



DREAM WILD

Forest School

Handbook of Policies & Procedures

Policy name	Owned by	Ratified by	Date	Review date
Forest School Policies and Procedures	Swindon Tuition Centre	Clare Paine	25/11/2020	25/11/2020
		Reviewed:	25/01/21	25/01/22
		Reviewed:	15/03/21	15/03/22

Policy Updates

Review date	Update Summary	Reviewed by:	Next Review:
19/03/21	Adding in section 'Cancellation of Forest School' and updated DSL details for school holiday time.	J. Vertannes	19.03.22
19/03/2021	Added in Covid advice	C. Paine	19/03/2022

4/10/2021	Changed statement to Forest School Level 3 training passed. Updated various provisions.	J.Vertannes	4/10/2022
-----------	---	-------------	-----------

Contents:

Page 2: Dream Wild Forest School an introduction and our Ethos

Page 3: Forest School Principles

Page 4: Stanton Park information

Page 5: Dream Wild Forest School for various provisions

Page 6: Environmental Policy & Environmental action plan

Page 8: Risk Assessments explanation

Page 9: Emergency & serious incident procedure

Page 10: Lost or Missing person procedure

Page 11: Behaviour & de-escalation

Page 12: Cooking, Food & Hygiene

Page 13: Covid advice & protective measurements in place

Page 16: Unknown Person or dog

Page 17: Fire Safety

Page 18: Tool Safety

Page 20: First aid & Consent/ Medication policy

Page 21: Manual Handling

Page 23: Transport arrangements, Adverse weather

Page 25: Clothing & PPE

Page 26: Safeguarding Children & Adults

Page 29: Equality, Diversity & Inclusion Policy

Page 30: Confidentiality & GDPR policy

Page 32: Signature Confirmation Record

Appendices

Parental Consent Form
Incident Form & Accident form
Medication Form

DREAM WILD

Introduction & Ethos

The **DREAM WILD** Forest school handbook contains information, policies and procedures relating to the running of Forest School sessions in a safe and enjoyable way. The Handbook is made available to partner organisations wishing to work with us prior to the activity taking place. It is also to be read by all staff & volunteers prior to participation.

The Handbook is subject to annual review and to immediate review if an incident indicates the need for this.

Forest School is an ethos which encourages the development of children's emotional and physical development through outdoor play, activities and exploration in a woodland environment.

At Dream Wild Forest School, we will be helping the children to connect with and learn through their local environment. The philosophy of Forest School is to encourage and inspire individuals of any age through positive experiences and participation in engaging and motivating achievable tasks.

These tasks will set out to develop:

- Confidence
 - Independence
 - Self-esteem
 - Resilience
 - Problem Solving
 - Ability to establish boundaries for risk taking
 - Communication and language skills
-
- Physical development
-

Forest School Principles

1. Forest School is a long term process of frequent and regular sessions. Planning, adaptation, observations and reviewing are all integral parts of the Forest School process.
2. It takes place in a woodland or natural wooded environment
3. We aim to promote the holistic development in all of those involved, fostering resilient, confident, independent and creative learners.
4. We will offer learners the opportunity to take supported risks appropriate to the environment and themselves.
5. It will be managed by Clare Paine who has successfully passed training for the Level 3 Award, Forest School Leader.
6. We will use a range of learner centred processes to create a community for development and learning.

The Forest School Principles and other information can be located at:

<http://www.forestschoollassociation.org/full-principles-and-criteria-for-goodpractice/>

Stanton Park

Stanton Country Park, The Avenue, Stanton Fitzwarren, Swindon, SN6 7SF

Stanton Park is owned by Swindon Borough Council. The park contains a Scheduled Ancient Monument- the site of a Roman Villa (although there are no visible remains). It is the holder of a Green Flag award, which describes it as an 'inspiring and largely unspoiled example of a country park'. Nature Reserve status was also acquired for 36 hectares of the park that includes the lake, woodland and grassland. The council's Ranger Team manages the park with the help of the Volunteer Rangers and other interested groups.

The park provides an exceptionally wide range of habitats that include:

- remnants of ancient woodland
- hedgerows
- wildflower meadows
- wetlands
- a lake, streams and a series of recently restored ponds
- over 900 species of fungi
- a mixture of mature, specimen hardwood trees

These habitats are home to a large variety of wildlife, including:

- birds of prey
- wildfowl
- amphibians
- invertebrates
- large mammals including roe deer and badgers
- owls
- bats
- Moths

Facilities available

- Circular surfaced route suitable for wheelchairs
- Toilet block including disabled facilities
- Free car parking

Forest School for Various Provisions

Dream Wild Holiday Club and After School Sessions

Our Dream Wild Holiday Club is run from the Gorsehill Centre on Mondays and Fridays combining forest school activities at the nearby woodland with indoor creative activities including arts and crafts and cooking. The Dream Wild Holiday Club runs from Stanton Park on Tuesdays, Wednesdays and Thursdays.

We now have two Level 3 Forest School Leaders covering each day Monday-Friday in order for higher-risk activities to take place such as fire lighting and tool use.

We have a waiting list for interest in Thursday After-school Club sessions.

Forest School Alternative Provision

We offer Forest School Classes in three hour time slots on 1:2 basis to children and young people who are no longer accessing mainstream school. Our forest school sessions are a great way to re-engage vulnerable young people and promote positive mental health and wellbeing. We work in partnership with the borough and local PRU's to embed our unique Forest School Classes as a core element in children and young people's Individualised Education Packages.

Nature & Nurture Project

The Nurture & Nature Project combines both the benefits of nurture groups with that of outdoor learning experiences and forest school practices. We understand that the education system is not one size fits all and that to reach the children and young people who are falling out of mainstream education, we must drastically change the way we deliver the National Curriculum so that every child really does have the chance to succeed.

The Nurture & Nature Project is an innovative hands-on and specialist learning programme aimed to promote positive outcomes for children and young people with social, emotional and mental health (SEMH) difficulties.

Forest School Class Days

We work in collaboration to offer local schools in Swindon and the surrounding area the opportunity to bring classes of up to 30 children either as a one off experience or as a regular booking throughout the year. Forest School is a unique educational experience and process that offers children the opportunity to succeed and develop confidence and self-esteem through hands on learning experiences in a woodland environment. Children engage in motivating and achievable tasks and activities throughout the year and in almost all weathers. For schools wishing to free up their class teacher for PPA time, we can provide an additional member of staff alongside our Level 3 Forest School Leader.

Environmental policy & Environmental impact Assessment

We aim for all participants to show a high level of respect for the natural environment and encourage all to be involved with decisions about the learning environment and their safety.

Where possible, we aim to purchase products that have a low impact on the environment, we aim to operate in a way that minimises waste, promotes recycling and reuse of materials. On-site activities, such as fires, will follow practices that minimise the impact on wildlife through careful thought of what is burnt and where the ashes are disposed of. Litter is always carefully collected and disposed of accordingly.

Activity	Impact	Mitigation
Collecting Wood	Dead wood is important to any woodland ecology as it has a multitude of uses, from homes for mini beasts to beds for fungi, so a lack of it is bad for any woodland habitat.	Limit the frequency of fires and evaluate the amount of dry, dead wood before having a fire. Collect only the minimum amount required for any given fire. Reserve specific areas for dead wood conservation.
Fires	Changes in soil chemistry can lead to increases in PH levels, carbon, phosphorous, etc. which can be harmful to some plants, whilst other essential nutrients may be depleted. Fire can travel underground to roots even after appearing to be extinguished.	Designate fixed locations for fires on parts of the site that aren't particularly ecologically interesting or unique. If possible, dispose of ash into patches of nettles. Ensure that all fires are extinguished fully before leaving a site. Where needed, use a fire pit to contain fire.
Cooking	Food waste may attract animals to the site or increase numbers of certain species, potentially	Inform participants of these impacts and provide a container (to be taken away) or an ecologically sound place for food

	leading to adverse changes in biodiversity.	disposal.
Tree climbing, shelter building & swings	Damage to trees	Restrict these activities to trees that will tolerate it. Use tree guards to protect the bark Regularly move the rope/ slackline and check the health of the trees.
Collecting natural materials	Damage to plants, some plants are more sensitive to losing their leaves or flowers than others and different season effect this too.	Advise groups as to which types of plants are best to pick, if any. Ensure leaves or flowers are taken from fallen parts where possible.
Toilet use	Human waste entering waterways	Onsite toilet facilities to be used by participants.

Accident & Emergency

Risk / Benefit Analysis

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

On Site Risk Assessment Procedure

Forest School sites must be safe and easily accessible, so whenever possible we will visit and assess sites before activities take place. During our assessment we will seek to identify significant hazards and take action or precautions to reduce the risk to a safe level. The location of the site and

its grid reference are noted on the site risk assessment. All staff and volunteers will have access to this information in case the leader is unable to attend to an incident. We will make agreements with landowner and explore specific site issues if necessary. Whilst doing this we will identify any hazards and implement the necessary controls, check for mobile phone coverage and access in case of emergency, and assess toilet facilities. We will ensure all staff and partners are provided with a copy of the risk assessment prior to an activity.

When and where possible, we will carry out a last check of a site prior to the arrival of a group. Changing weather conditions and visitors to the site can create new challenges, such as fallen branches and litter. These will need to be assessed and may alter previously arranged activities.

There are five steps to risk assessment:

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

Cancelation of Forest School

Should the forest school need to be cancelled by Swindon Tuition Centre due to adverse weather conditions, Swindon Tuition Centre will aim to provide alternative options e.g The Forgotten kingdom room at Stanton Park. Currently this room is not

available until volunteers have been able to clear it which means that for now we would need to offer alternative provision at the Gorsehill centre delivering creative activities. We can arrange free transport by either staff's own cars (business insurance in place) or via taxi. To provide transport, parents must have signed the permission on the registration form. Parents will be given the option to collect their children from Stanton Park and if they choose this, they will be given a refund for the time missed. In the case of large group numbers, first refusal of use of the Gorsehill Centre as an alternative option will be given to parents/carers who ticked 'childcare for working purposes' on the registration form.

Shared Information & Responsibility

The majority of site based activities undertaken by Dream Wild Forest School are carried out in partnership with schools and other organisations. In these situations the sharing of responsibility with respect to group safety and risk/benefit analysis will be agreed in advance. Any special knowledge of the group - for example a participant may have a particular fear of dogs or a food allergy - can be useful when planning activities as we aim to make every session as beneficial to participants as possible.

Insurance

HISCOX provide Public and Products liability insurance up to £5,000,000 Insurance documents stored on the Google Drive & also provided to Mark Jennings at Stanton Park.

Emergency & Incident Procedure

Emergencies are never wanted, but they are a possibility, and so we at Swindon Tuition Centre (dream Wild Forest School) ensure that all leaders are familiar with appropriate emergency procedures. Most emergencies can be resolved on-the-spot by the leader removing the group from potential threat and providing first aid.

However, in the event of a serious incident, which could arise as a result of an injury, illness or threat, emergency services should be contacted and the following procedures followed:

1. Secure safety of whole group from further danger. Stop all work/activities if safe. Call in and locate group promptly as agreed with group in advance. If possible, remove whole group from any further danger or threat of danger.
2. First Aider to attend to any casualties with adult helper and with regard for maintenance of required supervision ratios for the rest of the party. At least one first aider must be on site at all times. A record of changes in casualties' state and anything administered to them to be made if possible.
3. Emergency services contacted as necessary. Charged mobile phones are carried by staff. Emergency services advised of grid reference.
4. Safety of the rest of group will be maintained by the remaining staff and adults away from the scene of the incident.
5. Informing next of kin should be carried out as soon as possible.

6. Inform designated safeguarding lead of incident as soon as possible.
7. Incident report and/or first aid form should be filled in as soon as possible. This should be filled in whenever the emergency plan is used even if no one was harmed and it was just a near miss.

The following information will need to be available when calling 999: The address where you are - including the postcode or OS coordinates, these can be found in the first aid bag. The phone number you're calling from (in the case the line gets interrupted and the call taker needs to call you back)

What has happened

You will also be asked some additional questions while ambulance staff are on the way:

The patient's age, sex and medical history Whether the patient is conscious, breathing and if there is any bleeding or chest pain

Details of the injury and how it happened

What can you do before help arrives?

Stay with and comfort the patient

Have the patient's GP details and medical details to hand.

Stay calm

Legislation

Ensure that all equipment involved in an accident or incident is retained in an unaltered condition in case it is required by the police.

Do not focus on who is at fault. In all cases keep a careful written record i.e. a log, of all facts, events, times and circumstances and retain this record until all matters are finally settled. If possible take photographs.

Do not allow anyone to interview any party member without an independent witness being present.

An incident report or entry in the first aid book must be completed, signed and dated Incidents leading to admittance to hospital for more than 24 hours or resulting in an injury preventing a person working for three or more days afterwards need to be registered with RIDDOR within 24 hours Tel 0845 3009923 (HSE - Monday to Friday 8.30am to 5pm).

First aid kits must be restocked after use and a stock check carried out every 6 months. Any incident or near miss must be subsequently investigated by the staff team to review existing controls and procedures.

Lost or Missing Person Procedure

Unknown woods can be disorientating, especially if a participant is unused to this kind of environment. Many woodland sites are not surrounded by walls or fences, and whilst we appreciate this sense of freedom can be beneficial to all, there is also the possibility that a participant may get lost. There are a number of ways we can prevent this:

- We encourage all our participants to take an interest in their surroundings so as to help them find their bearings. Ultimately we would like to inspire all who are able to become responsible for their own safety with respect to staying close to the rest of the group.

- Boundaries will be chosen, clearly marked and made known to the group. Going outside the boundaries will require all of the group to go or a sub group, with at least one leader
- The group will be counted in and checked at start and end of day, then at other relevant points in the day – particularly after activities that include members splitting up.
- Good communication within the group will encourage collective responsibility for each others' safety – leaders are always approachable and should be made aware if there are any concerns as to a participants whereabouts.

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

1. All the group will be immediately called back in, by prearranged call or whistle, and counted and missing member determined. The time will be noted.
2. The Group Leader must ensure the safety of remaining pupils. An adult must stay with them at all times.
3. One or more adults should immediately start searching for the missing group member calling and whistling as appropriate.
4. If the missing group member is not found within 5 minutes, the group Leader must contact police by telephoning 999 (this will result in the emergency plan coming in to action).

Leaders must recall and write down a description of what the missing person was wearing and any distinguishing features. Any information on their last known location and time should be noted. Also if they have any special medical or learning needs then these need to be noted down. All information then must be passed to police or other agencies.

Behaviour

Everyone, including Dream Wild Forest school's staff, volunteers and participants have a responsibility to protect themselves if anybody's actions are likely to jeopardise the safety or comfort of others.

We aim to promote:

- Self-esteem
- Self-awareness of personal abilities and limitations
- Respect and care for oneself, other people and the natural environment
- Co-operation and non-violent communication

Forest School Agreement and Ground Rules

In the course of the first session, an agreement will be sought between the staff and all participants for the conduct of the group. This will include items such as respecting oneself, each other and the environment and listening carefully to instructions when they are given. The group will be encouraged to contribute items to the agreement before it is 'sealed'. Ground rules are firmer non-negotiable rules, such as 'no violence' and will be explained along with the consequences of breaking them.

Physical Intervention

In accordance with the law, and our values, Dream Wild Forest School does not use, or threaten to use, corporal punishment and takes all reasonable steps to ensure that corporal punishment is not administered by any person who is in contact with them. However, where necessary, physical intervention may be used in order to avert immediate danger to any person (including the child). Any occasion where physical intervention is used will be recorded in an Incident Report and parents/carers will be informed on the same day as the incident.

Behaviour expectations for leaders, assistants and visitors

- Be a positive role model for participants, particularly with regards to respecting each person and the environment
- Encourage and reinforce caring and nurturing behaviour
- Be vigilant with regards to common sense safety
- Facilitate from an egalitarian and liberal approach, avoiding unnecessary rigidity or petty rules
- Avoid coercive or manipulative behaviour management, or that based on personal negative messages, as we feel these damage morale, motivation and self-esteem and are counter-productive to the ethos and objectives of forest school.

Encouraging Positive Behaviour

We want to allow the greatest potential for each participant's forest school experience to be transformational and therefore wish to welcome each participant from an open and unbiased viewpoint with regards to their behaviour and abilities. Whilst recognising that it is useful to have previous information about participants' needs, we believe that no child is inherently 'naughty' and hope that the greater freedoms offered by a forest school environment will allow for a more flexible interpretation of positive engagement.

We will work with each group to develop a clear set of boundaries and guidelines. Each participant will have the opportunity to voice their own feelings. Talking about how they wish to be treated and listening to the feelings of others is important as it will allow the group to work together, understand one another and ultimately become more supportive and cooperative. It will also contribute to making the forest school a safe and enjoyable space.

De-escalation

If a situation arises in which participants are behaving in a way that threatens the safety of the group, the forest school leader will ensure that the following steps are taken:

1. Recount the facts of the incident as observed, in simple language and without judgement, and if possible mutually agree on these. Remind the participants involved of any guidelines they have not followed.
2. Listen to the involved party or parties, if necessary gently separate them from the group for this.

Ask about how they feel about the incident, empathise with them to help them to express themselves and take responsibility for their feelings. Ask them to imagine how they think their behaviour has affected everyone else.

3. Talk with them to establish what their needs in the situation were and to understand how they were not being met. Discuss what their needs might be now and encourage them to consider the needs of everyone else present.

4. Help them to express any requests they might have clearly and in positive language. These can be requests of themselves, others, situations or of the environment.

5. Encourage discussion of new strategies, so that if a similar situation arises the participant(s) feel able to communicate their needs without resorting to negative behaviours.

In the event of a behavioural incident, an incident form will be completed. (See appendices) Forms will be kept in the First Aid back pack, which will be kept with the Forest School leader at all times.

Incidents will be reported to the Safeguarding Lead & Parent/Guardian.

Covid 19 government guidance and procedures.

Guidance for parents and carers can be found here:

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak>

The guidance asks us to do what we can to minimise the spread of the virus, both through direct transmission (coughing and sneezing) and indirect transmission (touching contaminated objects).

This will include;

- minimising contact with unwell individuals
- regular washing of hands
- promoting “catch it, bin it, kill it” approach to respiratory hygiene
- cleaning frequently touched surfaces
- minimising social contact

Unwell Individuals

Anyone who has, or is showing symptoms of, coronavirus (a new continuous cough, or fever, or a loss of, or change in, their normal sense of taste or smell (anosmia)), or has someone in their household who is, they should not be in a childcare setting. They should stay at home, in line with the [guidance for households with possible coronavirus infection](#).

Any child or staff member who develops the above symptoms while at Dream Wild Forest School will be sent home immediately. They will be advised to get tested for

Covid-19. While waiting to be collected, a child with symptoms will be moved away from the other children (at least 2m) to wait in a safe place under supervision of an adult.

<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested#arrange-a-test>

If anyone at Dream Wild Forest School tests positive for Covid-19 we will close the setting for 2 weeks in line with current quarantine guidance.

If somebody tests negative, they can return to our setting.

Hand Washing

We will encourage everybody to wash their hands regularly and thoroughly for at least 20 seconds using soap and water. We will also have hand sanitiser available for use. We will bring fresh water and soap for hand washing in the outdoors using our large water containers. We will use paper towels for drying hands. Everyone will need to wash their hands on arrival at Dream Wild Forest School, after using the toilet, before and after eating, and after sneezing or coughing.

Participants will be provided their own Rigger gloves, tin mug, hot drink sachets & hand sanitiser, which they need to keep with them & not share with other participants.

Respiratory Hygiene

We will encourage all participants to avoid touching their face and putting their fingers in their mouths as much as is reasonable. We will have tissues and wipes available to use, and a rubbish bag for them to be disposed of. Hands will be washed after use of tissues.

Cleaning Surfaces

We will regularly clean frequently touched surfaces such as handles etc. We will not be using toys and equipment which is difficult to regularly clean such as soft toys. As we are outdoors all day, this should not be too much of a large task. We will take extra care to make sure that we regularly clean our hand washing water tank, drinking water container and any other equipment.

We will not be using our plastic cups for drinks. Please ensure you send your child with their own drink container each day.

As for things that children bring with them, we would ask that they do not bring toys from home. Also please ensure their things are cleaned each day, lunchbox, drinks bottle, etc.

Drop off and collection

We also need to consider minimising social contact between families during drop off and collection times. To do this we request that we all meet at the Wooden unicorn statue in the car park for drop off and collection times, please wait at least 2 metres away from other people in the car park area.

We will complete the register on your behalf.

PPE

- a facemask should be worn if a distance of 2 metres cannot be maintained from someone with symptoms of coronavirus
- if contact is necessary, then gloves, an apron and a facemask should be worn
- if a risk assessment determines that there is a risk of fluids entering the eye from, for example, coughing, spitting or vomiting, then eye protection should also be worn.

Cooking, Food & Hygiene

Forest School regards snack and meal times are an important part of the session/day. Eating represents a social time for children and adults and helps children to learn about healthy eating.

Children should wash hands prior to eating and take their rubbish with them. Individuals should bring their own food & drink to the session and sharing of food is not permitted at this time, due to Covid 19 restrictions.

If food is provided by Forest School, we aim to provide nutritious food, which meets the children's individual dietary needs and we will provide this in a safe way. The forest school leader has completed a food hygiene course.

Before a child attends forest school, we find out from parents their children's dietary needs, including any allergies.

All staff and volunteers are fully informed about individual children's dietary needs. Children receive only food and drink which is consistent with their dietary needs and their parents' wishes. Through discussion with parents and educational establishment staff and research reading by staff, we obtain information about the dietary rules of the religious groups, to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.

Dogs & Members of the Public

Stanton Park is open to the public and so there may well be other people out enjoying the woods. Most people will be happy to pass by the Forest School group without hindering activities, but there is the possibility of unwanted attention from a passer-by. In this event a leader will step in and assure the member of public that if they wish to raise any issues, then they should contact the Swindon Borough Council ranger office at a time convenient to both parties. If the situation escalates to a dangerous level staff will use a mobile phone to call the police and use the Emergency & Serious Incident Procedure.

Some participants may be unused to or even afraid of dogs. If this is known to be the case for any particular participants please inform any/all leader(s) prior to arrival on site. If a dog appears the fearful participant can be joined by at least one member of staff. If

a dog approaches the group and appears to likely to cause trouble all participants will be advised not to run or act excitably - ideally keep arms by their sides, voices low and stay as still as possible. A leader will speak to the owner.

Fire Safety

Storm Kettles and campfires are a highlight of Forest School and will only be used once the children have been introduced to the safety procedures and the Forest School Leader is confident they can participate with as little risk as possible to their health.

Location

In the centre of the log circle, in the fire pit.

Fire Safety Rules

1. Ratio of adult : 1 fire
2. Fire area is surrounded by a boundary of at least 1 metre from the fire pit or Storm Kettle.
3. Children will sit on logs outside this boundary approximately 2 metres from the fire pit.
4. When the fire is in use children are not permitted within the fire circle unless they are invited by the adult.
5. Children are not permitted to throw anything onto the fire.
6. Advice on the appropriate way for dealing with smoke will be given to the children: they are advised to turn their head to one side, placing their hand across the face, to close their eyes and count to 30 (or ask an adult/peer to count for them)
7. If there is a clear wind direction, seating in the line of smoke is to be avoided.
8. Ensure water is available for extinguishing.

Safety and Responsibility

1. Only adults are permitted to light fires, unless children are under the supervision of the Forest School Leader.
2. The respect position must be used whilst lighting fires No flammable liquids are to be used to light or accelerate fires.
3. No plastics are to be burnt.
4. If sessions involve children adding fuel to the fire, this must be done with adult supervision.
5. Sticks/wood must be placed, not thrown, from the side of the fire. The hand should never go over the fire.

Extinguishing

1. All fires must be extinguished at the end of a session.
2. Water should always be to hand during campfire sessions.
3. Whenever possible, all fuels should be burnt off to ash.
4. At the end of the session, the fire must be doused down with water and stirred until all smoke and steam has ceased.

Storm (Kelly) kettles

1. Only adults are to light the fire in the fire pan unless children are under the supervision of the Forest School Leader.
2. The storm kettle must be placed on flat, clear ground or paving slab
3. Children must be seated at least 2 metres away from the storm kettle.
4. Children can feed the fire with supervision but they must have been shown how to do so safely. (stick held at the end and dropped in from the side; hand should never be placed over the top of the kettle)
5. Fuel should burn itself out, but if it doesn't it must be extinguished with water
6. Storm kettles should never be boiled with the cork in.
7. Kettles should only be removed from fire by an adult wearing fire safety gloves (hold each side of handle and lift off. Take care not to put hand above chimney of kettle or over spout)

Tool Safety

General rules for tool use:

All tools have a separate risk assessment

The Forest School Leader is nominated to ensure safe storage of tools on school premises

All staff ensure safe storage whilst at the Forest School Site

All tools should be signed out when in use

We do not walk around with tools, wherever possible

Tools should be kept clean with oily rag, sharp and checked before every use

Tools should only be used with a designated trained adult

Knives:

Children must be supported 1:1 or 1:2 depending on age range by an adult, preferably the Forest School Leader, initially demonstrating good practice

Users should be sat down in a designated area

There should be a tool and an arms length away from any other person.

Knives should be used away from the body

Ensure knives are clean and covered when not in use.

Bow-Saw or Pruning Saw:

Children will be supported 1:1 by an adult preferably the Forest School Leader and good practice demonstrated

Guard is in place when not in use

Use in a designated area away from others

Use with a glove on the non-sawing hand

Use a saw-horse where possible with the bow saw.

Loppers:

Children must be supported 1:1 by an adult preferably the Forest School Leader and good practice demonstrated

Use in a designated area, away from others

Loppers must be kept closed except when in use

Loppers must only be used above the ground if possible.

Fire:

Fires must only be lit in designated area and surrounded by a safe zone

Safe fire-lighting equipment must be used with no accelerants

An adult must be located at the fire at all times

Suitable accident prevention and management should be next to site

Tools and water will be available to extinguish fire

Site to be made safe on completion of activity

Cooking or other activities located near the fire to have ratios of 1:2. Adult :children

Ropes and Knots:

All equipment to be regularly checked for fraying etc.

Children should not wrap rope around their bodies

Children should be encouraged to learn to tie and undo simple knots

If tying between trees, the rope should be able to be seen and not cause a trip hazard.

First Aid

The Forest School leader (Clare Paine) will be the designated First aider and is qualified in Paediatric First Aid.

The first aid kit is kept clean and is replenished and items replaced when necessary. I regularly check expiry dates and keep a log of all items and dates. Sterile items are kept sealed until needed and once opened any unused items are discarded. The first aid kit is kept in the emergency rucksack and all adults are made aware of its location during sessions. Accident/ incident forms will be completed.

Consent & Medical Declaration Policy

Swindon Tuition Centre (Dream Wild Forest School) has a strict policy for gaining consent and medical information from all participants prior to them joining any sessions.

- The consent forms require all adults/child's' parents/guardians to give the following information; Attendees name
- Date of birth,
- Parent/guardian's name
- Home address, postcode & telephone number.
- Attendees emergency contact information. In the case of children, the connection to the child is also required.
- Attendees medical details.
- Whether or not the attendee has a disability that we should be aware of.
- Whether or not the attendee suffers from any medical conditions.
- Whether or not the attendee will require any medication during the session.
- Whether or not the attendee suffers from any allergies.
- Any further information that should be divulged (e.g. dietary needs, fears, etc.).

The form then asks that the person completing the form to agree to the following conditions;

- I agree to/to my child taking part in Forest School Sessions.
- I agree to my child abiding by any rules set by the Forest School Leader or Assistants.
- I intend to supply my children with the appropriate clothing and footwear.
- In the event of an emergency if I am unable to be present I give / do not give my permission for necessary first aid to be given to my child if required.
- I agree/ do not agree to my child being transported in the Forest School Leaders vehicle to receive medical attention if required.

Without this form being completed to the satisfaction of the Forest School Leader, the person will not be allowed to join the session and may be asked to leave.
(See Appendices for Forest School consent form)

If a child is on prescribed medication the following procedures will be followed:
If possible the parent/carer should administer the medicine. If not, then the medication must be clearly labelled with the child's name, dosage and any instructions & will be administered by myself (Clare Paine)

Before I can administer any medicine, a medication consent form will need to be completed by the parent/carer giving permission and clear instructions on dosage and how to administer the medicine.

Children's individual health care plans for long term medical conditions will be adhered to; following information and instructions provided by the parents on their child's registration form.

(See Appendices for Medication consent form.)

Manual handling

Manual handling injuries can occur when weight is lifted with an awkward posture or aggravates an existing injury.

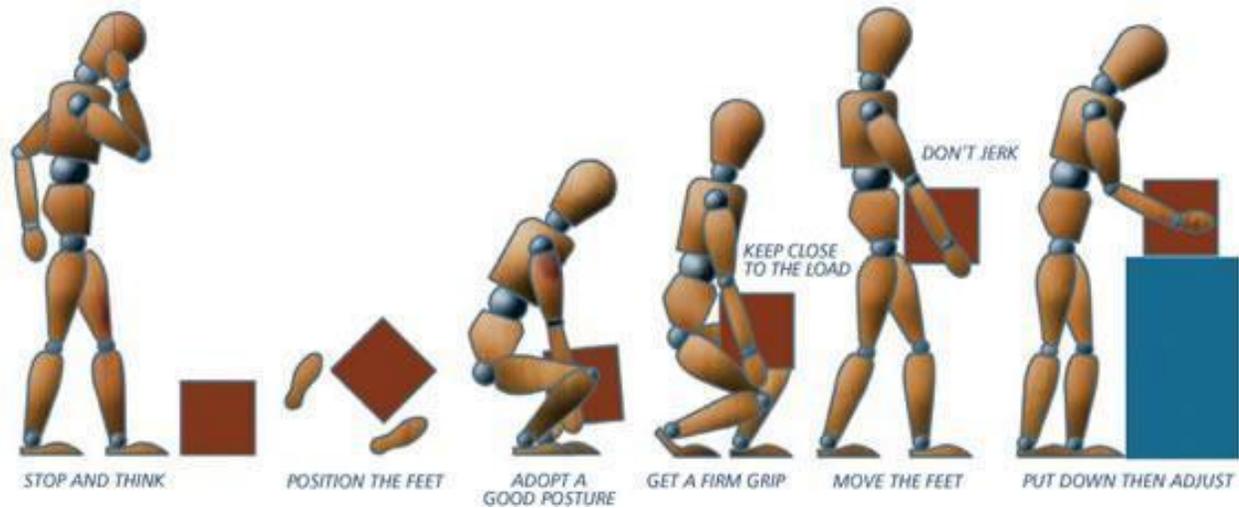
Our procedure is to avoid manual handling activities when possible by decanting large boxes into smaller weights to lift more easily. Planning the movement of any item often prevents injury.

Manual Handling Guidelines:

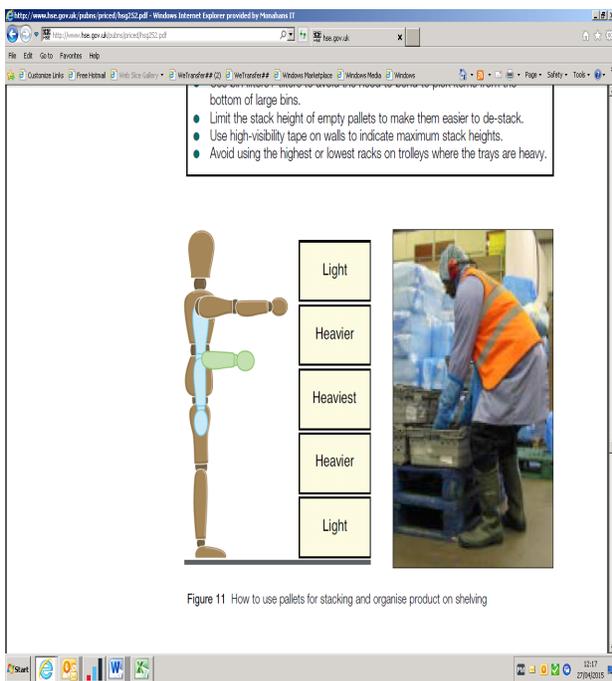
- Think before lifting/handling
Plan the lift. Can handling aids be used? Where is the load going to be placed? Will help be needed with the load? Remove obstructions such as discarded wrapping materials. For a long lift, consider resting the load midway on a table or bench to change grip.
- Consider using a mechanical aid
Such as a forklift or sack truck
- If load is going to be moved manually
Keep the load close to the body for as long as possible while lifting. Keep the heaviest side of the load next to the body. If a close approach to the load is not possible, try to slide it towards the body before attempting to lift it.
- Adopt a stable position

The feet should be apart with one leg slightly forward to maintain balance (alongside the load, if it is on the ground). Be prepared to move your feet during the lift to maintain stability.

- Get a good hold
Where possible the load should be hugged as close as possible to the body. This may be better than gripping it tightly with hands only.
- Start in a good posture
At the start of the lift, slight bending of the back, hips and knees is preferable to fully flexing the back (stooping) or fully flexing the hips and knees (squatting).
- Don't flex the back any further while lifting
This can happen if the legs begin to straighten before starting to raise the load.
- Avoid twisting the back or leaning sideways
Especially while the back is bent. Shoulders should be kept level and facing in the same direction as the hips. Turning by moving the feet is better than twisting and lifting at the same time.
- Keep the head up when handling
Look ahead, not down at the load, once it has been held securely.
- Move smoothly.
The load should not be jerked or snatched as this can make it harder to keep control and can increase the risk of injury.
- Do not lift or handle more than can be easily managed
There is a difference between what people can lift and what they can safely lift. If in doubt, seek advice or get help.
- Put down, and then adjust
If precise positioning of the load is necessary, put it down first and slide it into the desired position.



When organising shelving place heavier items at a height where there is less risk of injury.



Transport

Students should be transported to Forest School either by a parent, guardian or agreed transport provider. Tutors may transport students to the Forest School site with prior agreement from parent/guardian.

Swindon Tuition Centre will hold on record the Tutor's Driving Licence, Business insurance details and up to date MOT certificate.

Weather

The Ethos of Forest School is to play outdoors in all weathers, however there are certain weather conditions which will affect the running of Forest School.

The Forest School leader will check the Met Office weather app prior to Forest School sessions. We will not run Forest School if the conditions are deemed dangerous such as in high winds, thunder storms, or during periods of extreme cold. However Forest School will be carried out in other weather conditions such as heavy rain and sunshine. When it is wet a shelter will be built immediately by a trained adult so that there is a sheltered area that is available from the start that can be used if needed.

The chart below shows the Beaufort Wind scale, which lets us know what to expect visually. We will always go with Wind gusts of 34mph as a decision maker on whether it is safe to run Forest School.

Beaufort Force	Description	When You See or Feel This Effect	Wind (mph)
0	Calm	Smoke goes straight up	less than 1
1	Light air	Wind direction is shown by smoke drift but not by wind vane	1-3
2	Light breeze	Wind is felt on the face; leaves rustle; wind vanes move	4-7
3	Gentle breeze	Leaves and small twigs move steadily; wind extends small flags straight out	8-12
4	Moderate breeze	Wind raises dust and loose paper; small branches move	13-18
5	Fresh breeze	Small trees sway; waves form on lakes	19-24
6	Strong breeze	Large branches move; wires whistle; umbrellas are difficult to use	25-31
7	Moderate gale	Whole trees are in motion; walking against the wind is difficult	32-38
8	Fresh gale	Twigs break from trees; walking against the wind is very difficult	39-46
9	Strong gale	Buildings suffer minimal damage; roof shingles are removed	47-54
10	Whole gale	Trees are uprooted	55-63
11	Violent storm	Widespread damage	64-72
12	Hurricane	Widespread destruction	73+

Clothing, PPE

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

To ensure that the children are sufficiently protected from the weather and the forest environment we require children to be wearing appropriate clothing and footwear.

Clothing will get muddy so old home clothes are required.

We require children to have long sleeves and long trousers in both winter and summer.

This is particularly important in the summer to protect from tick bites, sun burn, stinging nettles and thorns.

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

Children require:

- Warm hat
- Gloves NB not mittens
- Vest & Long sleeved t-shirt/shirt
- Jumper/fleece
- Waterproof coat
- Trousers that cover the legs to protect from nettles and thorns
- Waterproof trousers
- Wellies with warm socks/walking boots
- Thermal underwear

Warm weather Clothing

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

Forest School leaders and staff will ensure all the children are appropriately dressed before commencing Forest School & parents will be provided with a kit list in advance. Students should arrive in their Forest School clothes and may bring a change of clothing/footwear with them.

Safeguarding Children/ adults

All members of staff and volunteers must read Swindon Tuition Centre's Safeguarding Children and Young People Policy and sign to say that they have read and understood it. (Policy can be located on the drive)

"The welfare of the child is paramount" – Children Act 1989

Children and young people learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We aim to provide a high quality setting which is welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence. We take all necessary steps to keep children and young people safe, ensure staff understand that safeguarding is everyone's responsibility and that we deliver a child centred and coordinated approach to safeguarding.

Policy Aims

For the purpose of this policy the "Working Together To Safeguard Children" definition of safeguarding and promoting the welfare of children will be used and is defined as;

- Protecting children from maltreatment;
- Preventing impairment of children's health and development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- Taking action to enable all children to have the best outcomes.

Statutory guidance this Policy is informed by

This policy and set of procedures works in line with the following statutory guidance and legislation which should be read in conjunction with the policy:

- [Keeping Children Safe In Education - \(statutory guidance\)](#)
- [Working Together To Safeguard Children - \(statutory guidance\)](#)
- [Multi-agency statutory guidance on Female Genital Mutilation](#)
- [What to do if you are worried a child is being abused \(non-statutory guidance\)](#)
- [The Prevent Duty - Departmental advice for schools and childcare providers](#)
- [Information-sharing: advice for practitioners providing safeguarding services](#)
- [Child sexual exploitation: definition and guide for practitioners](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [Criminal exploitation of children and vulnerable adults: county lines](#)
- [Children missing education Statutory guidance for local authorities](#)

In addition, the centre takes into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by Swindon LSCB.

Procedures for reporting concerns

Step 1 **REPORT CONCERN**

- Report your concerns directly to a member of the safeguarding team, as soon as you are able. This must be done either in person, or by telephone.
- In the first instance our Designated Safeguarding Lead Nicky Hewlett: 07458313073 nicky@swindontuitioncentre.co.uk
- If the DSL is unavailable, please report to our deputy DSL Tom Witts. This may mean interrupting a member of the safeguarding team. **In the School holidays, please note that Tom Witts is the Designated Safeguarding Lead** tom@swindontuitioncentre.co.uk and **DSL deputy is Joanne Vertannes** joanne@swindontuitioncentre.co.uk
- If marks or injuries have been observed on a child, record these on a body map. (Do not take photographs)
- If no-one from your safeguarding team is available, speak to the most senior member of staff on site or phone FCP/MASH for advice on 01793 466903.
- **Outside of office hours-** urgent concerns only can be referred through the Emergency Duty Service using 01793 466900.
- If you are concerned that a child might be in immediate danger or at risk of significant harm you must act immediately. Phone 999.

Step 2 **RECORD CONCERN**

For day staff:

- Write down the concern as soon as possible.
- Record your concerns on the Capsule database under the pupil's page by clicking 'Log Activity'
- Make sure the date and time is correct and then email Nicky Hewlett e.g. please review concern and action as needed.
- **Prior to this concerns should have already been verbally reported to the DSL or DSL deputy in her absence. In the absence of the DSL, the concern must be actioned to the Deputy DSL**
- Remember to record the full date and time, location, your name and role and keep your record as factual as possible. Use the child's own words where applicable and enclose any direct quotes in quotation marks.
- If marks or injuries have been observed on a child, record these on a body map. (Do not take photographs)
- If a concern/ disclosure form is unavailable, handwritten notes can be made on a piece of paper. (This must be retained, even if the notes are subsequently written up onto a form).

Step 3 **RECORD ACTION**

- Record what action you are taking, for example record the name of the member of the safeguarding team you have reported the concern to.

- The original concern form should be passed to the DSL/Deputy DSL. Copies should not be retained by you.
- All written records of concerns/disclosures are stored securely by the safeguarding team. Parents /carers are informed of this once contacted to discuss the concerns. See section Parents and carers also.

Step 4 FOLLOW UP OR CHALLENGE

- You should receive feedback about what action, if any is being taken in response to your concern. If you do not receive feedback or you feel that the situation is not improving for the child you have a duty to challenge the DSL / deputy DSL. See section on 'Escalation'.

Dealing with a disclosure from a child

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what the child is saying, without displaying any signs of shock or disbelief
- Allow the child to talk freely without interrupting
- Reassure the child but do not make promises about keeping the information a secret
- Reassure the child that this is not their fault
- Only ask questions if you need to clarify, take care not to put words in the child's mouth by asking leading questions
- Stress to the child that they have done the right thing by telling you and explain what you will do next

Action to take following the disclosure

- Staff follow the centre's usual safeguarding procedures. See 'Worried About a Child'.
- If the disclosure includes information of concern regarding an adult working in the school, refer to 'Worried About An Adult' and follow the steps outlined there.

For the full details of our Safeguarding policy please see "Swindon Tuition Centre Safeguarding Children & Young People Policies and Procedures."

Equality, Diversity and Inclusion policy

DREAM WILD (Swindon Tuition Centre) Forest School is committed to encouraging equality, diversity and inclusion among our workforce, training cohorts and clients and eliminating unlawful discrimination. The aim is for our learners and leaders to be truly representative of all sections of society, and for each employee and learner to feel respected and able to give their best. DREAM WILD Forest School - in providing services - is also committed against unlawful discrimination of the public.

The policy's purpose is to:

- Provide equality, fairness and respect for all in our employment and care
- Not unlawfully discriminate because of the Equality Act 2010 protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex and sexual orientation
- Oppose and avoid all forms of unlawful discrimination.

DREAM WILD Forest school commits to:

- Encourage equality, diversity and inclusion in the workplace as they are good practice and make business sense
- Create an environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff and clients are recognised and valued. This commitment includes training employees and trainees about their rights and responsibilities under the equality, diversity and inclusion policy. Responsibilities include staff conducting themselves to help the organisation provide equal opportunities and prevent bullying, harassment, victimisation and unlawful discrimination. All staff should understand they, as well as their employer, can be held liable for acts of bullying, harassment, victimisation and unlawful discrimination, in the course of their employment, against fellow employees, customers, suppliers and the public
- Take seriously complaints of bullying, harassment, victimisation and unlawful discrimination by fellow employees, customers, suppliers, visitors, the public and any others in the course of the organisations activities. Such acts will be dealt with as misconduct under the organisation's grievance and/or disciplinary procedures, and appropriate action will be taken. Particularly serious complaints could amount to gross misconduct and lead to dismissal without notice. Further, sexual harassment may amount to both an employment rights matter and a criminal matter, such as in sexual assault allegations. In addition, harassment under the Protection from Harassment Act 1997 – which is not limited to circumstances where harassment relates to a protected characteristic – is a criminal offence.
- Make opportunities for training, development and progress available to all staff, who will be helped and encouraged to develop their full potential, so their talents and resources can be fully utilised to maximise the efficiency of the organisation.
- Decisions concerning staff being based on merit (apart from in any necessary and limited exemptions and exceptions allowed under the Equality Act).

- Review employment practices and procedures when necessary to ensure fairness, and also update them and the policy to take account of changes in the law.
- Monitor the make-up of the workforce regarding information such as age, sex, ethnic background, sexual orientation, religion or belief, and disability in encouraging equality, diversity and inclusion, and in meeting the aims and commitments set out in the equality, diversity and inclusion policy. Monitoring will also include assessing how the equality, diversity and inclusion policy, and any supporting action plan, are working in practice, reviewing them annually, and considering and taking action to address any issues.

The equality, diversity and inclusion policy is fully supported by the company direct

Confidentiality & GDPR Policy and Agreement

Statement

At Swindon Tuition Centre we work very closely with pupils and their families on a day-to-day basis. It is a legal requirement for the centre to hold relevant information for each child and their families, which remains confidential at all times. This information is used for registers, invoices, emergency contacts and monitoring progress and wellbeing. All records will be stored in a locked cabinet/ or password protected file, in line with the Data Protection Act 1998 and the Human Rights Act 1998.

Confidential issues may include:

- Pupil details – including learning needs and behaviour.
- Parent/carer details – including their domestic circumstances.
- Sensitive information including safeguarding concerns.
- Working practices and policies.
- Financial information.
- Staff details.

Principles

It is our intention at Swindon Tuition Centre to respect the privacy of pupils and their families.

This is achieved by:

- Storing confidential records in a locked filing cabinet and using password protected files.
- Ensuring that all staff, volunteers and students are aware that this information is confidential and only for use within the centre.
- Ensuring that parents/carers have access to files and records of their own children, but not to those of any other child.
- Gaining parental permission for any photographs of the children to be used within the centre or on social media.
- Ensuring that staff maintain professional relationships with all parents and carers.
 - Ensuring that staff are aware that information held for each child is confidential, and only to be used within the nursery setting. If any of this information is requested for whatever reason, the parent's permission must always be sought.
- Ensuring that staff, student and volunteer inductions include an awareness of the importance of confidentiality.

- Ensuring that staff, students and volunteers are aware of, and follow, the centre's GDPR and Data Protection Policy, and Social Media Policy in relation to confidentiality.
- Ensuring that any concerns/evidence relating to a pupil's personal safety are kept in a secure, confidential file (paper copies in a locked cabinet and online files password protected). This information must be shared with as few people as possible on a need-to-know basis. If however, a child is considered at risk, the centre's Safeguarding Children and Young People Policy will override confidentiality.

Procedures

All areas of confidentiality must be adhered to at all times. At no time whilst in employment and after termination of employment with Swindon Tuition Centre are staff to divulge any of our clients details, working practices, policies or financial dealings to any other party.

No information regarding students and their families/ carers is to be discussed with anyone outside of the staff team.

Welfare checks and information requested by statutory services such as Children and Families/ Police must be passed on to the Safeguarding Lead/ Deputies.

Information requested by voluntary agencies must only be shared with prior permission granted by the parent/ carer.

When feedback is given at the end of each student's session staff must ensure that it is done in a professional way.

Staff must ensure they are aware of and follow our GDPR and Data Protection Policy; and Social Media Policy in relation to confidentiality.

Staff/ Volunteers Confirmation Sheet

I confirm that I have read a copy of this Handbook and agree to abide by the policies and procedures

Name	Organisation	Signature	Date

Medication Administration Sheet

Please complete for each tutee requiring medication during their sessions. Medication to be signed in and out each session and not held onsite.

Tutee Name:		Tutee DOB:	
Tutee allergies:			
Tutee address:			
Medication name:		Common side effects:	
Signed in by parent/carer:		Date:	
Signed in by tutor:		Date:	
Time to be taken:		Time taken:	
Administered by:		Witnessed by:	
Time to be taken:		Time taken:	
Administered by:		Witnessed by:	
Signed out by parent/carer:		Date:	
Signed out by tutor:		Date:	

Accident/ Incident Form

Please complete following the accident and before the end of the tutee's session. Once complete please return to admin to upload to the tutee's file.

Date of Accident:		Name of person involved in accident:	
Place of Accident:		Equipment involved:	
Injury sustained:			
<u>How the accident happened:</u>			
<u>Action taken following the accident?</u> First aid administered by a first aider wearing gloves and face mask? Allergies checked?			
<u>Parents/carers contacted?</u> Yes/No			

Signed by Tutor reporting accident: Date:.....

Signed by parent/carer of tutee:Date:.....