

Clipstone Brook Lower School

Forest School Handbook



To be read by all adult leaders, volunteers and visitors attending Forest School sessions.

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1. The Forest School Ethos

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, with the appropriate footwear and clothing. Children will work with tools, play, learn and begin to understand the boundaries of behaviour, both physical and social. They will grow in confidence, self-esteem and motivation whilst developing an understanding of the natural world.

The Forest School concept originates in Denmark, originally aimed at pre-school children, where it was found that children who had attended forest school then arrived at school with strong social and communication skills, having the ability to work in groups effectively, generally had high self-esteem and confidence in their own abilities. These foundations helped them to raise their academic achievements.

A Forest School encourages children to:

- ⊗ Develop person and social skills
- ⊗ Work through practical problems and challenges
- ⊗ Use tools to create, build or manage
- ⊗ Discover how they learn best
- ⊗ Pursue knowledge that interests them
- ⊗ Learn how to manage failures
- ⊗ Build confidence in decision making and evaluating risk
- ⊗ Develop practical skills
- ⊗ Understand the benefits of a balanced and healthy lifestyle
- ⊗ Explore connections between humans, wildlife and the earth
- ⊗ Regularly experience achievement and success
- ⊗ Reflect on learning and experiences
- ⊗ Develop their language and communication skills
- ⊗ Improve physical motor skills
- ⊗ Become more motivated
- ⊗ Improve their concentration skills
- ⊗ Improve their communication
- ⊗ And, explore the world through all the senses available to them

2. What happens at Forest School

Typically, groups of children across Reception to Year 4 throughout the school year take part in a programme of four weekly sessions lasting about an hour. Children in Nursery will take part in weekly sessions lasting between 30 minutes to an hour. The sessions involve practical hands-on activities which aim to build up participants' skills, abilities and confidence week by week.

All sessions are designed and led by our trained staff, with the help and direction of our Forest School practitioner. However, Forest School strongly encourages participant-led learning, so as time progresses, learners are given more freedom and responsibility to explore their interests and therefore initiate and direct their own learning.

Forest School uses natural resources to stimulate imagination, creativity and investigation. Activities can include:

- ⊗ Shelter building
- ⊗ Natural art
- ⊗ Using knots and lashings
- ⊗ Fire lighting
- ⊗ Animal tracking
- ⊗ Bug hunts
- ⊗ Tree investigations
- ⊗ Climbing and balancing
- ⊗ Woodwork using tools, e.g. making musical instruments, jewelry, decorative items
- ⊗ Creating bug hotels and bird feeders
- ⊗ Collecting, identifying and sorting natural materials such as leaves
- ⊗ Team games

Most activities are curriculum-linked and span a number of subjects, including Maths, English, Design & Technology, Science, Music and Art. Forest School sits wonderfully in the topic based skills curriculum that we have at Clipstone Brook.

3. Benefits of Forest School

Forest School is suited to all ages and abilities. The aim of Forest School is to develop the person as a whole. It is particularly suited to people who have a low sense of self-worth and who struggle for various reasons to learn in a traditional classroom setting.

Completing small achievable tasks, coupled with genuine praise from Leaders, helps to boost confidence and self-esteem.

For children at school, attitudes to learning are improved as they find that learning can be fun and enjoyable. This new positive outlook is then transferred to the classroom where they are found to be more motivated and able to concentrate better.

Forest School can also:

- ⊗ Develop physical abilities and help participants to stay active and healthy.
- ⊗ Heighten self-awareness and improve emotional and social skills.
- ⊗ Promote cooperative and group working.
- ⊗ Encourage participants to take care of themselves and others.
- ⊗ Foster care, appreciation and respect for wildlife and wild places.
- ⊗ Broaden knowledge and understanding of the natural world.

4. Forest School staff

Our Forest School is organised and run by Mr Williams, who has completed his Level 3 Award for Forest School Practitioners.

All staff and volunteers have undergone an appropriate selection process to assess their skills and suitability for working with children and have been subject to enhanced DBS checks. All sessions are staffed by a qualified first aider and all staff have access to a recommended first aid kit.

5. The Forest School site

Our Forest School takes place within our own school field. It is made up of mixed deciduous trees, mainly mature Oak, Hawthorne, and Beech. Around the fence area there are a mixture of coniferous trees and climbing plants, such as Ivy.

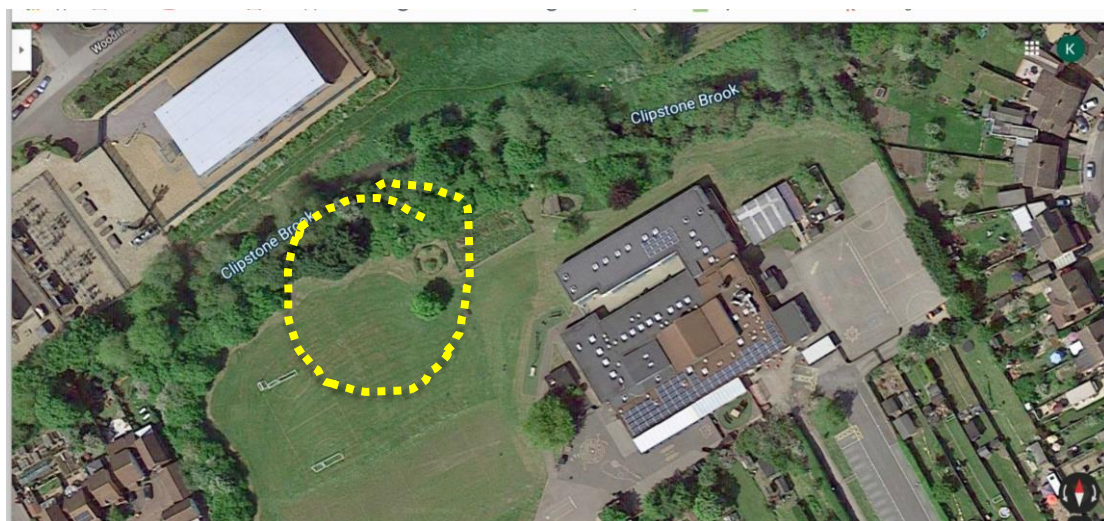
The woodland is managed carefully at the moment and as our Forest School progresses we hope to allow the site to get a little wilder and develop a deeper diversity, to attract butterflies and moths.

The site is within our school grounds and is not accessible to the public, but the perimeters need to be carefully monitored.

Children taking part in Forest School will also be encouraged to minimise their impact on the site. This will include:

- ⊗ Finding out about the different animals and plants that live in and amongst the trees
- ⊗ Learning to respect animals' houses
- ⊗ Careful observation of live animals
- ⊗ Leaving lying dead wood in place
- ⊗ Taking all materials and litter with them when they leave
- ⊗ Ensuring the site is left as they found it

6. Location of Woodland Site



7. Our Forest School Code of Conduct

Entering the woodland

We will enter the woodland respectfully and know that when at Forest School specific expectations are in place. We will explore, investigate, learn and play in a manner that will not damage our woodland environment. We understand that we share our Forest School with plants and animals and that when we are in our Forest School we are sharing the environment with them.

Lighting a fire

When lighting a fire the Forest School Leader will take control of the operation all accompanying

adults will be briefed before we start. The person in charge of the fire safety and management will wear a clear and visible symbol as a visual cue to the children, we suggest a high visual jacket. A lit fire will never be left unattended at any point, A fire may not be lit until it has been confirmed to all that our fire safety equipment is in place. Open fires will be built within a fire square.

At the fire circle

An open fire will be lit within a fire square or stone circle. A fire circle using log sitting stools may be established around the perimeter, 2.0m from the fire square. No one may enter the fire circle perimeter unless invited to do so by an adult. There is no running past the fire circle. No items must be carried and placed within the fire circle unless by an adult. If you wish to move around the fire to a new stool you must step out of the circle and walk around the outside to your selected seat. Even when the fire is unlit, it will be treated as though it is lit to ensure good practice.

Using tools

All tools have their own clear code of conduct for correct use which will include consideration of specific personal protective equipment, correct use of a specific body posture and consideration of the appropriate types of activity that each tool may be used for.

Picking up and playing with sticks

Children can carry sticks shorter than their arm's length, but are encouraged to think about how close they are to other children. Longer sticks may be dragged carried with the help of another person, one person at each end. Sticks must not be pulled from living trees.

Picking up and playing with stones

Stones may be picked up and transported. Children often like to make patterns and pictures with them. Stones may not be thrown. They may be dropped but thought must be given to where this happens, i.e. what is beneath where I am dropping this stone?

Digging

Digging large holes is not encouraged. Children may carefully move soil to look for insects and their habitats using fingers (in gloves where appropriate) or, small sticks which have been found in the woodland. However deep holes must not be made.

Collecting wood

Wood is collected for fire lighting purposes. It is collected in four thicknesses - matchstick, pencil, thumb and wrist sized pieces. 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. Sticks should not be removed from the site and there will be other materials available within the school area for activities where natural resources cannot be found around our Forest School.

Eating and drinking

Nil by mouth policy (NO LICK, NO PICK) for anything found in the area, unless this activity has been specifically planned for during the session. Children must be reminded not to put their fingers or hands in their mouths or noses. When having drinks or snacks children will use wipes and water to clean their hands before consumption. We recognise that children can have allergies to wipes and therefore will be encouraged to clean hands in the standard way performed in school generally.

Rope and string use

We encourage the collection and transportation of materials. We do not allow children to tie-up each other. If a child has a good idea and wants to tie something up, for example a tarp or a swing, an adult should help them as needed, modelling appropriate knot tying and modelling how to talk through ideas and decisions.

Carrying and transporting materials

Children are encouraged to roll, lift, drag and 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. (Safe lifting risk assessment)

Toileting

Children are invited to use the toilets before we leave the school buildings. Children will be allowed to return to the school building, with an accompanying adult. The nearest toilets are to be found by the After-School area.

Leaving the site

We work according to the ethos 'leave no trace' that we were in the woods or on the field, as much as is reasonably possible. Shelters should be taken down, imported materials removed and stored. All equipment is carefully counted out and back in again, especially when using any tools and tent pegs. Very occasionally large items may be left between sessions. All rubbish will ALWAYS be removed. If artefacts have been found or made (session creations), these may be taken off the site with the

consent of an adult.

Tree climbing

An adult must be present when children climb trees in the Forest School. The ground cover should be checked for 'sharp objects' and the tree marked as suitable for climbing that session. A visual check must be made for loose or rotten branches. Children are permitted to explore to their own limits or to a maximum height of 1.5m. Adults should be near enough to catch if a child should fall but far enough away to not be invasive to the children's exploration.

8. Suggested activities for Forest Schools

Activities for Forest Schools are diverse and numerous but it should be reminded that we are trying to create independent learners who are inspired to try out their own ideas, explore their own interests and to attempt new ideas.

Some activities might include:

- ☼ Shelter building
- ☼ Fire lighting
- ☼ Tool use
- ☼ Studying wildlife
- ☼ Playing team and group games
- ☼ Sensory activities
- ☼ Tracking games
- ☼ Cooking on an open fire
- ☼ Using Kelly Kettle
- ☼ Rope and string work
- ☼ Art and sculpture work
- ☼ Woodland and traditional craft
- ☼ Developing stories and drama, and meeting imaginary characters
- ☼ Physical movement activities

9. A typical Forest School session

Each Forest School session follows a simple routine. The session starts with participants getting ready to go outside by putting on appropriate clothing - waterproof coats, trousers and wellington boots. We go through rules and routines whilst still in class and children help gather resources we need to take out with us in our trolley.

The group then walks to the Forest School site, by the willow tunnels, where the group assembles and socialises. At the start of the session, participants and Leaders sit together and talk about what they did and particularly enjoyed doing during the last session and what they are planning to do during the current one.

Many activities take place in or around the circle, such as natural art and woodwork. Half way through (or at the end) of each session participants gather together to have a drink and a snack. This will often include lighting a fire, with the assistance of some participants at the base of Kelly Kettle to heat water for warm drinks.

Early sessions involve participants getting to know the site and learning basic safety rules. They then move on to more complex and detailed tasks, where they are given more free time for 'personalised and independent' learning, although an adult will always be near enough to assist or encourage.

At the end of each session, participants help Leaders to pack away the tools and materials which they have used during the tasks and work together to return the woodland to way they found it.

10. Equipment for Forest School

In addition to tools suited to the 'planned for' activities, the Forest School Leader will always take an **emergency bag** with them.

The contents of the **emergency bag** will vary depending on the time of year and weather conditions, the site/location being used and the 'planned for' activities, all in accordance with the relevant risk assessments and also the daily risk assessment. There are of course **essential items that should be carried out for every session**.

Trolley for transportation	Sit mats / carpet tiles
Set of spare clothes	Firestriker / cotton wool / kindling
Spare clear plastic bags and bin liners	Squash, hot chocolate powder and biscuits
Wet wipes	Plastic beakers
Tarpaulins & tent pegs	Plastic plates
Penknife	Disposable gloves
Whistle for use in emergencies	String and rope
Kelly kettle and gloves	Facial tissues and kitchen towel
Drinking water in jerry can, with date	Spare water in a jerry can
Washing up bowl and antiseptic hand gel	Fire blanket and bucket
Insect repellent (summer)	Pen and paper

Emergency Procedure information

Mobile phone with emergency contact numbers - in school	At a glance sheet - children's medical and contact information
Staff handbook and emergency procedures in water-proof folder	Risk assessments
Walkie-talkie	Map of Forest School site, with postcode and/or grid reference

First Aid Kit

First Aid guidance booklet	Disposable gloves (latex free)
Sterile non-medicated dressings	Safety pins
Triangular bandages	Eye bandage
Cleansing wipes	Eye wash
Space blankets x 2	Instant ice pack
Cling film	Burn cool x 4

Activities equipment

Wood - ash, hazel, elder, willow	Beads
Wool, ribbon, string	Felt pens and charcoal
Scissors	Paint brushes
Wood glue	Masking tape
Cotton sheet	Pots for mixing natural dyes
Clay, wooden boards and modelling tools	Sieves
Pestle and mortar	Bug pots, spoons, paintbrushes, ID sheets

Tools

Tool bags and tool box	Knives x5 in a lockable box
Bow saws (12") x3	Loppers x4
Potato peelers x20	Work gloves: adult size x4; child size x10
Tent pegs (blunt ended) x20	Rope - various sizes, incl. poly prop
Pruning saws x1	Billhooks x2

11. The Forest School day

INFORMATION FOR TEACHERS

Forest School is a unique educational programme run by trained Leaders. It helps children and young people to develop their confidence and self-esteem through hands-on learning experiences in the outdoor natural environment.

Forest School provides:

- ⊗ A safe, supportive and positive environment for learning and discovery.
- ⊗ Session plans and risk assessments for all activities.
- ⊗ Activities that link to the National Curriculum and the Coppice skills based curriculum and that cater for different learning styles.
- ⊗ Monitoring and reporting of individual children's progress and development.
- ⊗ Greater involvement of volunteers in the children's education through the invitation to take part and experience a Forest School session.

Responsibilities

Clothing

We will provide shelter from the elements (a tee-pee type protection) plus full waterproof clothing (including wellington boots if necessary), but it is still important that pupils wear clothes that are warm and that are okay to get wet and muddy. These are: warm trousers; a long sleeved jumper; fleece or t-shirt; a vest or t-shirt underneath; thick socks-thermal if possible or two pairs of thinner socks.

Discipline

It is our responsibility to discipline and manage participating pupils. It is good practice for the same member of staff to attend each of the set sessions, to maintain continuity for the children.

Safety and First Aid

The Forest School Leader, Mr Williams, is a qualified First Aider and carries a recommended First Aid kit. Activities are thoroughly risk assessed and staff continuously monitor the safety of the group as activities and tasks progress. An emergency plan has been drawn up, which will be followed in the unlikely event of an accident.

All staff and volunteers have undergone an appropriate selection process to assess their skills and suitability for working with children and have been subject to enhanced DBS.

Forest School follows the same high staff to pupil ratio as all areas of the curriculum and activities at Clipstone Brook.

Cancellation

Forest School sessions usually take place outdoors whatever the weather. However sessions may need to be moved to a more sheltered site within the school grounds if there are high winds. In the event of extreme weather conditions, the session may need to be cancelled, although this will be a last resort.

12. Essential equipment

- ⊗ First Aid kit (see contents list, contents review record)
- ⊗ Emergency Procedures
- ⊗ Medical information for each individual and Emergency Contact details for every member of the group (adults and children)
- ⊗ Risk assessments
- ⊗ Communication devices – walkie-talkie and mobile phone
- ⊗ Emergency whistle
- ⊗ Emergency life blanket
- ⊗ Accident forms
- ⊗ Medication for individuals (if not appropriate for the individual to carry the medication for themselves it should be clearly labelled – staff must be trained to administer it and parental consent must be received)
- ⊗ Appropriate clothing
- ⊗ Sharps box and gloves

Other Possible Equipment

⊗ Wet wipes, hand gel	⊗ Torch
⊗ Sun cream (parental permission required)	⊗ Bucket of water
⊗ Spare clothing	⊗ Emergency fire kit
⊗ Thermos of hot water	⊗ Knife
⊗ Chocolate/sugary food	⊗ Emergency shelter

- ⊗ Plastic bag
- ⊗ Roll mat and blanket
- ⊗ Fire blanket

- ⊗ Burns kit
- ⊗ Tick remover
- ⊗ Bivi bag

Clothing

No person will be permitted to go to Forest School without appropriate clothing that will protect them from extremes of heat or cold, keep them covered to reduce the likelihood of cuts and scrapes, that fits appropriately for comfort and that meets any religious requirements.

Children, parents and volunteers are encouraged to think about the usefulness of their clothing for outdoor activities, and to be aware that it is likely some of the mud will go home with them after each session. In the woodland it can often be cooler than expected under the shade of the trees.

Clothing list:

- ⊗ Waterproof trousers
- ⊗ Waterproof coat, with a hood
- ⊗ Long sleeved top
- ⊗ Full length, long trousers
- ⊗ Warm boots (wellies can be very cold during the winter)
- ⊗ Warm socks and a spare pair
- ⊗ Gloves and a woolly hat – cold weather
- ⊗ Sun hat: one which fits well to ensure good visibility and protection – sunny weather

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

We do have a selection of spare clothing but this will need to be matched to the child prior to the session and checked for suitability. Please ask our staff for help.

First Aid Kit

- ⊗ Contact cards (location using postcode and OS grid reference)
- ⊗ Latex free disposable gloves
- ⊗ Bandages
- ⊗ Burns gel
- ⊗ Burn dressing
- ⊗ Dressings
- ⊗ Eye wash
- ⊗ Sewing kit
- ⊗ Scissors
- ⊗ Cotton wool
- ⊗ Antiseptic wipes
- ⊗ Medication for individual children
- ⊗ Tick removers
- ⊗ Sterile water
- ⊗ Cling film
- ⊗ Blood bag (disposal sack for medical waste)
- ⊗ Bites and stings cream/spray (parental permission required)

When having a fire

- ⊗ Flame retardant gauntlet gloves
- ⊗ Fire blanket

- ☼ Bucket of water
- ☼ Fire steel
- ☼ Cotton wool
- ☼ Matches

13. Using and storing tools

All tools are counted out and counted back in, at the beginning and end of each session in which they are used. When not in use in the forest they are kept secured away in a locked area. Before each tool is to be used it will be checked for damage and working order.

Each tool type is kept in their own suitable containers, many of which are also lockable. Children must never be allowed to help themselves and will always have adult supervision when collecting, transporting and using tools.

Tools are only used for specific purpose. All adults should model correct and safe tool use, storage and transportation at all times. 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.

14. Forest School risk assessments

Food safety and cooking procedure

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

This procedure has been devised using advice in *Preventing Food Poisoning – Good Hygiene at Home* – published by the Food Standards Agency and *10 Ways to Prevent Food Poisoning* on the NHS Choices website.

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

Forest School food hygiene rules

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

When involved in food and drink preparation you should:

- ☼ Wash hands before and during cooking
- ☼ Not handle food if 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 or saucepan, not on the ground.
- ☼ Ensure that food is cooked thoroughly before serving. Food should be cooked right through and piping hot in the middle.

- ☼ Not reheat food more than once
- ☼ Keep utensils clean and regularly wash tea towels and cloths
- ☼ Store food in clean plastic containers with non-leaking lids
- ☼ Take all rubbish and food scraps away at the end of each session to school bins, to avoid attracting vermin to the site.

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 the sessions, ensuring that the food and drink provided is suitable for all.

Activity	Hazard	Benefit of activity	Measures
Shelter building	Falling trees/ branches Shelter collapse Dead wood	Improves teamwork & Communication Helps creativity	Assess trees, check for large limbs. Avoid building shelters under those areas. Regularly check shelter. Highlight rotten branches.
Blindfold activities	Trees, roots, branches Falling, tripping, collisions	Improves senses and communication	Highlight slow movement, feeling ahead. Move major trip hazards. Remove any sharp branches.
Chasing games (eg 40/40, Manhunt)	Trees, roots, branches Falling, tripping, collisions	Physical benefit Improves teamwork	Before game highlight trip hazards & branches. Monitor and adjust. End game if needed.
Aggressive behaviour	Physical harm to self, other participants & staff	n/a	Watch for signs of frustration / escalation of behaviour Try to calm participant Staff to radio office or other designated staff Move other participants to safety if required.
Hammocks	Falling out Hitting a tree	Physical benefit Hand eye co-ordination Very relaxing	Ensure hammocks are tied properly Ensure hammocks are not erected too high from the ground Explain that hammocks are not for swinging in.
Rope swings	Falling off Getting tangled in the rope Hitting a tree	Physical benefit Hand eye co-ordination Can be a teamwork activity	Area around rope swing to be checked by staff Make sure rope tied properly Ensure people hold tight to the rope Don't push too high Staff to monitor swings when in use

Safe use of tools
General

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

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

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

Billhooks – used for cleaving wood

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

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

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

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

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

Potato Peelers – used to peel bark

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

Tent Pegs – used to hollow out Elder piths

- ⊗ Rest the wood you are working with on the ground or on a bench and not on your leg
- ⊗ Poke out the piths away from your body, towards the ground not towards you

- ⊗ Keep a safe distance from other people and be aware of those around you while you work
- ⊗ Children only to use tent pegs when sitting or kneeling, remind them not to move around when using the tent pegs

15. Fire Policy

As part of the Forest School experience it is desirable to have an open fire at times within the woodland to allow the children to enhance their learning and development with some risky activities. Encounters with risk help children to manage their coping strategies and discover and explore the world through real experiences. This policy sets out the guidelines to follow to ensure safe practice is a thread throughout the activity.

Aim

To use fire safely as part of the Forest School experience.

Method

Fires must only be lit after a risk assessment has been carried out and they must only be within the fire circle area. This includes the use of Kelly Kettles. There must always be a trained adult present within the fire circle when a fire is lit or hot embers remain, never leave a fire unattended.

Prior to the fire pit being built the soil or bedrock must be assessed to avoid a fire being lit on a flammable surface such as peat. The fire should be surrounded by a 1 metre square of double logs to provide a good barrier to the fire in case of a learner losing balance. Pegs should be used to prevent the logs being knocked. Fires should not be lit close to overhanging branches or on a really windy day.

There must be an adequate supply of fire water close to the fire pit to ensure that there is enough water available to extinguish the fire if it gets out of control. A fire blanket must be brought to the woodland to wrap around someone if their clothes become alight. Fire proof gauntlets should be kept at the fire area to allow adults to pick up hot items.

Before visiting the area the children should have had the opportunity to ask questions and be given information about fire safety. When at the fire circle the rules should be demonstrated for the children to see. There should be no more than 2 people, adults and children, within the fire circle next to the fire at any one time. The best position for cooking is on one knee (the respect position) so you can move backwards easily and remain stable. Long hair should be tied back, tassels and ties tucked away and scarves removed.

Monitoring Policy

This Policy will be reviewed annually but may also be influenced earlier by new research and government guidelines.

Kelly Kettle



The Forest School Leader may use this to heat water. Never leave the bung in whilst heating water. This is only to be in place during storage so as to keep the chamber clear from forest debris or insects and mini-beasts. Once the fire is going in the Kelly Kettle base, carefully add the chimney top to it by holding the handle parallel to the ground, supported on each side by your hands.

When lit, do not stand directly over, or look straight down the chimney. Never blow into the top. When pouring out the water support the base by holding the bung chain in one hand and the handle with the other. To put the fire out, pour the remaining water into the base. When not in use all tools will be securely locked away in the tool shed. Tools should be checked and cleaned before they are put away. Half termly the Forest Leader will ensure that tool is thoroughly cleaned and oiled. Wear and tear will be monitored daily.

16. Health and Safety Policies and Procedures

Clipstone Brook Lower School sets out clear statements of intent regarding the Whole School's approach to the health and safety of its children, staff and visitors to the School and the School site.

Provided is a list of additional points and measures which relate directly to our Forest School sessions: -

There is always a high leader to participant ratio at Forest School. The high number of leaders means that participants can safely experience activities like climbing trees, walking across logs blindfolded, lighting (controlled) fires and using knives that are usually considered too risky in other situations. It also means that leaders are able to give individuals one-to-one attention when needed, and to lead small group work.

All activities are thoroughly risk assessed before the start of each session and leaders continue to monitor the safety of the group as activities evolve. There is always a trained First Aider present at each session and a written emergency plan to follow.

Participants are also involved in completing their own risk assessments throughout the sessions. This gives them ownership of the process and, to help them to be aware of (and calculate) the risks involved in activity. They are asked to state what risks and hazards they should be aware of and what steps they can take to reduce or mitigate them. For example, they are given flags to mark hazards like brambles and hidden ditches.

Daily procedures

To ensure the safety of children and adults attending Forest School sessions, there are certain checks that need to be made before, during and at the end of each session. It is the Forest School Leader's responsibility to ensure that all checks have been completed. This daily health and safety checklist provides a reminder of all daily procedures. This must be used each day.

Pre-visit checks

- ☒ Run through the site risk assessment and amend/update as necessary. Remove all visible litter and faeces.
- ☒ Remove obvious trip hazards and mark off areas as out-of-bounds where appropriate

- ⊗ Cut any overhanging vegetation from paths and boardwalk
- ⊗ Ensure risk assessments are completed for all activities
- ⊗ Erect shelter(s)
- ⊗ Set up Forest School circle
- ⊗ Set up hand washing station
- ⊗ Check that the Forest School rucksack contains all the necessary items (see section of Forest School equipment), including all emergency procedure information, a stocked and in-date first aid kit, fire blanket and dated fresh water
- ⊗ Check that you have all the materials and resources needed for the activities planned
- ⊗ Check that the mobile phone is in working order, has sufficient credit and is fully charged.
- ⊗ Check that the walkie-talkie is fully charged and working

At the start of the session

- ⊗ Take register and head count
- ⊗ Remind children about physical boundaries (use visual cues when needed) and that they must stay within these. In the first sessions and, at the beginning of each session, play a game to reinforce this.
- ⊗ Remind children how they should behave and how to stay safe on site (see site Risk Assessment)
- ⊗ Explain the need for and, the principles of 'Fire Safety'

Throughout the session

- ⊗ Be vigilant
- ⊗ Remind children of how to stay safe by highlighting potential hazards (see individual activity risk assessments), reminding them of the boundaries and asking that they make an adult aware of any possible hazards they spot.
- ⊗ Carry out regular head counts at the start of activities and at break time
- ⊗ Use de-escalating techniques whenever possible when dealing with behavioural issues

At end of the session

- ⊗ Carry out a final head count and escort the group back to school
- ⊗ Count and pack up all equipment
- ⊗ Count and pack up all resources
- ⊗ Clear fire area and make safe. Remove ash and cover over the site of the fire
- ⊗ Evaluate the session

What to wear when taking part in Forest School

Winter

- ⊗ Waterproof coat
- ⊗ Waterproof trousers
- ⊗ Wellington boots and/or walking boots – trainers not suitable
- ⊗ Warm hat, scarf and gloves
- ⊗ Warm trousers
- ⊗ Long sleeved fleece or jumper
- ⊗ Long sleeved top
- ⊗ Vest or t-shirt
- ⊗ Thick socks – thermal if possible, or two pairs of thinner socks

Summer

- ⊗ Waterproof coat and waterproof trousers in a bag
- ⊗ Walking boots, trainers or wellington boots – sandals are not suitable
- ⊗ Sun hat – with good visibility

- ☼ Sunscreen
- ☼ Long sleeved top or light shirt – to protect arms and shoulders
- ☼ Light long trousers – skirts and shorts are not suitable

Adult roles and responsibilities

- ☼ The trained and named Forest School Leader, Mr Mark Wasway, is always the person in charge of Forest School sessions.
- ☼ The Forest School Leader has overall duty of care for the children in their charge. However, all adults involved in the Forest School session are required to take all reasonable steps to ensure that children are safe.
- ☼ All adult helpers **MUST** sign and date a form to show that they have read and understood this handbook and the risk assessments appropriate to the session in which they are helping. They must sign and date the form stating that they comply with the general operating procedures for Forest School (code of conduct)
- ☼ The Forest School Leader, or their delegated assistant, will always carry and take a First Aid kit into the forest/woodland at every session.
- ☼ The Forest School Leader, or their delegated assistant, will always carry an Emergency Bag into the forest/woodland for every session and, it will contain:
 - ☼ Essential survival equipment
 - ☼ Contact list for each child undertaking the activities and the School's telephone number and location details for the Emergency services.
- ☼ The Forest School Leader will always carry a mobile phone and ensure that there is easy access to a land line if the group is out of range.
- ☼ In the event of an emergency, the Forest School Leader will ensure that the school contacts the emergency services. If contact with the school is lost the Leader will contact the emergency services.
- ☼ The Forest School Leader will review the risk assessments before every trip into the School's forest/woodland site.
- ☼ When tools are used the adult child ratio will be 1:1
- ☼ There is one exception to this, when using Potato peelers for whittling, the ratio can be 1:2.
- ☼ The Forest School Leader is responsible in training the children how to use the tools and equipment safely and appropriately.
- ☼ The Forest School Leader will be responsible for the pre-visit check of the Forest School site prior to a Forest School session.

Ambulance Procedure

Call the emergency service you require on 999 from a land line or 112 from a mobile. Notify a member of the Senior Leadership Team.

Location of the nearest working land line if mobile not working / no signal is situated in the lower school office.

Give as much information as possible about the patient and their location

- ☼ Who has been injured
- ☼ What their injuries are
- ☼ If they have any known medical conditions
- ☼ Where on the site the patient is
- ☼ The directions to the site and the patient
- ☼ Arrange for someone to stand in the lower car park, outside Nursery
- ☼ Don't hang up until you are told to do so by the call taker
- ☼ Try and stay calm

Missing Person Procedure

The following procedure should be instigated and followed by the Forest school Leader responsible for a group in the event of any person (adult or child) going missing from the Forest School group.

- ⊗ Carry out 1, 2, 3 routine. This signals that everyone should move to the Forest School circle.
- ⊗ Conduct a head count to check that all members of the group are present.
- ⊗ Have two members of staff or volunteers stay with the group at the Forest School circle and await further instructions.
- ⊗ Send the remaining staff and volunteers to search the immediate area for an agreed length of time (e.g. 10 minutes). Arrange for them to return to the agreed meeting place at an agreed time.
- ⊗ Ensure that each of the searchers has a mobile phone with sufficient credit and battery life. Searchers should stay within an area they know and be aware of their own safety.
- ⊗ If the missing person is not found in the agreed length of time, everyone should walk to the school. Here the rest of the group can wait in safety and comfort.
- ⊗ Alert school staff to the fact that there is a missing person.
- ⊗ Organise a second search party. Any staff member who knows the site can be recruited to help this second search. Searchers should work in pairs with at least one carrying a mobile phone with sufficient credit and battery life. Arrange for them to search for a specified length of time (e.g. 20 minutes) and return to reception at an agreed time.

If the missing person is not found by this second search, then with the SLT (Senior Leadership Team) consent, contact the police. The decision may be made to do this while the second search is in progress depending on circumstances.

At this point, a decision will need to be made regarding the rest of the group, in consultation with the SLT. It is likely that once they have changed out of their waterproofs, it will be best for the children to return to normal lessons.

Areas for search:

- ⊗ All outside fields and areas
- ⊗ The school car park
- ⊗ Toilets within school
- ⊗ All classrooms and cloakrooms within school

After the incident is over, complete a full report using the Incident Report Form.

Fire Procedure

In the event of a fire that cannot be put out quickly and safely by the Forest School Leaders, blow repeated long whistles to alert the group.

In case of fire, gather everyone together, conduct a head count and evacuate that area to a safe location – in the car park fire assembly point.

Alert SLT and instruct one person to call the fire brigade and give directions to the site – access via Key Stage 2 playground.

Ask a second person to telephone the emergency numbers (*see emergency plan*).

Arrange for an adult (SLT preferably) to stand at the entrance to the school to direct emergency services.

Campfire Procedure

Clipstone Brook Forest School provides opportunities for children to get closer to nature and the outdoors through a variety of activities, which include learning about fire safety and how to make fires through the use of Kelly Kettles. Children may also get the opportunity to light their own fires on wooden blocks or in small metal containers. This will only take place under strict supervision, with one adult to child ratio.

All Forest School Leaders are skilled and practiced in fire building and management. Kelly Kettles and small fires will only be used and lit in the centre of the Forest School circle.

All Forest School activities are rigorously risk assessed. Sessions are planned in such a way 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.

Boundary setting

In the first Forest School session, both physical and behavioural boundaries are agreed with the children. At each subsequent session, these boundaries are revisited and reinforced.

Developing routines – Sessions 1 and 2

- ⊗ When they arrive at the Forest School site, children are shown how to sit round the Forest School circle (step-over sit mats/tree stumps and sit down)
- ⊗ The need for, and principles of, fire safety are explained. This will include the rule that when Kelly Kettles or a fire are being used in the centre of the circle, only one child at a time is permitted to approach the Kelly Kettle or fire, on instruction from the Forest School Leader.
- ⊗ The children are shown how to move around the circle (step out of circle and walk round the outside).

For young children (Foundation and Key Stage 1) a game is then played to reinforce this – Leaders call out different statements that will relate to certain children in the group. E.g. “Everyone who has brown hair step outside and move around the circle” and so on.

In subsequent sessions, children will be asked to recall how they should behave at the Forest School. Depending on the behaviour and ability of the group, the use of Kelly Kettles and/or lit fires will usually be introduced in much later sessions.

Engendering responsibility

Through practicing these established routines, the children at Forest School will be able to enforce/remind others how to behave. Peers expect responsible behaviour and to a degree will be self-policing.

Forest School Leaders’ daily campfire and use of Kelly Kettle and camp fire procedures

To ensure that everyone stays safe on site and that risk is managed effectively, Forest School Leaders will follow a daily campfire and Kelly Kettle procedure.

Forest School Leaders will:

- ⊗ Keep igniters in a safe location
- ⊗ Ensure that there is a supply of water/soil/sand to douse the fire
- ⊗ Always carry a fire blanket
- ⊗ Ascertain the location and size of the fire to be built and plan accordingly including fuel stocks.
- ⊗ Carry out a pre-visit site check and risk assess the site and the activity.
- ⊗ Be prepared to abandon the activity in the event of unforeseen circumstances rendering the activity unsafe and have another activity on standby.
- ⊗ Alert the fire brigade in advance if necessary to avoid false alarm and misidentification of Forest School fires as being uncontrolled.
- ⊗ Douse fires at completion and check them after 30 minutes to ensure that they have not spread.

When lighting fires, Forest School Leaders will:

- ⊗ Not wear loose clothing and tie long hair back and, ensure that children have their hair tied back and also have no loose clothing
- ⊗ Wear gloves
- ⊗ Allow only one child at a time to help with fire construction/approach the fire
- ⊗ Try to keep away from the smoke
- ⊗ Put the fire out with water when finished
- ⊗ When using Kelly Kettles, Forest School Leaders will:
 - ⊗ Only light a fire in the tray of the Kelly Kettle in the centre of the Forest School circle

- ☼ Kneel on one knee for ease of moving backwards
- ☼ Never place the kettle on the fire without it containing water
- ☼ Only fill the kettle with water when cool
- ☼ Place the tray of the kettle on a flat surface
- ☼ Remove the cork before putting the kettle on the fire
- ☼ Keep the spout on the opposite side to themselves and others
- ☼ Remove the kettle from the fire when the water starts to boil
- ☼ Remove the kettle from the fire with the handle held vertically, using the chain to support it in the upright position.

Toilet and shelter facilities at Forest School

Toilet facilities

There are no toilets at the Forest School site. Children attending Forest School sessions will be informed in advance of the situation. And all children will be asked to go to the toilet before they leave the school.

Children who need to use the toilet will go back to the main school site, accompanied by an assisting adult.

Shelter at Forest School site

In the case of inclement weather, a shelter from the elements will always be provided at the Forest School site. This will consist of one or two tarpaulins securely fixed, which will provide shade during the summer months and protection from the wind, rain and snow during the winter.

Litter and Waste Water Procedure

All waste/litter created by Forest School, and any waste/litter will be collected for appropriate disposal.

- ☼ The Forest School Leader will provide waste containers (i.e. bin liners)
- ☼ All waste produced or found on site during the session will be removed by the Forest School Leader and, where appropriate the children, and disposed of/recycled appropriately.
- ☼ A small amount of waste water is created at Forest School, from hand washing and washing up. Solid debris is removed from the water for disposal in the waste containers. The waste water is then disposed of into the woodland over a wide and varied area, so it evaporates more quickly.

17. Safeguarding Children, Confidentiality and Forest School

Everyone at Clipstone Brook Lower School has a responsibility to child protection. We are committed to:

- ☼ Taking all reasonable measures to safeguard and promote the welfare of each child and young person (pupil) in our care
- ☼ The practice of safe recruitment in checking the suitability of staff and volunteers to work with children and young people
- ☼ Protecting each pupil from any form of abuse, whether from an adult or another pupil

Our aims:

- ☼ To raise awareness of individual responsibilities in identifying and reporting possible cases of abuse
- ☼ To provide a systematic means of monitoring, recording and reporting of concerns and cases
- ☼ To provide guidance on recognising and dealing with suspected child abuse
- ☼ To provide a framework for inter-agency communication and effective liaison
- ☼ To ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay

- ☼ To ensure that safe recruitment procedures are operated
- ☼ To design and operate procedures which promote this police and which, so as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations
- ☼ To contribute to the operation of appropriate health and safety procedures
- ☼ To have regard to and be consistent with, relevant statutory and regulatory requirements and guidance

In addition, the adults working within Forest School need to appreciate that when children feel comfortable and content, when their instinct to trust and risk take is encouraged, they may be moved to disclose information which they might have otherwise kept to themselves. Any volunteer or member of staff, who finds that a child is telling them something that concerns them should follow the course of action set here in simple steps: -

- ☼ Listen to the child, but ask NO leading questions. Allow the child to lead the discussion but do not press for details.
- ☼ Keep calm and offer reassurance. Accept what the child says without challenge.
- ☼ Make NO promises. You cannot 'keep a secret'. You should make it understood that there are limits to confidentiality at the start of the disclosure.
- ☼ Inform the Designated Safeguarding Lead (DSL) or one of the Child Protection Officers (CPOs).
- ☼ Keep an accurate, written record of the conversation, including the date, time, place where the conversation occurred and, the essences of what was said and done by whom and in whose presence. Use the child's language to keep it accurate. Keep the record secure and hand it to the DSL or CPO.

18. Equal Opportunities, Inclusion and Forest School

The mission statement of Clipstone Brook Lower School emphasises the value placed on 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
- ☼ Employ a range of styles, including collaborative learning, so that children can value working together
- ☼ Seek to involve all parents in supporting their child's education
- ☼ Take account of the performance of all children when planning for future learning and setting challenging targets

Make best use of all available resources to support the learning of all groups of children.

Our teachers ensure that our children:

- ☼ Feel secure and know that their contributions are valued
- ☼ Appreciate and value the differences in others
- ☼ Take responsibility for their own actions
- ☼ Participate safely, in clothing that is appropriate to their religious beliefs
- ☼ Are taught in groupings that allow them to experience success
- ☼ Use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs without stereo-typing
- ☼ 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. We do have a stock of extra all weather clothing but ask that both parents and children think about the usefulness of their clothing for outdoor activities, and to be aware that they are likely to take home muddy and wet clothes after a Forest School session. We encourage a level of risk-taking, always under close adult supervision and, actively foster friendships

and collaboration between all children and adults. Forest School activities are always designed to produce success and enjoyment, even when there appears to be a of a transitory nature. The forest environment is an environment to which we are all entitled and we strongly believe that the experience 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 if it is possible to accommodate.

19. Risk Assessment Guidelines

A **SITE** risk assessment is undertaken each week and a **DAILY** risk assessment and check is made prior to every Forest School session at our Forest site.

In addition, an **ACTIVITY** risk assessment will be established prior to any activity that may require it. These will include: whittling; cutting wood; shelter building; fire lighting; cooking on an open fire, and palm drilling.

Specific additional risk assessments will be undertaken for children whose medical condition or whose behaviour requires them.

The risk assessment process is detailed below:

- ⊗ We look for potential hazards.
- ⊗ We decide who might be at risk of harm.
- ⊗ We think about how the harm may occur and the worst outcome that we could face
- ⊗ We evaluate the current level of risk.
- ⊗ We decide on a course of action or set of precautions that will be put in place to minimise the potential risk.
- ⊗ We then re-evaluate the level of risk once our course of action and precautions have been put in place.
- ⊗ We create a risk assessment and collate them in the Forest School file.
- ⊗ We inform all adults who are accompanying the group and require them to sign each relevant risk assessment to show that they read and understood the assessments.
- ⊗ We regularly monitor and review each risk assessment, half termly and as an action is needed.

20. Poor Weather Procedures

We will not go to Forest School if the conditions are deemed dangerous such as in high winds, during thunder storms, or during periods of extreme cold. We will use the BBC weather online forecast to make judgments about the expected conditions.

The Forest School Leader will make the decision to continue with Forest School or postpone due to bad weather.

When it is wet a shelter will be built immediately by a trained adult so that there is a sheltered area available from the start of the session.

ACCIDENT REPORT FORM – CLIPSTONE BROOK LOWER SCHOOL

This form should be completed if anyone is harmed as a result of an accident during a Forest School session. The incident will also be carefully documented on our school recording system. This document will form the basis of a report should a claim be made, so try to be accurate and complete the whole form. If you would like to add any further information to clarify the incident, please use the reverse of the sheet.

Name of Forest School Leader(s):

.....

Name of injured person (s):

.....

Address of injured person (s):

.....
.....
.....

Date of birth of injured person(s):

.....

Where did the accident take place:

.....

Date and time of the accident:

.....

Who else was present:

.....

What happened:

.....
.....

What action was taken:

.....

Whom did you notify and when:

.....

Follow up/further action required:

.....

Please delete as appropriate: Further information is / is not supplied overleaf

Signed:Date:

.....

21. Designated Person Responsibilities

Forest School Leader: Mr Mark Wasway

Named First Aiders in School:

- | | |
|------------------|------------------|
| Mrs Akien | Mrs Provenzano |
| Mrs Kateley | Mrs Green |
| Mrs Harman | Mrs Thirkettle |
| Mrs Read | Mrs Hieatt |
| Miss Edwards | Mrs Surridge |
| Ms Sinclair-Gunn | Miss Howlett |
| Miss Reid | Mrs Byron-Cooper |
| Miss Bradbury | Mrs Wheeler |
| Mrs Page | |

Designated Safeguarding Lead (DSL):

Mrs Reay

Child Protection/Welfare Officer:

Miss Edwards

Ms Sinclair-Gunn

22. Insurance Requirements

Insurance cover is arranged through Central Bedfordshire Council

Aspen Insurance UK Ltd
 30 Fenchurch Street
 London
 EC3M 3BD
 Policy Number 10A4WX219A0Y/ 10A4WX219B0Y
 WEBSITE www.aspen.co/

All children have compulsory personal accident insurance. No child will be taken to Forest School until this condition has been met.

23. Letter to parents

Forest School at Clipstone Brook Lower School

Date:

Dear Parents/ Carers of pupils in

We are now in a position to run a Forest School within our school grounds. It is planned that all children should have a 'Forest School experience' during their time at our school. Your child will be participating in Forest School sessions on the following dates:

TBC

The location will be the strip of woodland by the living willow area of the field. The leader of our Forest School is Mr Mark Wasway. Please read the following important information, fill in the revised home school agreement and return it to your child's class teacher by **TBC**

Information about Forest School

Forest School is run by our trained leader and aims to build up children's skills, abilities and confidence week by week through practical hands-on activities in the outdoors. It gives them the chance to explore, learn and discover at their own pace in a safe and supportive space.

Forest School uses natural resources to stimulate imagination, creativity and investigation.

Activities can include:

- woodwork using tools, e.g. making musical instruments, jewellery, decorative items
- natural art
- fire lighting
- using knots and lashings
- shelter building
- bug hunts

There are many benefits to Forest School. For example, it can:

- develop physical abilities and help participants to stay active and healthy
- heighten self-awareness and improve emotional and social skills
- promote co-operative and group working
- encourage children to take care of themselves and others
- foster care, appreciation and respect for wildlife and wild places
- broaden knowledge and understanding of the natural world

Safety at Forest School

The ratio of adult to participant is always high at Forest School. All activities are thoroughly risk assessed before the start of each session and the leader continues to monitor the safety of the group as activities progress. There is always a trained first aider present at each session and in the event of an emergency there is a written procedure to follow.

Who will be running the Forest School sessions?

Sessions will be overseen by Forest School Leader Mr Mark Wasway. He will be assisted by school staff.

What your child needs to wear for Forest School?

The Forest School sessions will take place entirely outside in the woodland area whatever the weather. We will provide a shelter from the elements, but it is still important that your child wears clothes that are waterproof and warm and also, okay to get wet and muddy.

Your child should wear:

- a waterproof coat
- a pair of comfortable long trousers or waterproof trousers
- a pair of Wellington boots or sturdy shoes/ boots (not trainers)
- a comfortable, warm long sleeved top or fleece with a long sleeved t-shirt
- thick socks if the weather's cold (thermal if possible, or two pairs of thin socks)

Yours sincerely

Mrs Reay

School Parent/ Carer Agreement

TOGETHER we will strive to fulfil the school code:

- Be polite, friendly and helpful to each other.
- Be kind and caring in all we do and say.
- Have respect for and celebrate others' culture, race, feelings, beliefs and values.
- Take care of things which belong to ourselves and others.
- Keep our school tidy so that it is a pleasant place to be.
- Work hard to achieve and have a 'can do' attitude.
- Appreciate and celebrate the achievements of others as well as ourselves.

In addition, we expect:

PUPIL: I will

- Be smart and presentable by wearing the school uniform.
- Have high expectations of myself by showing determination, independence and resilience.
- Accept responsibility for the things I do.
- Ask for help if I need it.
- Behave in a safe way.
- Tell a member of staff if I am worried, unhappy or have any concerns.

THE PARENTS / CARERS: I /We will

- Make sure my child arrives at school on time, ready to learn, is properly equipped (has a PE Kit and Forest School clothing) and in the correct school uniform.
- Make sure my child attends regularly and inform the school of reasons for absence.
- Telephone school before 9:30 am on the first morning of my child's absence and each day after this.
- Ensure that the school know about alternative pick up arrangements by 2:45 pm.
- Inform the school of any concerns or worries that may affect my child's learning, well-being, behaviour or their ability to do homework.
- Support my children in home learning tasks, and other opportunities for home learning. Ensure that homework tasks are completed and returned on time; this includes daily reading.
- Ensure books are returned promptly and replace any damaged or lost books.
- Attend all consultation evenings and discussions about my child's progress.
- Encourage a positive attitude towards my child's education, our school and staff. If I have any concerns, I will discuss them in a calm, respectful and civilised manner.
- Not use intimidating language or behaviour on school premises or within electronic media including Face Book, Twitter etc.
- Support the school by encouraging my child to develop a positive attitude towards diversity within our community and the wider world.
- Ensure the school has the correct personal information on file (e.g. address, phone numbers and emails) by informing the school of changes and completing the personal information record.
- Read all information sent home and on the school's website; as this provides important details of relevant policies, meetings, workshops, activities, newsletters and open days.
- Support the school's policies and guidelines for behaviour.
- Try to involve myself positively and proactively in my child's life at Clipstone Brook Lower School.
- Encourage my child to participate in extended opportunities; including Forest School and visits.

THE SCHOOL will:

- Contact parents/carers if there is a problem with attendance, punctuality or equipment.
- Contact parents on the first day of unauthorised absence if no contact has been made.
- Let parents know about any changes or problems with their child's work or behaviour.

- Send home an annual report and termly overviews in the autumn and spring terms.
- Inform parents/carers of arrangements for home-learning.
- Arrange consultations times during which their child's progress will be discussed at least yearly.
- Keep parents/carers informed about teaching content and topics for each term, school activities and special events.
- Provide a broad, balanced curriculum to meet a range of learners needs.
- Keep parents informed about school activities via texts, letters, notices and the school website.

Childs name:

Signed: (Headteacher)

Signed..... (Parent/Carer) (Date)

Signed..... (Child)
(Date)

24. Volunteer Agreement

I,, (a volunteer/ member of Staff at Clipstone Brook)

Have read and understood all that is stated in this handbook and had the opportunity to have any questions answered about its contents or my role.

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

Signed: Date:
.....

Adapted from TES Forest School Policy from TES website. With grateful thanks to LGJS & Bury Nursery
