
- The students will be alerted to a fire by 3 blows of a whistle (the whistle is only used in emergencies and each group will be aware of this). They will congregate away from the fire site.
- The PEEP (Personal Emergency Evacuation Plan) will then be followed and each location will have a personalised copy of this.
- The students will then immediately be walked to the designated assembly fire point by the Forest School assistant and this will vary for each site but if it is on a school ground then this will be at the school's designated assembly point. A register will be taken here.
- The register will be passed immediately to the Fire Warden or Health & Safety and Compliance Lead-Emma Clode. It is then the responsibility of the Warden or Health & Safety to ensure that this information is passed to the Fire and Emergency service as soon as they arrive.
- Our route to each assembly point will be regularly inspected by the Fire Marshals to ensure they are kept clear of obstructions and tripping hazards.
- For every Forest School group a list of students with additional needs will be available and these students will be taken by the hand when walking to the assembly point. A social script will be shared with these children to read during fire evacuation drills which always happen before any fire lighting is introduced to the sessions.
- Only after the site has been assessed by the fire brigade will students be allowed back to the Forest School site. Parents will be contacted if students need to be collected and taken off the site,
- Emma Clode is the Fire Warden/Marshal for Canopy Forest School.

THE FIRE TRIANGLE

Fire occurs whenever combustible fuel in the presence of oxygen at an extremely high temperature becomes gas. Flames are the visual indicator of the heated gas. Fire can also occur from lower-temperature sources. Over time, combustible materials such as smoldering embers can reach their ignition temperature.



The fire triangle is a simple way of understanding the elements of fire. The sides of the triangle represent the interdependent ingredients needed for fire: heat, fuel and oxygen.



COOKING OR USING FIRE



- Fire Gloves
- Fire extinguishing equipment: Fire Blanket, fire extinguisher, bucket of water
- High visibility vest

CANOPY FOREST SCHOOL

Fire Safety Equipment



Fire Extinguishers

You may wish to have a commercial water fire extinguisher available for directing water..

Burns First Aid Kit

Can be helpful as often standard first aid kits do not contain dressings appropriate for using on burns.



Carefully thought needs to be taken about where safety equipment is positioned so you have easy access to it once the fire is lit. Ensure all volunteers are familiar with the use of specialist equipment (e.g. fire ex;nguishers and blankets) .

CANOPY FOREST SCHOOL

Fire Safety Equipment



Fire Gauntlets

These gloves allow the handling of hot materials for short periods of time. Ideal for use by practitioners whilst cooking on fires

Fire blanket

Fire Blankets are ideal for putting out fires if equipment or clothing catches fire. It can also be used for putting out fires depending in size.



Bucket of Water



A simple method for quickly extinguishing fires. However be careful during use, as steam will be created when initially used. Also ideal for dealing with minor burns, cold water can be poured from one container to another over the hand.

TREE CLIMBING POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

"To Climb a tree is for a child to discover a new world"

Frederick Frobel

Everyone of our Forest School sites is different and unique and has a variety of trees which are suitable for students to climb. During our initial assessments of each site we assess the suitability of the trees for climbing. Those that are deemed ok are marked with a flag. The students know that they can only climb trees that we have approved and an adult needs to be present whenever they are climbing.

Before allowing children to climb, trees should be checked for loose or rotten branches, as well as the ground surrounding the tree for hazards/sharp objects. We also ensure that climbing areas are not surface-dressed in any way (e.g. with woodchip). As surface-dressing introduces a significant risk in itself by insulating the root system and thereby infecting the roots, weakening the tree and increasing the likelihood of the tree collapsing. Instead, risks will be minimised by regular education, good supervision and clear rules.

The sites that we use have also undergone a safety inspection by a qualified Arborist and has been risk assessed for dead branches which are systematically removed. Especially around the lower parts of a tree where children may wish to climb.

When introducing safe tree climbing to our students we model safe climbing and then this is reinforced in following sessions, with the aim of helping our students to enjoy the activity and become good at perceiving and managing risks themselves.

When introducing tree climbing we teach the following rules:

- The Rule of Three-There are four points on your body that come in contact with the tree's branches: two hands and two feet. At least three of these points should be supported by branches at all times. [Reason: If one of the three branches breaks, then at least two branches will still be supporting you.]
 - Keep Close to the Trunk-Always step onto or grab a branch at the point closest to the tree's trunk. [Reason: This is where the branch can support the most weight.]
 - Stay off the Dead-Avoid using dead branches when climbing. If you must use a dead branch, be sure to follow the "Keep Close to the Trunk" rule. [Reason: Dead branches can easily snap; living branches will bend before they break.]
 - Test Weak Branches-If you're not sure if a branch will support your weight, test it out by stepping on it (or grabbing it) at a point far away from the tree's trunk. Be sure that you follow the Rule of Three as you do this. If it passes the test, then step on it (or grab it) at a point close to the trunk.
 - If It Doesn't Feel Right, Don't Do It-If for any reason you feel uncomfortable with what you're doing, then stop.
 - Students must check that the ground is clear of any sharp dangers and that any hoods are tucked in.
 - Students should climb with a partner visible and aware so one child may fetch an adult if another gets into any difficulties.
 - Students must climb within their capabilities, being aware that coming down can be much harder than getting up (expectation of max. height of 1.5m)
 - Students must not climb into neighbouring trees, over the pond or other water features or onto branches thinner than the diameter of their thigh.
 - Yew trees must not be climbed as ingesting their leaves or seeds may prove extremely harmful or even fatal.
 - Supervising adults may exercise their judgment to intervene if they deem it appropriate to do so.
 - Tree climbing is NOT allowed in high winds or wet conditions.
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DEN BUILDING POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Den building allows children to interact with natural elements. They learn to negotiate, problem solve, resolve, manage and work as a team. Learning to work together can be difficult at any age but den building can be a way of learning to cooperate. During this process they are often open to other children's suggestions and learn from their own mistakes.

Den building and playing with natural found materials is an essential part of our curriculum. There are two main functions of a child's play den:

- A quiet place to spend time alone
- A meeting place to spend time with others

All dens are, or are perceived to be:

- A secret place - a special place that is hidden away from the everyday world.
- A place free from adult control and the constraints of the everyday world where a child can determine their own rules. It is a safe place, where the child is in charge and not adults.

As an adult it is always a privilege to be invited into a child's special space. If we have the patience to sit and listen to the explanations of what is happening, a wealth of creativity can be uncovered. Den building gives children a sense of control and the ability to make decisions on their own which builds confidence and independence. Playing out of the direct sight of adults is also important to children and in a world where children have little control a den can have great deal of significance and meaning.

Den building naturally has an element of risk that children can explore and experiment with. It involves problem solving and planning skills and requires children to visualise and build and to manage, negotiate, cooperate and work as a team. Learning to work together and cooperate can be difficult at any age and den building can be a way of learning how to help this process.

At **Canopy Forest School** we teach the children how to carry sticks safely, how to join using rope and simple knots and how to lift and carry objects safely. We ask our students to:

- Only carry a stick on your own that is shorter than your own arm's length and to hold it pointing towards the ground.
- Think about the distance between yourself and others when carrying a stick.
- Longer sticks can be dragged along the ground or carried with a child on each side if needed.
- Roll, lift, drag and pull materials by using your hands or by using ropes and do this with more than one person and work as a team.
- Lift objects by bending your knees and keeping your back straight.
- Safe lifting should always be modelled by adults. Heavier objects should be rolled, lifted or carried with a partner.

Resources

Building dens in a wild or woodland area

Tarpaulins
Poly rope
Sisal string and rope

Connecting and securing

String
Wool
Ribbon
Lengths of material
Thin rope or washing line
Velcro straps
Clothes pegs
Bungees

Other resources

Tent pegs
Mallet

Transporting and storing materials.

Carts
Buckets
Wheelbarrows
Bags
Plastic boxes
Plastic or metal storage cupboards
Sheds

Resources

Building dens at your setting

Building blocks

Tyres
Large plastic flower pots
Bricks
Soft play blocks
Plastic drums
Bread and milk crates
Laundry baskets
Plastic storage boxes
Wooden pallets
For fine weather-
Large cardboard boxes
Washing powder boxes cleaned and taped shut

Supports

Clothes airers
Guttering
Cardboard tubes
Bamboo canes
Broom handles
Branches
Lengths of dowling
Wood cut offs
Lengths of plank
Trellis or fencing

Other resources

Tent pegs
Mallet
Hooks on the wall or fence
Pop up tents

Resources

Building dens at your setting

Den covers

Rolls of mesh
Large pieces of fabric
Blankets
Sheets
Net and other curtains
Lengths of muslin
Tarpaulins
Camo-net
Large plastic sheets

Connecting and securing

String
Wild den building, Eden Project, Cornwall - Philip Waters
Wool
Ribbon
Lengths of material
Thin rope or washing line
Sticky tape
Duct or carpet tape
Velcro straps
Treasury tags
Clothes pegs
Bungees
Elastic bands

Transporting and storing materials.

Buckets
Wheelbarrows
Bags
Plastic boxes
Plastic or metal storage cupboards
Sheds



LOST OR MISSING CHILD POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

If a child is found to be missing, we will immediately search the vicinity and call cuckoo and call pupil's name repeatedly. The rest of the children will then assemble to ensure they are safe and a head count will be taken. An adult will blow the whistle 3 times. If the child has not been found in 5 minutes we will contact the police and child's parents. Staff will follow our Major Incident Procedures.

At **Canopy Forest School** we teach the children the call back of cuckoo. Throughout the sessions this call is used to bring all children back to the fire circle.

At **Canopy Forest School** clear physical boundaries are established with the children at the beginning of all session and children are taught to ask an adult if they wish to go beyond the boundary. The children will be involved in the risk management process of establishing boundaries and safe areas to go and red flags will be put out to indicate boundary lines. If a child leaves the Forest School boundaries at most of our sites there is a boundary fence or outer school gates which stay locked.

Headcounts will take place at the beginning, during and at the end of each session. The number of children and adults participating, can be found at the top of the daily risk assessment where the ratio of and adults participating,

It is the responsibility of all adults participating to ensure they are aware of the headcount for the session and to be involved in the monitoring of this. The high ratios of adults to children at Forest Schools (minimum 1:6) ensure that children are well supervised and supported in their learning and development. Adults are expected to spread out in the Forest School area and be able to see children but not impose on children.

Areas for search:

- All outside areas.
 - Toilets
 - If the site is located at a school, classrooms and cloakrooms will be searched.
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COMPLAINTS PROCEDURES

Canopy Forest School takes great care with the quality of the teaching and pastoral care provided to its pupils. However, if parents/carers/volunteers do wish to make a complaint it is our intention that the complaint will be treated seriously and dealt with promptly, impartially and sensitively.

A 'concern' may be defined as 'an expression of wrong or doubt over an issue considered to be important for which reassurance is sought'. A 'complaint' may be generally defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'. (DfE 2016 updated 2019)

If a parent/carer/volunteer wishes to make a complaint or raise a concern about any occurrences at **Canopy Forest School** we will deal with it seriously and investigate it thoroughly. Our complaints procedure has three stages and appropriate action will be put in place to rectify the situation as quickly as possible. The actions taken will be based on an investigation and the findings may result in our procedures, policies and risk assessments being reviewed. The complainant will be contacted to explain the process and the outcome of the investigation. The three stages that we will go through are as follows:

Stage 1: In the first instance we ask for an informal raising of a concern or difficulty with Emma Clode the Forest School Leader this can be done orally or in writing. The details of the complaint will then be recorded carefully (including the date, time and how the complaint was received, by whom and the words used by the person making the complaint).

Stage 2: The Forest School leader will then investigate the complaint thoroughly and consider if the complaint requires reporting to outside agencies or governing bodies.

Stage 3: Based on the findings of the investigation the procedures actions will then be taken and policies and risk assessments will be reviewed if appropriate. These will then be reported back to the complainant within a week of being received.

We would like to stress that if any complaints are about a member of staff or volunteer who is seen as behaving in a way that indicates they may pose risk or harm to children or may not be suitable to work with children then allegation procedures will be followed and reported to the Local Authority Designated Officer (LADO).

At **Canopy Forest School** we will always ensure that the Hampshire Safeguarding Children Partnership Protocol: Allegations Against Persons who work with children is adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on **01962 876364** or email: **child.protection@hants.gov.uk**. If an allegation is made or information is received about the Forest School Leader then the Head Teacher at Chandler's Ford Infant School should be contacted directly.

It is hoped that most minor complaints or concerns will be resolved quickly and informally as part of the regular dialogue between home and **Canopy Forest School**. We wish to take whatever measures are necessary to sort out any problems effectively before they turn into a formal matter. Such measures will include some or all of the following: giving advice or reassurance; explaining the context to an incident or a decision; gathering information from other staff or from pupils; finding information from other sources; reviewing or amending the Forest School's practice; giving feedback to parents; acknowledging and apologising for mistakes or oversights.