



CANOPY FOREST SCHOOL

HANDBOOK

For Parents



Connection, Growth, Exploration,
Sustainability

WELCOME TO CANOPY FOREST SCHOOL



Canopy Forest School is run by Emma Clode and Jo Streat. Both are qualified teachers and Forest School Leaders with stacks of experience and loads of energy!

Emma is a local Primary and Early Years teacher with over 20 years of experience. She has worked in a wide variety of schools in England, Switzerland and Norway and has a strong belief in the benefits and importance of taking teaching and learning outside. Emma has worked for many years as an Early Years coordinator and teacher and is inspired by the Reggio Emilia approach and philosophy of learning.

Jo has over 10 years of teaching experience and she loves working in Early Years. She enjoys wild swimming and walking and is interested in the healing power of nature. Jo trained as a Level 3 Forest School leader with Hampshire Wildlife Trust.

We are looking forward to exploring, discovering and learning with you.



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CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

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AN INTRODUCTION TO CANOPY
FOREST SCHOOL



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.

The forest school leaders produce 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 creates 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, respect for the natural world.



WHAT IS FOREST SCHOOL?

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

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

CANOPY FOREST SCHOOL

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 ecosystems so they can continue over a period of time

CANOPY FOREST SCHOOL



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 skillfully 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.

CANOPY FOREST SCHOOL



OUR 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.



CANOPY FOREST SCHOOL

OUR PLAY PRINCIPLES

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Our Play Principles



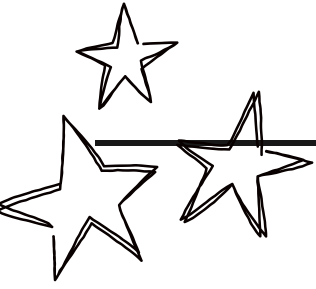
Canopy Forest School provides its learners with outdoor play experiences that allows them to connect, grow, explore and learn about sustainable practices.

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 facilitating 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 achieved 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.



CANOPY FOREST SCHOOL

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.

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.

CANOPY FOREST SCHOOL



MEET THE TEAM

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

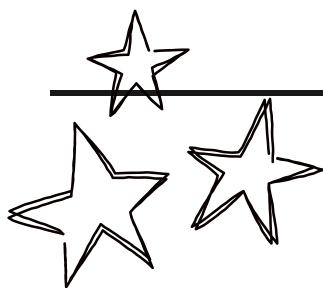


Hello, my name is Emma and I have been a primary school teacher for over 20 years. During my teaching career I have been fortunate enough to work in a wide variety of schools both in England Switzerland and Norway. Canopy Forest School was established in 2021 but the dream was born over 15 years ago 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 currently studying nutrition. 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



CANOPY FOREST SCHOOL

OUR FOREST SCHOOL SITE AT CHANDLER'S FORD INFANT SCHOOL

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY



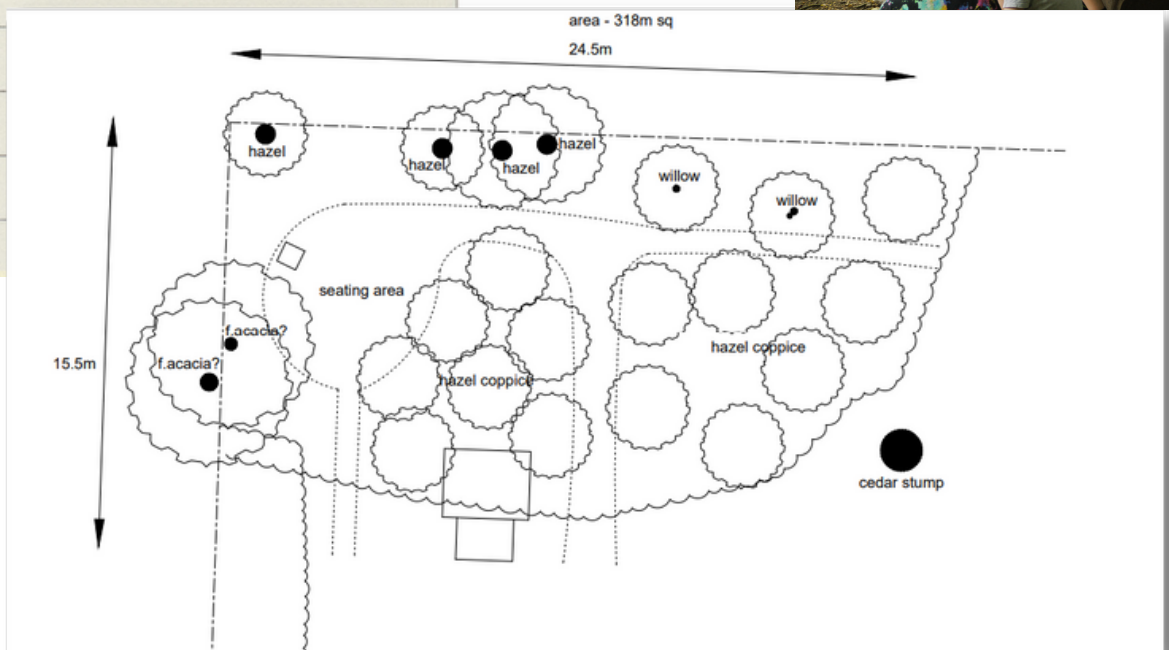
Location: Chandler's Ford Infant School, SO53 2EY

Grid Reference:

50.98630171851851, -1.3804197031049599

What 3 words: slot.pine.beans

Size: 318m square





CANOPY FOREST SCHOOL

OUR FOREST SCHOOL SITE AT CHANDLER'S FORD INFANT SCHOOL

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Ganopy Forest School takes place in a small woodland area on the back field at Chandler's Ford Infant School. It is made up of mixed deciduous trees, mainly Hazel, Hawthorn, Holly and Alder-Buckthorn. Part of the Forest School role is to promote and teach sustainable woodland management to the children.

Our woodland area is managed carefully and as our Forest School progresses we hope to allow the site to go a little wilder and develop a deeper diversity. The site is within school grounds and is not accessible to the public. It is enclosed within the grounds and is therefore safe as only people who have signed in at the school office can access it. The area backs onto residential gardens with fencing acting as a divider. Access to the site is only gained through the school.

Chandler's Ford is a residential area but there are several nature reserves and secondary woodlands nearby and the understory of these echo the flora and fauna found at the Canopy Forest School site.

Chandler's Ford Infant School is situated in Eastleigh in South Hampshire. Chandler's Ford is a town with a population of over 21,000 people. The area of the hazel coppice site is approximately 318m square in size and hazel is the predominant tree species. There is a playing field next to the hazel coppice area and there is also a school garden area and in the future a meadow area is proposed to be planted in an unused grass area down one side of the school building.

The ground layer of the site consists of decaying matter, dead wood and logs, leaf litter, old hazel nuts, twigs and bark chippings there is then an underlay but when you get to the soil layer it is dark clay and the school lies within an area that is characteristically London Clay with a ph level of 7. In places there is little ground layer due to the enclosed canopy which has only allowed a small amount of light to penetrate down to the ground layer. The site is also constantly used by school children and consequently the soil has become very compacted in places.

Although there is no water source on the site near to Chandlers Ford there are a number of chalk borne tributaries which feed into the river Itchen and it is near Chandlers Ford that this river begins to flow into sands, silt and clay. A lot of the land around Chandler's Ford is situated on what was part of Baddesley, Hiltingbury and Cranbury Commons, a number of streams used to run through the area including Cranbury stream towards the ford in Monk's Brook where Chandler's Ford got its name. In the past the local rivers also created seasonal water meadows for healthy pastures and flooding occurred frequently until a scheme was carried out to improve the flood carrying capacity of the brook and prevent flooding. From maps produced by the National Rivers Authority, Chandlers Ford and the surrounding area lies on Barton, Bracklesham and Bagshot beds. This area is part of the Hampshire basin which is a geological basin of Palaeogene age in southern England.

Near to the edges of the site where more light penetrates in bluebells and wild garlic are found in the spring. For the sessions taking place in November and December to March, there will be no trampling threat, however during spring and summer extra caution will be needed.



CANOPY FOREST SCHOOL

OUR FOREST SCHOOL SITE AT CHANDLER'S FORD INFANT SCHOOL

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

There are elements of a shrub layer consisting mainly of laurel, holly, brambles and nettles. The older trees on the site consist of hazel, hawthorn, oak and willow and we have begun to rotate our coppicing of certain areas on the site. In the past two years we have been following our sustainable woodland management plan that we created especially for this site.

In terms of fauna there is evidence of wood mice, hedgehogs and foxes using this site in the opposite side of the coppice to our outdoor classroom hut and woodland meeting circle. The likely impacts of our Forest School have been recorded in our Ecological Impact Report (appendix 1) and here you will find our impact and mitigation measures. In the foreseeable future we would like to introduce nesting boxes, feeders and more wild woodland flowers that will encourage more insects and animals to the site.

The woodland is not under any kind of special protection or status such as SSSI or NNR and no trees have tree preservation orders. There is no information available about the woodland through any statutory organisations such as English Nature, although historical evidence is available about the school which was built in 1907. As the school grounds are owned by Hampshire County Council there is no public right of way through the site and it is very safe. The other benefits of this site being on school grounds is that the school neighbours are used to the noise of children playing and there should therefore not be any problems with noise levels. As stated previously the site is used frequently by school children and because of this monitoring will take place regarding issues of over-intensive use.


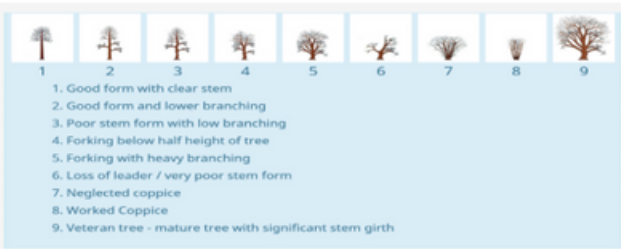








Canopy Forest School has been working on developing and enhancing the natural diversity of this space while at the same time using it as a learning resource. Our purpose has been to minimise any adverse impacts of this Forest School on the environment and a range of baseline assessments have been conducted to ensure that any direct/indirect or cumulative impacts are accounted for. Mitigation measures have been put in place to minimize negative short, medium- or long-term impacts and these will continue to be measured throughout the course of the Forest School programme. There are no conflicts of interests, legislative limits or public concerns linked to **The Canopy Forest School** use of this site.

The long-term vision for this site is to use and develop it as a Forest School area which is both a conservation area for native Flora and Fauna and a place where the children of the school can interact and learn from nature.



THE FLORA AND FAUNA ON THE SITE

Flora	 <p>Trees</p>	Species	Number of trees	%	Year Planted	Height	Tree form*
		Hazel	20	49%	2007	9m	7
		Dogwood	4	7%	2007	8m	7
		Cherry	1	2%	2000	8m	2
		Hawthorn	5	8%	2007	7m	7
		Oak	1	2%	2007	12m	3
		False Acacia	2	3%	1978	16m	9
		Willow	2	3%	2007	10m	4
		Sycamore	1	2%	2000	8m	5
		Holly	4	7%	2010	3m	7
		Cherry Laurel	3	5%	2010	6m	7
		Alder Buckthorn	4	7%	2007	8m	7
Pacific Madrona	3	5%	2010	5m	7		
*Key to Tree Form							
 <ol style="list-style-type: none"> 1. Good form with clear stem 2. Good form and lower branching 3. Poor stem form with low branching 4. Forking below half height of tree 5. Forking with heavy branching 6. Loss of leader / very poor stem form 7. Neglected coppice 8. Worked Coppice 9. Veteran tree - mature tree with significant stem girth 							
Plants		 <ul style="list-style-type: none"> Bracken Brambles Ground Ivy Lords and Ladies Wood <u>Aven</u> Bluebells Wild Garlic Stinging Nettles Bur <u>Chevril</u> 					

Fungi		No fungi found but this may be due to time of the year
Mosses/lichen		Common green shield lichen Common tamarisk moss
Insects		Stag beetle Woodlouse The Small White Butterfly Earwig Hawthorn <u>Sheildbug</u>
Birds		Robins Jackdaw Blue Tits Wood pigeon Blackbird
Mammals		Grey squirrel Fox Rat Wood mouse Hedgehog

POISONOUS PLANTS IN OUR WOODLAND AREA

POISONOUS PLANTS IN OUR WOODLAND AREA



OTHER POISONOUS PLANTS FOUND IN THE LOCAL 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.

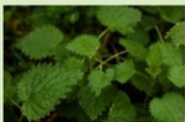
Alder Buckthorn

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



Stinging Nettles

Although not poisonous this plant can give a nasty sting.



Brambles

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



Foxgloves

All parts of the plant can cause vomiting and diarrhoea. Can slow the heart causing heart attack.

Hemlock

All parts of the plant are poisonous. If it is eaten hemlock causes sickness and in severe cases it can kill by paralysing the lungs.



Deadly Night-shade

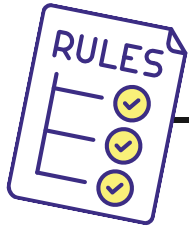
All parts of the plant are poisonous and can cause convulsions and hallucinations. The consumption of two to five berries by a human adult is probably lethal.



Lily of the Valley

All part of the plant are highly poisonous. If ingested, even in small amounts, the plant can cause abdominal pain, vomiting, reduced heart rate, blurred vision, drowsiness and red skin rashes.





CANOPY FOREST SCHOOL

OUR FOREST SCHOOL RULES

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

At Canopy Forest School we are committed to positive behaviour management and understand that children need time to settle into the group and the rules that they are expected to follow in order to keep them safe. In return they will experience great rewards of being trusted to follow their own interests and feel a sense of freedom to learn.

Children's behaviour is very much managed as a partnership between the leader and parents/carers and relies on both sides being open and honest about how children respond to different situations. This is especially important to note if you suspect or have a diagnosis of Special Educational Need. Children's self esteem and self respect is nurtured and fostered at all times and we need as much information about how we can meet individual children's needs as possible. Other children need to be considered too so if a child requires more attention from one of the adults it is vital that we know this in order to get the staff ratios right. Please don't feel embarrassed or uncomfortable about approaching me to discuss behaviour, everyone is treated fairly and your information is confidential. Adults talk to children positively and calmly and praise the good behaviour rather than highlight the negative behaviour and we never raise our voices. We will also prevent bullying by reinforcing our inclusion policy and ethos, in which bullying is regarded as unacceptable.

If action is required, the following steps may be taken:

- Re-engage the child into Forest School activities
- Talk to the child and remind them of the importance of acceptable behaviour and what we are trying to aim for.
- Give the child time away from the activities to reflect.

We have a number of rules at Canopy Forest School which help to promote positive connections with self, the world and others. These are:

- 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

We share boundaries, safety tips, fire talks, tool talks, hazardous plant talks and benefit and risk conversations regularly. We like to discuss these openly and honestly with the children and they enjoy being trusted to have conversations and discussions about these risks. Posters and reminders are displayed around the Forest School site to enhance and trigger the learning.

Participants will never be put down or chastised over accidents. Instead we will encourage a more confident approach by discussing what went wrong and demonstrating a better way of doing things.

As our play and stay sessions take place during the school we do have a number of important guidelines that need to put in place to keep the pupils at the school safe and the participants of our Forest School.

- We ask for all phones to be put away during our sessions and no photographs to be taken. We have created a safe space for you to put your personal belongings.
- We ask you not to distract or interact with the pupils at the school during our sessions even if you have an older child at the school.
- We will be entering the school grounds via a side entrance and we will not be going into the school building. We have a children's toilet available and changing facilities. If adults need the toilet they will need to be accompanied by a member of staff and use the school office toilets.
- The pupils of Chandler's Ford Infants will have a playtime at 10.30-10.45am. During this time we will have our snack and story time in our woodland circle area so we can stay separate.
- All children attending our sessions will wear a high visibility jacket so they can be quickly and easily identified.



CANOPY FOREST SCHOOL

OUR FOREST SCHOOL RULES

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

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




CANOPY FOREST SCHOOL

OUR FOREST SCHOOL RULES

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Top Tips for moving and playing safely in our Forest School



Use your eyes . Look about you and take in your environment



Use your feet to travel in style around our Forest School



Use your hands to feel and touch the world around you..but wash them before you put them near your mouth



Enjoying playing with natural objects but think about how you use them, throwing, could hurt someone else.




Wet can make things slippery.



Never pick and eat fruit, leaves or mushrooms at Forest School.



Look after and respect all the creatures in our Forest School Environment.



Breath in and enjoy all that nature has to teach you..



CANOPY FOREST SCHOOL

OUR 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.

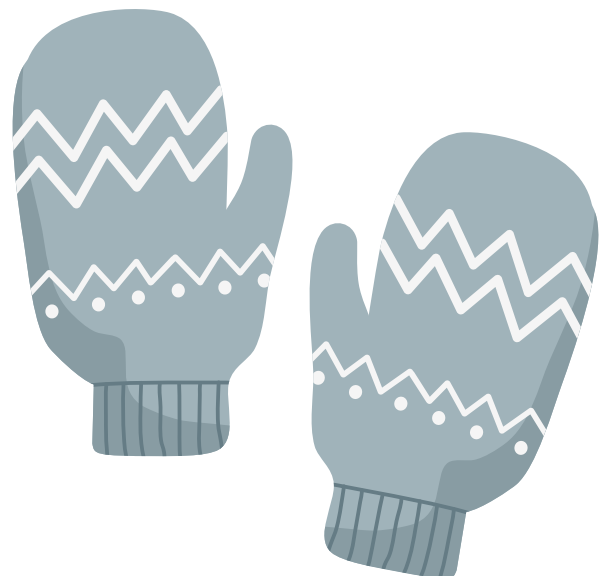
Appropriate clothing is essential to protect participants from extremes of heat or cold, it also reduces the likelihood of cuts and scrapes. Children and parents are encouraged to think about the usefulness of their clothing for outdoor activities, and to be aware they are likely to take some of our mud home with them after a session.

Below you will find a clothing list:

- 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 we are also aware of how children can react to different weathers and how this affects their sensory processing.

If you need more advise on suitability or help with funding for clothing please ask and we will be happy to help.





CANOPY FOREST SCHOOL

OUR CLOTHING POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY



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

CANOPY FOREST SCHOOL



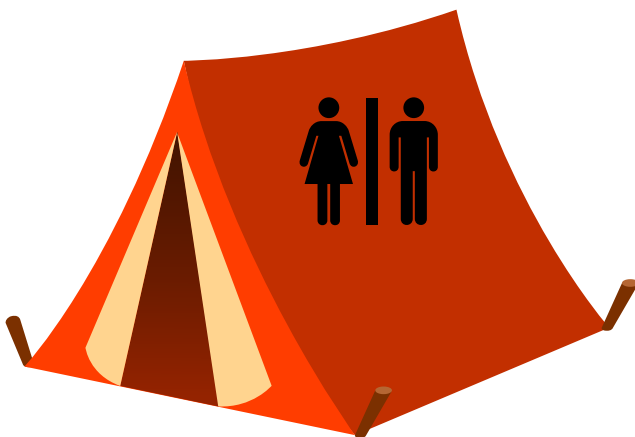
OUR TOILETING POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

We encourage you to toilet your child before they begin a session with us, to avoid too many trips during the session and to avoid having to take off all the waterproofs.

Should a child need to go to the toilet or need to be changed during a session they will be able to use our 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.



BOOK NOW



OUR BOOKING, REFUND AND CANCELLATION POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Canopy Forest School sessions are usually booked and paid for in advance. We will be able to accommodate 12 children and their parents at our stay and play sessions at Chandler's Ford Infant School. To make sure that the children are happy and want to commit to our Forest School sessions we offer one free session and then session blocks to enable small, consistent groups.

Bookings are based on a school half term and will therefore vary in price and the number of sessions. We charge £10 per child, per session which includes campfire snacks and hot or cold drinks. Booking is essential and payments must be made by the Friday prior to the Monday 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 up to 24 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 24 hour cancellation period. Every child attending will be offered the first session free to ensure that they want to commit and attend the Forest school on a regular basis.

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.

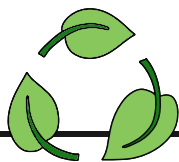
Unfortunately, cancellation decisions may be on the morning of the session, but the forest school leader will endeavour to give as much warning as possible to parents, supporting staff and helpers. We will inform all concerned using a variety of forums such as telephone/Facebook Page/Twitter/e-mail and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

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 and totally 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. We are committed to our green values and support the charity **Hampshire Wildlife Trust**. We make a 5% donation to this charity for every child enrolled on our books



HEALTH AND SAFETY
POLICIES AND PROCEDURES



CANOPY FOREST SCHOOL

HEALTH AND SAFETY AND RISK MANAGEMENT PROCEDURES

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

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

At Canopy Forest School the health and safety of the children, staff and visitors is our primary concern and very important to us. A site risk assessment is carried out before each session to look for natural or foreign hazards in the environment. All activities are fully risk assessed to minimise dangers and direct teaching will be carried out for the three skill strands: shelter, fire and tools. 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 staff 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 are DBS checked and have achieved their Level 3 Forest School leader qualification. The forest school leader is responsible for the safe running of Canopy Forest School therefore, has a duty of care for the children. However, all adults are required to take all reasonable steps to ensure children are safe.





CANOPY FOREST SCHOOL

OUR 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 session and the forecast will be monitored. Sessions will be cancelled if:

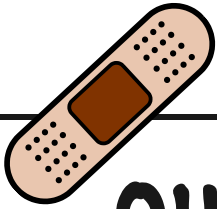
- the temperature is deemed extreme,
- if the wind speed is assessed as amber on the scale.
- if there is lightening in the woods.

Where possible, the sessions will carry on regardless of the weather as long as it is deemed as safe. If the weather deteriorates suddenly during a session, the Forest School leaders will decide whether the session needs to come to an end.

The participants are asked to wear full seasonal kit and while the Forest School leader will have limited amount of spare clothes this is not to be relied upon. The nature of woodland means that Forest School sites are quite sheltered and we do have a tarp shelter that is put up in wet weather.

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





OUR FIRST AID PROCEDURES

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

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

Both of our Forest School leaders have paediatric and outdoor first aid training. We have up to date, stocked First Aid Kits, which will always be readily accessible. There is always a mobile phone on site and in the event of a serious accident the emergency procedures will be followed. A record will be kept of injuries that required first aid for audit and monitoring purposes. Parents will always be informed 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 seek permission. For example a bee sting that needs sting relief.
 - If a child has a splinter or a tick the first aider will with the consent of the parent, remove it.
 - In the case of emergency first aid. This will 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 take them home.
 - 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.

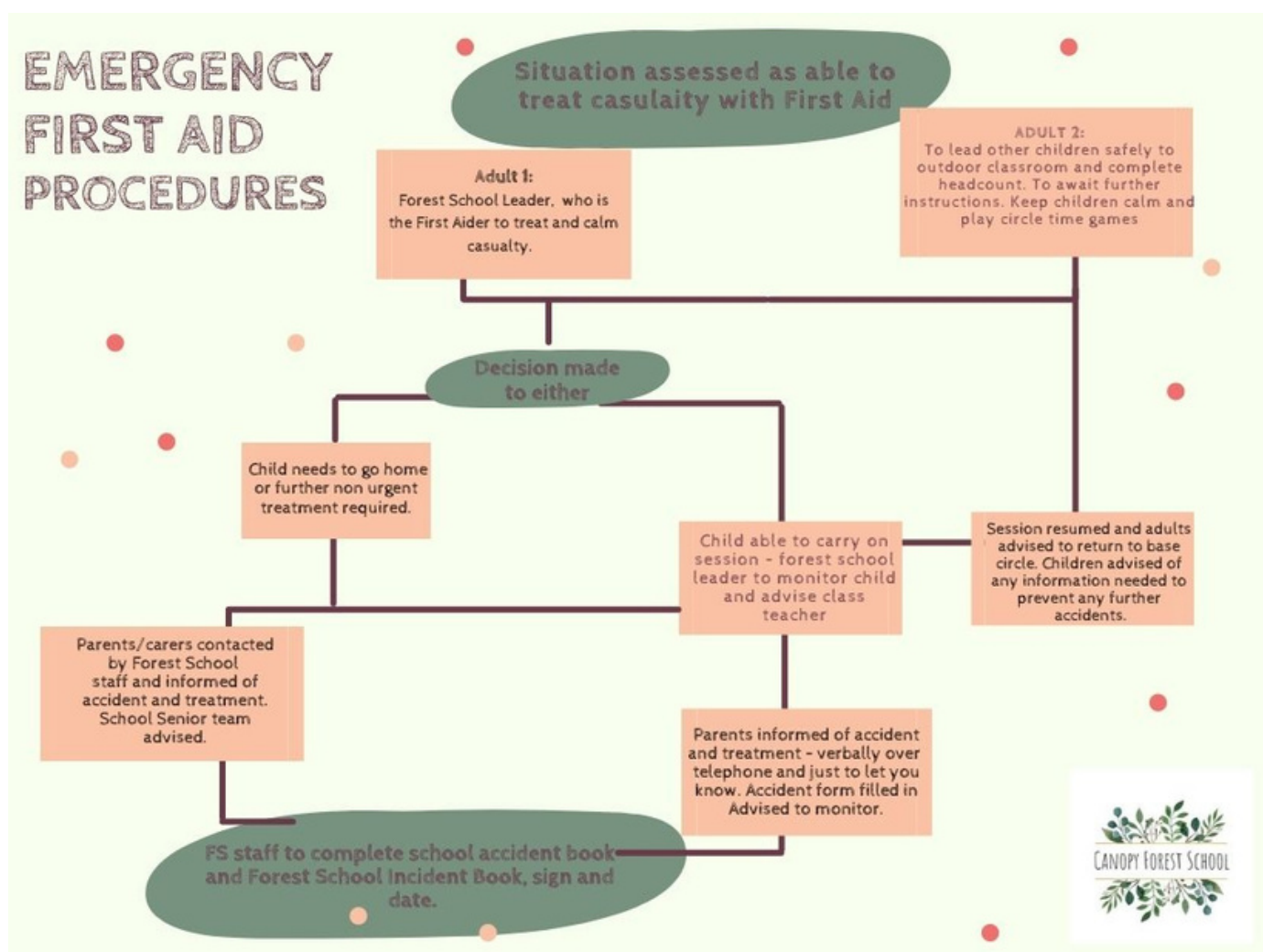


EMERGENCY PROCEDURES 1

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

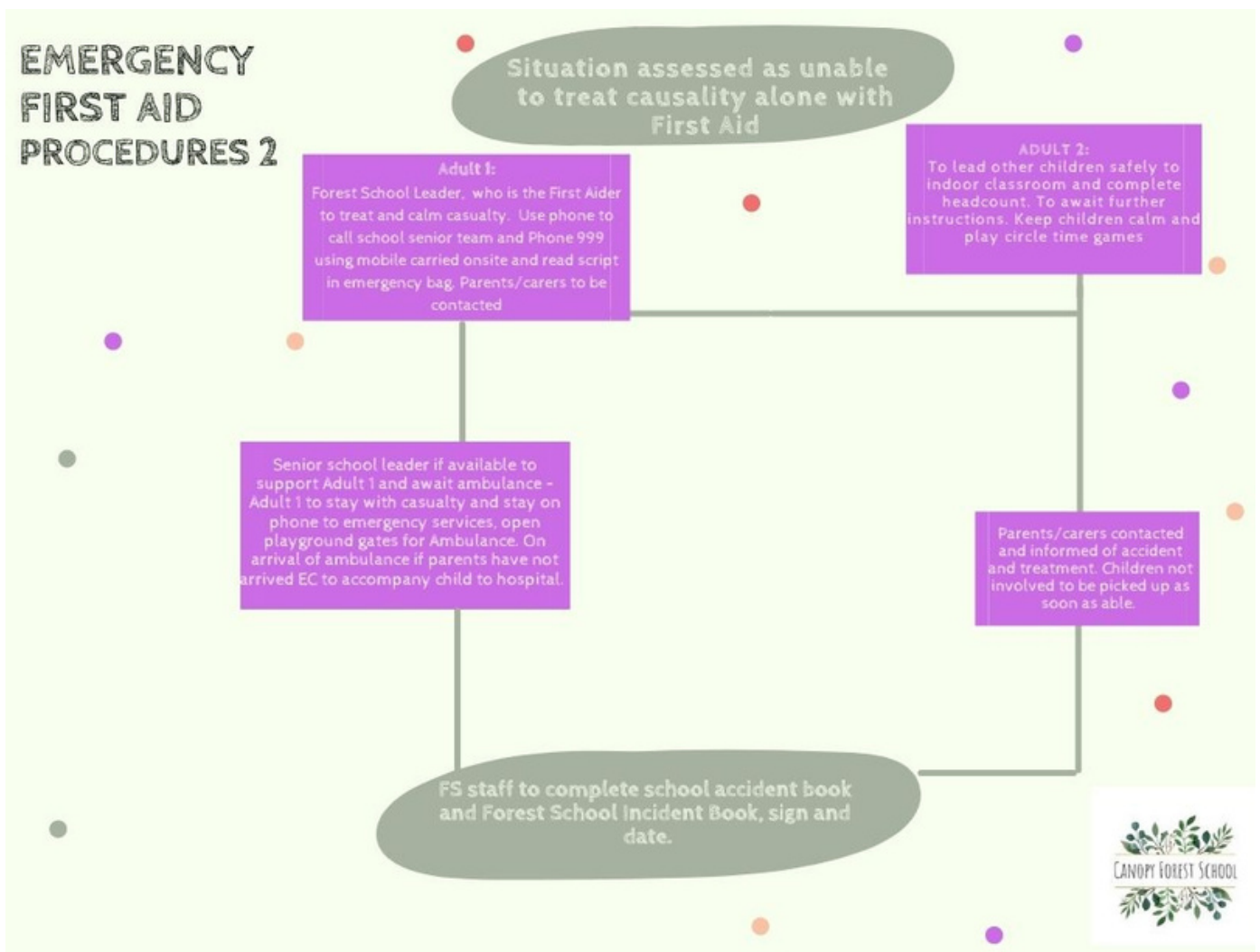


EMERGENCY PROCEDUES 2

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





OUR 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.

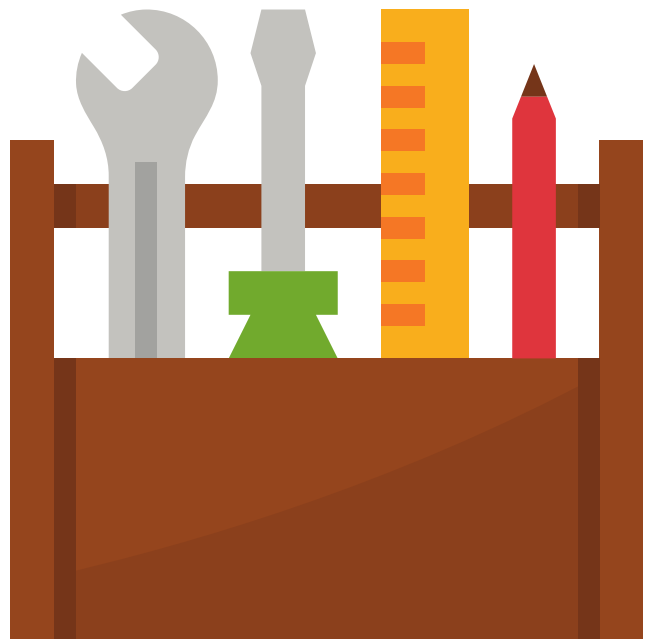
In this section we would like to explain how we teach children tool use and how we implement health and safety through our risk assessments .

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 always keep tools away from the students in an area that only our Forest School leaders have access to.

All tools are counted out and back in at the beginning and end of each session in which they are used. Before each tool is to be used it will be checked for damage and working order. Children are never allowed to help themselves and will always have adult supervision when collecting, transporting and using tools. Tools are only used for a specific purpose. Adults will always model correct and safe tool use, storage and transportation. 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 use a "tool passport" which records and celebrates each child working through the Tool Talk "PASS" system.

We always use small ratios when working with tools. We teach safe sitting positions known as the "Respect Position" and the right and appropriate sized PPC will be used.

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 TALK



LOPPERS

This is a pair of LOPPERS
 This is the handle
 This is the blade
 This is the cutting edge
 I stand with the loppers like this
 I walk with the loppers like this
 I pass the loppers like this
 I use the loppers two arms
 and tool away from
 anyone else except my partner like this
 I use the loppers to cut
 anything smaller than a 2
 pence piece
 I have bare hands on the tool
 When I am not using the loppers
 I put them on the
 ground with the handles
 facing forwards and the
 blade facing behind me
 When I have finished
 with the loppers I put them
 back in the designated
 place or in the toolbox
 provided



BOW SAW

This is a BOWSAW
 This is the handle
 This is the blade cover
 I take the cover off like this
 This is the blade
 This is the cutting edge
 When I have finished sawing
 I put the cover back on like this
 I stand with the bowsaw like this
 I walk with the bowsaw like this
 I pass the bowsaw like this
 When I use the bow saw
 I use it two arms and a
 tool away from anyone else
 except my partner like this
 I use the bowsaw to cut
 anything bigger than a 2 pence piece
 I wear a glove on the helper hand
 When I am not holding the
 bowsaw I put it down
 with the handle facing out
 and the blade facing in
 When I have finished using
 the bowsaw I put it in
 the designated place
 or in the toolbox provided



KNIFE

This is a SHEATH KNIFE
 This is the handle
 This is the sheath
 I take the sheath off like this
 This is the blade
 This is the cutting edge
 When not using it I put it back
 in the sheath like this
 I stand with it like this
 I walk with it like this
 I pass it like this
 I always use it two arms
 and a tool length away
 from anyone else
 I always use it on the outside
 of my body and
 away from me
 When I use it for cutting
 string and whittling I wear
 a glove on my helper hand
 When I am not using the knife I put it on the
 ground with the handle
 facing forwards and the blade facing in
 When I have finished using
 the knife I put it in the
 designated place or in the toolbox provided



BILLHOOK

This is a BILLHOOK
 This is the handle
 This is the cover
 I take the cover off like this
 This is the blade
 This is the cutting edge
 When I have finished with
 the billhook I put the
 cover back on like this
 I stand with the billhook like this
 I walk with the billhook like this
 I pass the billhook like this
 When I use the billhook
 I use it two arms and a
 tool away from anyone else
 except my partner like this
 I use the billhook to cleave (split) wood
 I have bare hands on the tool
 When I am not using the
 billhook I put it down with
 the handle facing forwards
 and the blade facing in
 When I have finished with the billhook
 I put it in the designated place
 or in the toolbox provided

SOURCED FROM: FOREST SCHOOLS OPEN AWARD HANDOUT 1:6

CANOPY FOREST SCHOOL - 2021



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.

BILLHOOK

I KNOW THE.....

P PARTS OF THE TOOL

I KNOW HOW TO.....

A ARRIVE AND MOVE WITH THE TOOL

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

S SAFELY

I KNOW HOW TO.....

S 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

NAME : _____

MY CANOPY FOREST SCHOOL TOOL TALK PASSPORT

LOPPERS

I KNOW THE.....

P PARTS OF THE TOOL

I KNOW HOW TO.....

A ARRIVE AND MOVE WITH THE TOOL

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

S SAFELY

I KNOW HOW TO.....

S STORE AND MAINTAIN THE TOOL

BOWSAW

I KNOW THE.....

P PARTS OF THE TOOL

I KNOW HOW TO.....

A ARRIVE AND MOVE WITH THE TOOL

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

S SAFELY

I KNOW HOW TO.....

S STORE AND MAINTAIN THE TOOL

SHEATH KNIFE

I KNOW THE.....

P PARTS OF THE TOOL

I KNOW HOW TO.....

A ARRIVE AND MOVE WITH THE TOOL

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

S SAFELY

I KNOW HOW TO.....

S STORE AND MAINTAIN THE TOOL



OUR FIRE POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Fires will only take place in our Forest School once the children are ready in every way; emotionally and physically. We teach the children how to safely and responsibly light a fire and use them cooking and some art and craft activities.

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 fire 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 a marked out area at the centre of the circle and we use a free standing fire pit. Children may be invited to approach the inner fire circle 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 the inner fire circle 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.

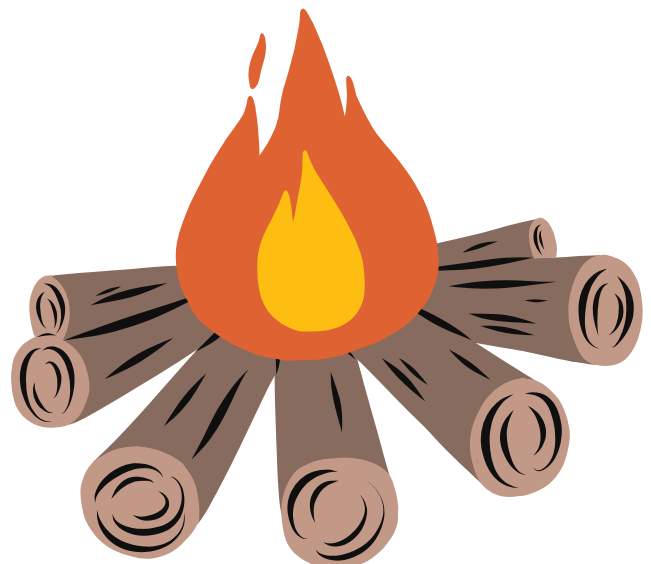
Children are taught that they would not create fire or be left alone with fire unless they were with an adult. The adults role is to facilitate learning not to dictate but to make sure that children have a firm grasp of the safety rules before they are allowed to practise their fire lighting and cooking skills. Wood is usually brought in to burn and we teach the children the correct way to lay a fire. We look for four different sizes of wood: matchstick, pencil, thumb and wrist sized.

Below are some of our considerations that we make before a group is 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 inner fire circle where the fire is.

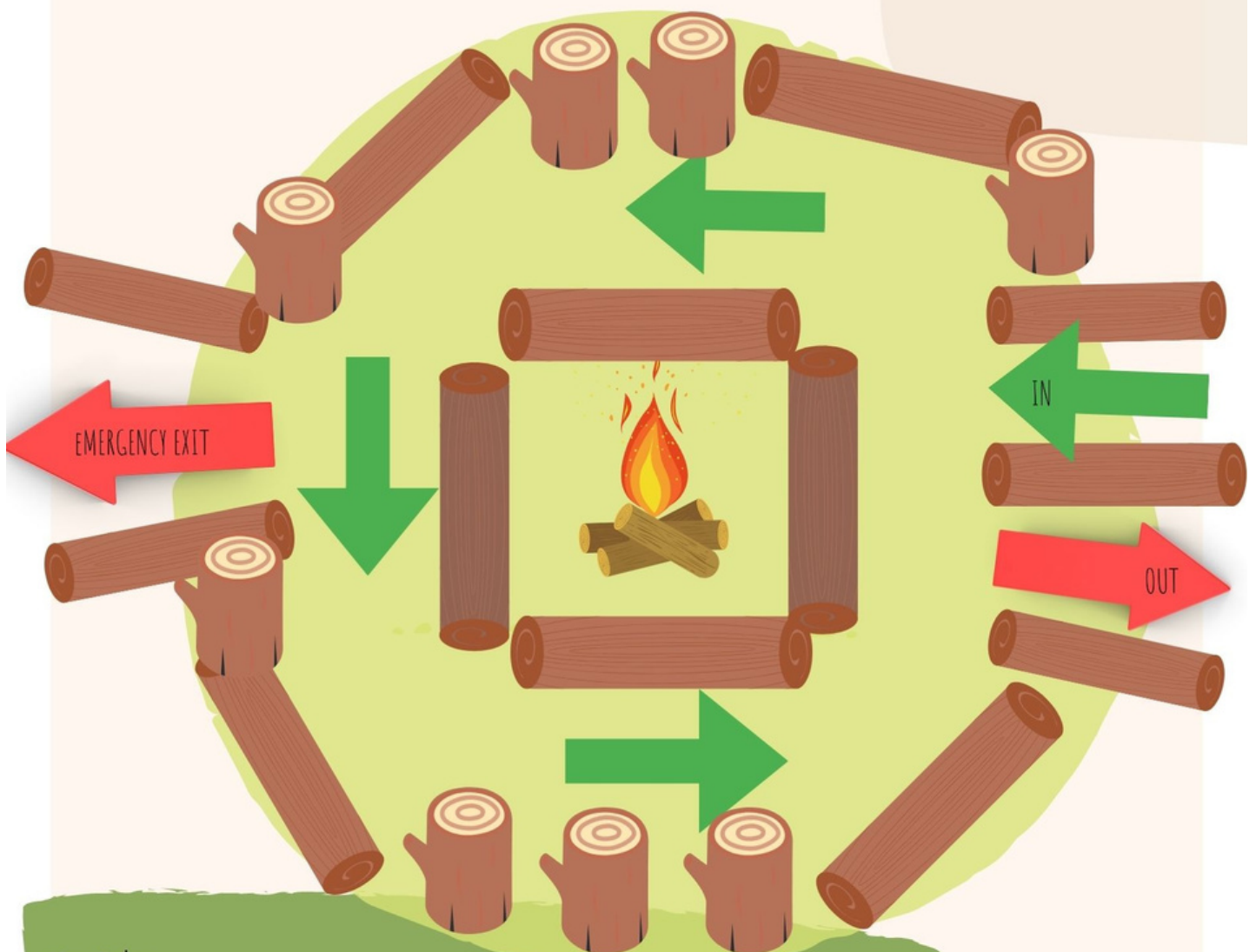
There will be an Introduction to safety around fire before it is lit to explain the above and to play games and talk to re-enforce this.

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.



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



OUR TREE CLIMBING AND DEN BUILDING POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

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

Frederick Froebel

Within the Forest School area there are a limited amount of mature trees which are suitable for children to climb. There are two trees which are suitable for climbing these are marked with a red flag. 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 and then removed.

Adult to child ratio 1:1

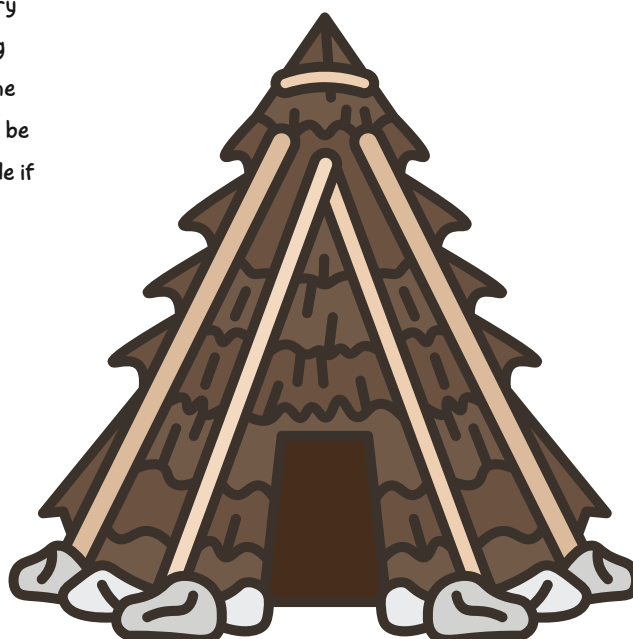
- Only one child climbing a tree at any one time
- Tree climbing is NOT allowed in high winds or wet conditions.
- Children are ONLY allowed to climb up to 1.5 metres in height which will be depicted by a red flag.
- Adults should note that tree climbing should be carried out with extra caution when children are wearing wellies.

Den building and playing with natural found materials is an essential part of our curriculum. Children are taught to carry sticks shorter than their arm's length and to hold it pointing towards the ground. They are encouraged to think about the distance between themselves and others. Longer sticks can be dragged along the ground or carried with a child on each side if needed.

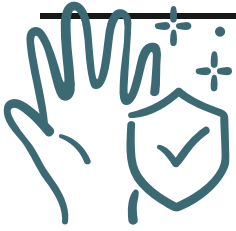
Wood is collected for fire lighting purposes. It is collected in four thicknesses – matchstick sized, pencil sized, thumb sized and wrist sized. This is a good mathematical activity involving sorting and matching. Sticks may be collected for creating pictures and patterns but should be collected sparingly so as not to disrupt creature habitats. Children are taught how to keep the woodland sustainable.

Children are taught a selection of knots for different uses. If tying something like a hammock, den building or tarp an adult will oversee and advice as needed. Children are also encouraged to use rope and string to help transport materials.

Children are encouraged to roll, lift, drag and to pull materials, either by using their hands or by using ropes. We encourage safe lifting by bending our knees and keeping our back straight. Safe lifting should always be modelled by adults. Heavier objects should be rolled, lifted or carried by more people working together.



CANOPY FOREST SCHOOL



OUR HYGIENE, FOOD AND EATING POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Basic hygiene and safe food handling is an important aspect of keeping our students safe.

At Canopy Forest School we learn about health, safety and personal hygiene through the activities we provide and the routines we follow. This includes the basic hygiene of hand washing, food preparation and cooking as well as safety involved in tool handling and fire lighting. We teach our students about personal sustainability and the importance of looking after yourself as well as the world around us.

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 and after using the toilet. Children are reminded not to put their hands near their mouths during the session. They are able to wash their hands at any point during the session. The FS leader will also ensure that children's skin does not react adversely to the increase in hand washing and will ensure a moisturising gentle soap is available. A basic first aid kit is kept for the treatment of minor injuries by qualified staff and any cuts or openings in the skin will be covered.

Preparing and eating food and drink together is an important parts of our Forest School community. The Forest School leader-Emma Clode has a Level 2 in Food Safety and Hygiene and all food practices comply with the requirements of the UK Food Safety Act.

Every week we always share a snack together and most of the food that is consumed at the site will be prepared prior to the session by Emma Clode.

It is transported in a cool bag and covered in an air tight container/paper bag/foil and labelled. Children should only handle their own food and they will be seated when eating. Separate containers, cutlery, crockery, pans etc are used for children suffering with food allergies. A medical needs form is always completed by all parents indicating food allergies. All utensils/cutlery and crockery will be cleaned after the session in a dishwasher at high heat. All food is within the use by date.

Forest School food hygiene rules

Everyone involved in Forest School will be involved in basic hygiene and food safety rules below. When involved in food and drink preparation you should:

- Wash hands before and during cooking.
- Not handle food if they are ill with stomach problems, such as diarrhoea or vomiting.
- Cover sores and cuts with a waterproof 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.

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.



OUR SAFEGUARDING CHILD POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

The purpose of Canopy Forest School's safeguarding policy is to ensure every child who is a registered pupil at our Forest school is safe and protected from harm. All staff and volunteers will be asked to read this Safeguarding Policy which gives clear direction about the expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our Forest School.

It is the responsibility of every member of staff and volunteer at our Forest School to ensure that they carry out the requirements of this procedure and, always, work in a way that will safeguard and promote the welfare of all the pupils and parents at this Forest School. When new staff or volunteers join our school they will be informed of the safeguarding arrangements in place, who our Senior Designated Professional for Safeguarding is, where we store recording forms and given information on how to complete it.

At Canopy Forest School we are committed to:

- Taking all reasonable measures to safeguard and promote the welfare of each person in our care
- The practice of safe recruitment in checking the suitability of staff and volunteers to work with children and young people
- New workers should be given Keeping Children Safe in Education document to read. Part 1 and annex A is the minimum requirement to read and understand. They must have good understanding of the signs to look out for when a child is in need.
- We ensure that all adults working in our school have an enhanced DBS check.
- All staff have annual Safeguarding training linked to the latest Keeping Children Safe in Education and Working Together to Safeguard children.
- All staff undertake "Prevent" training.
- Regular safeguarding updates are given to staff during meetings.
- Safeguarding forms part of our Induction Procedure for new staff.
- Protecting each pupil from any form of abuse, whether from an adult or another pupil
- To ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay
- We maintain the attitude that it could happen at Canopy Forest School quite often children feel that the Forest School environment is a safe place to share information about their welfare. This must always be taken seriously.

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

- Listen, do not interrupt especially if the child is talking freely, If questions are needed to clarify understanding, they should be framed in an open manner, in order to not lead the child in any way.
- Remember that you must not promise to keep a secret.
- You must report orally to Emma Clode who will transfer information accordingly.
- All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template.
- 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 the CPO.
- 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.

CANOPY FOREST SCHOOL



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. 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/carers.





PARENT CONSENT FORM



Canopy Forest School **Stay and Play Sessions** have been especially designed for toddlers and their parents and carers. Each week, our two hour play based sessions will be run by qualified early years teachers and Forest School leaders who are talented in capturing the interests and fascinations of preschool children. Every week will take on a theme, a linked story, have songs around a camp fire and lots and lots of child-initiated learning. Please note we are not a childcare facility and all parents and carers must remain onsite with their child at all times. Our session will run every Monday morning during the school term times 10.00am-12.00pm at Chandler's Ford Infant School and cost £10 per session which are paid for in half term blocks.

The following information will remain confidential but is essential for us in safe guarding you and you child and for making us aware of anything that might affect your child's involvement e.g. phobias, allergies, medicine etc.

Main carers name

Address

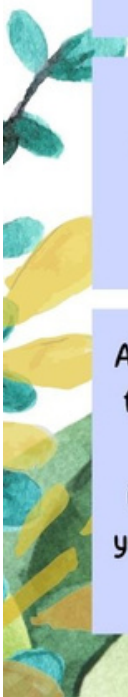
Telephone number

Email Address



CHILD INFORMATION

	Child 1	Child 2	Child 3	Child 4
Name				
Date of Birth				
Male/female				
Allergies				
Any Disability/ Specific needs				
Any interests fascinations or other information you would like to share				





CONSENT FORMS

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/children 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):.....

***Delete accordingly**

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.....

Name (in print).....

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.

SignedDate.....

Name (in print).....





CANOPY FOREST SCHOOL

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 pupils 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 with SMT consent 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 routine of responding to "cuckoo". When they hear this call they gather around the adult summoning everyone back to a base. All children will wear high visibility jackets so can be easy to spot.

At **Canopy Forest School** clear 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, the outer school gates will be locked.

Headcounts will take place at the beginning, during and at the end of each session. The number of children and adults participating, will be recorded at the top of the daily risk assessments and also recorded on our outdoor whiteboard.

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 ensures 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.

Again, if a child is found to be missing, we will immediately search the vicinity and call "cuckoo" and call pupils 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 with consent from parents we will contact the police. Staff will follow our Major Incident Procedures. After the incident is over, complete a full report using the Incident Report Form

Areas for search:

- All outside areas.
- The Outdoor classroom and toilet tent
- The main school building



CANOPY FOREST SCHOOL

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 children. We are committed to giving each child 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:

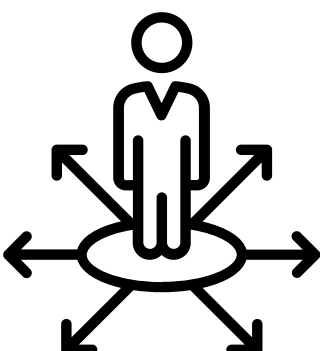
- Ensure equality of access for all children
- Make sure that everyone has fair choice
- Employ a range of styles, including collaborative learning, so that children can value working together
- Build relationships between children
- Treat all adults and children with respect
- Seek to involve all parents 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

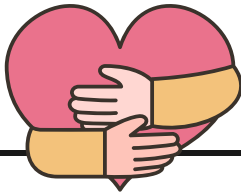
Our Forest School leaders ensure that our participants:

- 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. 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.





OUR ADDITIONAL NEEDS POLICY

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

That 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.

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 small woodland area of Chandler's Ford Infant School and we encourage unbounded creativity to build confidence and empower inquiring 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 a trained Threptic Forest leader.

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.

