

# Carlton VC Primary School



## Forest School Handbook

Forest School Leaders:

Mrs Belinda Noah

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## Introduction

This handbook contains information, policies and procedures that are related to Forest School sessions. The policy and procedures are in place to ensure that all persons involved with Forest School can do so safely.

- At Carlton VC Primary School we are very fortunate to have large grounds and a small woodland and nature area where we undertake Forest School sessions.
- All year groups from Reception to year six take part in, and benefit from, forest school sessions.
- Forest school sessions in the woodland area offer a unique teaching and learning experience in an ever-changing environment. Developing skills and cross curricular learning opportunities, capturing children's curiosity, stimulating their senses, building their self-confidence and nurturing their well-being. Opportunities abound to explore and enquire, developing language and reasoning skills, independence and perseverance.
- Carlton VC Primary School uses values education and embeds a "growth mindset" in all our pupils. Forest School is a perfect opportunity to connect their skills and values in a holistic way.

## Our Vision Statement

At Carlton VC Primary School we believe that everyone benefits from having a connection to the natural world. We aim to enable all our pupils to have a positive relationship with nature. Through regular time spent in the outdoor environment they develop; confidence, self-esteem, respect, resilience, problem solving skills, communication skills, and the ability to assess, control and take risks. Through the holistic approach of Forest School, we aim to give each child the opportunity to follow their own interests and strengths and develop an understanding of the interconnected nature of the world, helping them to make good life decisions and increase their wellbeing and health.



## Why Forest School?

Forest school is a specific ethos; an approach to education which values the whole child. Forest school was initially inspired by the 'Frulitsliv' (free air life) culture and pedagogy in Denmark and other Scandinavian countries. Scandinavian countries consistently outperform the UK in Education; research has attributed much of this to the child-led holistic approach and outdoor connection which they employ, especially in the early years.

The Forest school Association lists 6 principles and criteria for Good Forest school practice.

### Principles and criteria for good practice

**Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.**

- A Forest School programme has a structure which is based on the observations and collaborative work between learners and practitioners. This structure should clearly demonstrate progression of learning.
- The initial sessions of any programme establish physical and behavioural boundaries as well as making initial observations on which to base future programme development.

**Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.**

- Whilst woodland is the ideal environment for Forest School, many other sites, some with only a few trees, are able to support good Forest School practice.

- A Forest School programme constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/ manager, the forest school practitioner and the learners.
- Forest School aims to foster a relationship with nature through regular personal experiences in order to develop long-term, environmentally sustainable attitudes and practices in staff, learners and the wider community.
- Forest School uses natural resources for inspiration, to enable ideas and to encourage intrinsic motivation.

**Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners**

- Where appropriate, the Forest School leader will aim to link experiences at Forest School to home, work and /or school education
- Forest School programmes aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional and spiritual aspects of the learner

**Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.**

- Forest School opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests.
- Forest School uses tools and fires only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment.
- Any Forest School experience follows a Risk-Benefit process managed jointly by the practitioner and learner that is tailored to the developmental stage of the learner.

**Principle 5. Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.**

- Forest School is led by qualified Forest School practitioners, who are required to hold a minimum of an accredited Level 3 Forest School qualification.
- There is a high ratio of practitioners/adults to learners.
- Practitioners and adults regularly helping at Forest School are subject to relevant checks into their suitability to have prolonged contact with children, young people and vulnerable people.
- The Forest School leader is a reflective practitioner and sees themselves, therefore, as a learner too.

**Principle 6. Forest School uses a range of learner-centred processes to create a community for development and learning**

- A learner-centred pedagogical approach is employed by Forest School that is responsive to the needs and interests of learners.
- The Practitioner models the pedagogy, which they promote during their programmes through careful planning, appropriate dialogue and relationship building.
- Play and choice are an integral part of the Forest School learning process, and play is recognised as vital to learning and development at Forest School.
- Forest School provides a stimulus for all learning preferences and dispositions.
- Reflective practice is a feature of each session to ensure learners and practitioners can understand their achievements, develop emotional intelligence and plan for the future.
- Practitioner observation is an important element of Forest School pedagogy. Observations feed into 'scaffolding' and tailoring experiences to learning and development at Forest School.

Forest school Association

Through offering our children regular Forest school sessions, led by qualified Forest School practitioners, we provide opportunities to: build Confidence, develop Social and communication skills, enjoy a physical environment and build strength and motor skills. Forest school is a wide ranging, cross curricular, holistic approach which means that the outcomes may not always be totally predictable but they will be deep level understanding and interconnected thinking.



# Welcome to Our Forest

## The woods

Our woodland area is small but perfectly formed. The Trees are a variety of native species including; beech, elder, Silver birch. We also have lots of ground covering of ivy, spring flowers and moss. The trees are checked regularly by The Forest school leaders for safety and involve the children in the maintenance of the area, thus ensuring safety for all that take part in Forest school sessions. We use this area for tool work, nature study, den building, playing group games and art and craft projects.

## The Orchard

Our orchard is only in its infancy but we have high hopes for the future. The trees were planted as part of Queen Elizabeth II's Platinum Jubilee celebrations along with an Oak sapling representing our school badge.

## The pond

Our pond offers opportunities to explore nature and learn about ecosystems and identify a variety of pond life.

## The outdoor classroom

The outdoor classroom offers a dry place to work if the rain gets too heavy or shade in the hottest weather. It has enough bench seating around the sides to accommodate a whole class.

## The fire zones

Our fire pit area is a great place for keeping warm and for cooking. The children learn fire building skills and follow strict safety precautions in order that they can enjoy cooking a variety of delicious food in safety.

# Our Forest School Leaders

## Mrs Belinda Noah

Mrs Noah is a Level 3 Qualified Forest school Leader (pending). She also has NVQ level 2 TA and Qualified Catering and hospitality Intermediate. She has worked across all the stages of primary education, and loves the outdoors and getting stuck in.



## Staff Ratios and Responsibilities

- When taking part in Forest school the children will be accompanied by the Forest school leader, Class teacher and TAs and possibly volunteer support, in accordance with the ratios listed below.
- When taking part in Forest School Sessions the Forest School Leader is always in charge, irrespective of which, or how many, other adults may be in attendance.
- The Forest school leader has an overall duty of care but all adults are expected to facilitate safety rules and make reasonable steps to ensure children are safe.
- All adult support must read this handbook and relevant risk assessments. They **must** sign and date that they have read and understand them and agree to follow the procedures within.

- Non-Staff helpers should never be left alone with tools or fire activities.
- Non-Staff helpers must follow the school visitors' procedure and sign in at the Reception desk and wear a visitor Lanyard. If they are to work with children unsupervised they must be DBS certified.
- There will always be a designated First Aid Staff Member in any Forest School session.
- The designated First Aid staff member will always carry a First Aid Kit, an emergency bag and a mobile phone.
- In the event of an emergency the Forest school Leader will contact the school and the emergency services.
- The Forest School leaders are responsible for Pre-Visit site checks and reviewing the risk assessments before each session.
- Ratios:
  - EYFS - The statutory staffing ratio for children aged 3 and over in maintained Schools is 1 adult: 13 children where one member of staff is a qualified teacher and another is NVQ level 3 qualified. There is no statutory requirement for a higher ratio for Forest School, but considering the additional risks we maintain a ratio of at least 1 to 6.
  - KS1 - 1:8
  - KS2 - 1:10
- This is guidance only and the forest school leader and support adults should assess the children's needs and the risk level of particular activities and adapt the ratios as necessary, e.g. when using tools or fire.

## Children's Kit List

*'There is no such thing as bad weather just inappropriate clothing'*

Our forest school sessions take place regularly whatever the weather (except high winds). This means the children need appropriate kit to take part safely.

### Autumn/Spring

- Welly boots/or waterproof walking boots
- Warm waterproof coat with a hood
- Trousers (ideally pull on waterproof ones but a spare pair to change into if this is not possible)
- Jumper / Fleece / Hoody (as weather can be very changeable having layers is essential)
- Long sleeved tops
- Long socks (not trainer socks) - to prevent rubbing and blisters

## Winter

- Welly boots/or waterproof walking boots
- Warm waterproof coat with a hood
- Trousers (ideally pull on waterproof ones but a spare pair to change into if this is not possible)
- Jumper / Fleece / Hoody
- Spare pair of warm socks
- Warm Gloves, hats and scarves

## Summer

- Welly boots/or waterproof walking boots
- Lightweight waterproof coat
- Trousers (ideally pull on waterproof ones but a spare pair to change into if this is not possible)
- Long sleeved top
- Sun hat
- Sun Cream

## EYFS

Children in EYFS can use our school waterproof trousers and coats though these are not warm. They do however still need the other items listed.



# Ecological Impact Assessment (EcIA)

<b>Identify the impacts</b>	<b>What is the nature of the impact?</b> (What part of the woodland structure does it affect?)	<b>What are you already doing to minimise / avoid the impact?</b>	<b>What further action is necessary?</b>	<b>How will this information inform your management plan?</b> (What is your long-term planning, who will do it? by when?)
Over collection of material from woods	may lead to reduction of leaf-litter and effect water retention and decomposition cycle loss of food or habitat for animals.	Limit quantity of material collected from the woods	Bring in additional material when necessary for fire building etc.	FS Leader to monitor condition of woods.
Groundcover Damage	Walking on leaf litter area increases compaction and disturbs minibeasts making them vulnerable to birds etc.	Encourage children to keep to the paths as much as possible	Maintain clear paths	Maintain clear paths FS Leader to monitor condition of ground cover. Mulch with additional leaf litter removed from other areas of school grounds?
Removal of dead wood for burning or tool use	Over removal of dead wood reduces the habitats for minibeasts and the natural decomposition and cycle of life in the woods	Limit the amount of dead wood removed.	Create wood piles Allow some logs to decompose where they are. Arrange for additional dead wood to be brought onto site when necessary.	FSL to monitor the condition of the woodland. FSL to arrange for additional dead wood to be brought onto site when necessary.

Using trees and shrubs for support	Can cause wounds on the bark of trees or breakage to branches.	Ensure a variety of trees are used so as not to continually damage the same tree.	Educate children and adults on how to use trees minimising or eliminating damage Consider using pads to prevent cord cutting into bark	FSL to monitor condition of trees and change behaviour if damage is significant.
Fire	Smoke pollution	Limit the frequency of lighting fires Only burn dead dry wood		FS leader to plan a variety of activities and limit the frequency of fire lighting activities.
	Wood depletion	Only burn dead dry wood	Bring in additional wood when necessary for fire building.	As above FSL to source additional wood from outside sites for burning.
	Risk of setting fire to woodland accidentally	Never light fires outside designated fire Zone Never light fires in particularly dry spells Always fully extinguish fires after use Never leave a fire unattended	Ongoing education of adults and children in the correct procedures	FSL to supervise and regulate the lighting of fires and educate the children and other adults in the correct procedures
Wildflower Damage	Plants trampled as growing Seeds trampled or removed before being able to grow.	Encourage children to keep to the paths as much as possible and to look where they are stepping.	Educate children on the importance of wild flowers and how to care for them.	Maintain clear paths FS Leader to monitor the condition of wildflowers. Plant additional native species of wild flowers in the meadow.

Bulb Damage	Newly emerging bulb shoots trampled.	Encourage children to keep to the paths as much as possible and to look where they are stepping.	Maintain clear paths	Maintain clear paths FS Leader to monitor the condition of bulbs. Plant additional spring bulbs around school grounds.
	Flowers picked before being able to set seed.	Educate children to not pick the flowers and how important it is to let them grow.	Plant further bulbs to increase quantity	Plant further bulbs to increase quantity
Cutting live wood	Over cutting of live wood can damage the tree's growth and even kill the tree. Loss of habitat to wildlife	Limit the collection of live wood. Try to cut it at the right time of year to stimulate growth and rotate the trees that it is cut from. Cut from fast growing species	Source additional wood from off-site when necessary	FSL to monitor the condition of the woodland and decide which trees to cut. FSL to source additional wood when necessary.
Minibeast Hunting	Interrupting natural behaviours and disturbing natural habitats.	Educate children to replace anything that they move and to be gentle and respect minibeasts	Build additional habitats such as bug hotels	Bug hotel building incorporated into session planning and 3-year plan.
Wildlife disturbance	Noise from children playing disturbing animal activity	Encourage children to play more quietly and to watch for and respect wildlife.	Build further habitats such as Hedgehog boxes, nesting boxes etc.	FSL to arrange for habitat improvements made. FSL and class teachers to plan for wildlife surveys to be undertaken with the children's involvement.
Bringing organic materials / live & dead on to site	Rotting food material can attract vermin or alter wildlife's natural behaviours.	Ensure scraps from cooking are thoroughly removed from the area		FSL to monitor the environment and check for material left behind before leaving site at the end of each session
	Diseased material can infect healthy plants and destroy them.	Ensure there is no diseased material brought into the woods.	FSL to keep informed of signs of species-specific disease signs	FSL to monitor the material brought onto site and check for any signs of disease. FSL to check trees for any signs of disease.

# Our Sustainable Management Plan

## The site



Carlton School Forest School site is within the grounds of Carlton VC Primary School. Grid Reference: SP95496 55695

It is a small wooded area (Marked in bright green) that was planted by the school possibly in the 80s. It consists mainly of deciduous trees. Around the rest of the school ground there is also an area of recently (2022) planted fruit trees which are still saplings (Marked in dark green) and numerous trees bordering the school fields of both evergreen and deciduous trees. The boundaries of the school grounds are also lined with bushes, hedges and brambles (Marked in brown). Within the main forest school site there is a fenced area containing a pond and the fire building zone. There are currently the remnants of previous gardening beds, bug hotel and a compost heap in the wooded area also. Soil type is mostly loam. The site has been neglected for a number of years.

<p><b>Biodiversity of FS site (species present). What time of year was the survey carried out?</b></p> <p>Survey was carried out in January which has caused difficulties in identifying all the plant species present but we will add to this as the year progresses.</p> <p>Tree species – Hawthorn, Ash, Elder, Oak, pine, willow</p> <p>Plant species – Ivy, narcissus, lords and ladies,</p> <p>Animal Species- Birds -Many birds visit the site and some stay and nest. Birds - Sparrows, tits, wren, blackbirds, Starlings, Thrush, woodpeckers, wood pigeon, robin.</p> <p>Mammals – mice, foxes, hedgehogs and muntjac deer all visit the forest school site</p> <p>Amphibians – Frogs</p> <p>Reptiles – we have not seen evidence of any reptile activity but that doesn't necessarily mean there are non-there.</p> <p>Minibeast – Moths, spiders, woodlouse, ladybirds, aphids, slugs and snails, bees and wasps, beetles.</p> <p>Hedgerow – Blackberries, Rose, Privet, Elder</p>
<p><b>Wildlife sensitive habitats/ species present and location</b></p>
<p><b>Three-year actions to maintain/increase biodiversity of site</b></p>
<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>● Reinvigorate the pond – reduce the quantity of flag iris allowing more water surface area, plant a variety of native pond plants in the margins, create a bog area adjacent to the pond, create a log pile to provide habitat for toads etc.</li> <li>● Ask a tree surgeon to visit the site to consult on the possibility of pollarding or coppicing some of the trees. And to see if they have additional wood they would be willing to donate for use in carving and burning.</li> <li>● Extend the Forest school area by planting additional trees.</li> <li>● Creating a dead wood pile and a bug hotel</li> <li>● Remove any litter and rubbish from the site.</li> <li>● Invite parents and Friends of the school to take part in working party days to reinvigorate the site. Approach local businesses to accept donations of money, resources or staff time to support renovation work.</li> <li>● Maintain and repair paths through clearing overgrowth, removing obstacles and mulching with bark.</li> <li>● Invite parents and Friends of the school to take part in working party days to reinvigorate the site.</li> <li>● Approach local businesses to accept donations of money, resources or staff time to support renovation work.</li> <li>● Teach children to respect the environment and to be careful not to step on plants</li> <li>● Create a meadow area where grass is allowed to grow long (suggested area where chicken run used to be)</li> </ul>
<p><b>Year 2</b></p>

- Wildflower planting – Add to the variety of ground cover by planting additional native woodland plants such as ferns and spring bulbs
- Extend the Forest school area by planting additional trees.
- Remove any litter and rubbish from the site.
- Invite parents and Friends of the school to take part in working party days to reinvigorate the site.
- Maintain associations with local businesses to accept donations of money, resources or staff time to support renovation work.
- Nesting boxes added

### **Year 3**

- Remove any litter and rubbish from the site.
- Invite parents and Friends of the school to take part in working party days to reinvigorate the site.
- Maintain and repair paths through clearing overgrowth, removing obstacles and mulching with bark.
- Maintain associations with local businesses to accept donations of money, resources or staff time to support renovation work.
- Clear pond of any invasive species
- Nesting boxes cleaned
- Create a willow walkway

### **How will the progress be monitored?**

Photographs will be taken of the area.

Forest school leaders regularly assess the condition of the woodland and update our environmental impact assessment.

# Behaviour and Code of Conduct

At Carlton Forest School we adhere to the Carlton VC Primary school Behaviour policy.

Full details can be found on the School website:

<https://www.carltoncofeprimary.co.uk/page/?title=Policies&pid=21>

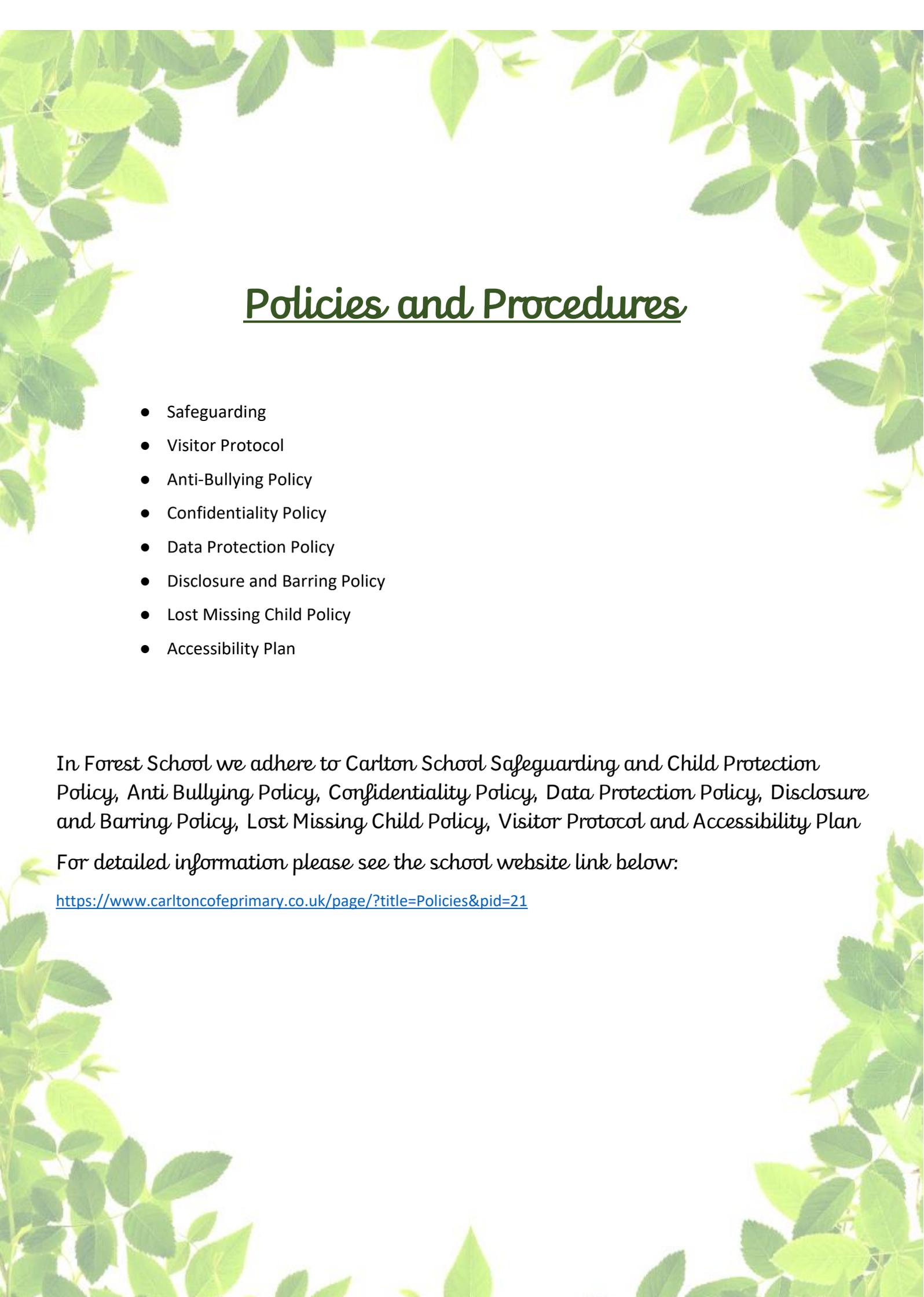
Our forest school follows and builds upon the same values of the school. Through these shared values we develop respect and care for ourselves, other people and the environment.

Children are reminded that:

- We take turns
- We respect each other's space
- We listen to each other
- We support each other and work together
- We give positive feedback
- We are gentle and kind
- We are aware of the plants and animals around us and respect them
- We are respectful of each other's strengths and challenges

In order to build this respect adults:

- Have clear expectations of the children to follow the rules
- Make the boundaries of the area clear.
- Make time to listen
- Model respectful behaviour and following the rules
- If rules are not adhered to, intervene to remind children of the acceptable behaviour.
- If there is danger, to self or others, adults must intervene to immediately stop the behaviour and explain why it was dangerous and remind the child of agreed conduct.
- Adults may remain close to children to support them in following these guidelines.
- The Forest school leader may choose to end or alter an activity if children are finding it difficult to follow the behaviour expectations.



# Policies and Procedures

- Safeguarding
- Visitor Protocol
- Anti-Bullying Policy
- Confidentiality Policy
- Data Protection Policy
- Disclosure and Barring Policy
- Lost Missing Child Policy
- Accessibility Plan

*In Forest School we adhere to Carlton School Safeguarding and Child Protection Policy, Anti Bullying Policy, Confidentiality Policy, Data Protection Policy, Disclosure and Barring Policy, Lost Missing Child Policy, Visitor Protocol and Accessibility Plan*

*For detailed information please see the school website link below:*

<https://www.carltoncofeprimary.co.uk/page/?title=Policies&pid=21>

# Safeguarding and Child Protection

The policy is provided to all staff at induction alongside our Staff Code of Conduct, behaviour policy and the safeguarding response to those pupils who are missing from education. In addition, all staff are provided with Part One of the statutory guidance '[Keeping Children Safe in Education](#)', DfE (2022).

In addition, it is important to be aware that during forest school children are encouraged to; take risks, believe in themselves, trust others and often feel free, comfortable and content, this may mean they are more likely to disclose information which they might otherwise keep to themselves.

Any volunteer or member of staff who finds that a child is telling them something which concerns them should follow the following steps:

- Listen but ask NO leading questions. Remember that you must not promise to 'keep a secret'.
- The general rule is that adults should make it clear that there are limits to confidentiality at the beginning of the conversation.
- Comfort the child if appropriate.
- Inform the Designated Safeguarding Lead (DSL) as soon as possible.

Parents/Carers are aware that photos will be taken for evidence, observation and assessment. Where parents have refused permission for publication of photos in school newsletters or on the website, staff will aim to avoid photographing the child. All staff and volunteers will be made aware of children who are not allowed to be photographed.

## Visitor Protocol

Forest School takes place in the grounds of Carlton VC Primary school as such all visitors must abide by the school visitor protocol:

- Arrive via the School Office.
- Sign in
- Wear an identification lanyard at all times.
- Sign out when leaving the school grounds
- Visitors without DBS should never be alone unsupervised with a child.

Visitors should also read the Expected behaviour of Parents and Visitors Document, available from the school office.

## Anti-Bullying Policy

### **Our Values**

At Carlton C of E Primary School, Christian and British Values are central to everything we do and are embedded throughout the school and the curriculum including Forest School. We place a very high importance upon the teaching of values as we believe that learning about values promotes good behaviour and develops good citizenship and social skills helping our pupils develop into successful learners, and successful adults. We use these values as a moral compass when dealing with incidents. As a church school our core values are based on Christian principles and these are taught alongside British Values and have evolved through consultation with pupils, staff, governors and parents. We are an inclusive school where everyone is respected and valued equally without regard to their ability, gender, faith, sexuality, heritage or race.

All adults are required to act as role models and treat children with respect and fairness. As a Values School, bullying of any member of our community is unacceptable and will NOT be tolerated.

We adopt a zero-tolerance to bullying approach and whoever is told about a suspected case of bullying has a duty to tell the Head Teacher so that this can be fully investigated.

Forest school by nature is a supportive and empowering environment, negative comments will be tackled immediately and a culture of respect and teamwork embedded.

### Relevant links

Full Anti Bullying policy on the school website

<https://www.carltoncofeprimary.co.uk/page/?title=Policies&pid=21>

DfE Guidance on School Bullying – How to prevent it, when to report it and your obligations. Cyberbullying, homophobic, biphobia and transphobic bullying

<https://www.gov.uk/education/school-bullying>

Anti-Bullying Alliance guidance

<http://www.anti-bullyingalliance.org.uk>

# Carlton C of E Primary School

## CONFIDENTIALITY POLICY

This Policy should be read in conjunction with our Privacy Notice which explains why we hold personal information, how we use this information, who we share it with and how we keep it secure, to ensure we meet the requirements of the General Data Protection Regulations (GDPR).

A copy of the Privacy Notice is available on our website <http://www.carltonprimary.uk.org/documents.html>

### **Aims of the Confidentiality Policy**

- To protect the child at all times
- To provide clear guidance to all members of the school community around confidentiality.
- To encourage children to talk to a trusted adult if they are having problems.
- To ensure all adults working in school deal confidentially with sensitive issues.

This Confidentiality Policy impacts upon every other school policy.

### **Principles and Intent**

#### **Our School Vision**

*“Every child matters and every voice is heard.*

*All children are challenged to achieve their full potential in a safe and caring Christian environment, enabling them to move on as well rounded, confident individuals, prepared to face the future.”*

**School Motto: Work hard, reach for the stars and you will go far!**

*For with God, nothing shall be impossible.*

*Luke 1:37*

Carlton C of E Primary seeks to put the child at the heart of the learning process and to provide a safe and secure learning environment. It is committed to developing creative and positive ways for the child's voice to be heard whilst recognising the responsibility to use, hold and safeguard information received.

The school is mindful that it is placed in a position of trust by all stakeholders and there is a general expectation that a professional approach will be used in all matters of confidentiality.

### **Equal Opportunities Statement**

Carlton C of E Primary is committed towards equal opportunities in all aspects of school life. All children have a right to the same level of confidentiality irrespective of gender, race, religion, medical concerns and special educational needs. A lot of data is generated in schools by these categories but individual children should not be able to be identified.

### **Specific Issues**

#### **All adults working in our school**

- Implement the Child Protection Policy.
- Encourage children to be open with their parents/carers.
- Must maintain professional standards of confidentiality about anything seen or heard within the school.
- Who has a concern about a child, but does not feel they know the child's circumstances well enough to make a judgement about procedure, that adult should discuss their concerns with the child's class teacher who will have greater knowledge of the child, at an appropriate place and time.
- Should adhere to and enforce the school's procedures for the taking of and use of photographs and video recording in school; please refer to Acceptable Use Policy.
- No child's personal details will be given out over the telephone until the validity of the request has been ascertained via a returned call.
- Unconditional confidentiality should never be given.
- If an adult receives external information that leads them to believe there is a child protection issue, they could refer the information to the Designated Safeguarding Lead (DSL), Mrs Jo Bevis; in her absence to the Deputy DSL.
- Adults should be sensitive when discussing an individual child's behaviour in the presence of another child.
- No adult should enter into detailed discussion about a child's behaviour or academic progress with other children or their parents.

### **Governors' Meetings**

- Governors, in particular those sitting on discipline committees, will not divulge details about individuals (be they staff, families or individual children) to any person outside of the meeting.
- Governors need to be mindful that from time to time issues are discussed or brought to their attention about staff and children. Governors must observe complete confidentiality when asked to do so by the Governing Body, especially in relation to matters concerning individual staff, children or parents/carers. Although decisions reached at governors' meetings are normally made public through the minutes or otherwise, the discussions on which decisions are based should be confidential.

### **Information held about children**

- Information about children will be shared with parents/carers but only about their child. Parents/carers will not have access to any other child's marks and progress grades at any time. However, parents/carers should be aware that information about their child will be shared with the receiving school, if and when they change school.

- All personal information about children including social services records are regarded as confidential. The Headteacher will decide who will have access, on a need to know basis, and whether those concerned have access to all, or only selected information.
- Information regarding health reports such as speech therapy, medical reports, SEN reports, SEN minutes of meetings, Social Care and Health Services will be kept securely.

### **In the classroom**

- Ground rules and distancing techniques will be used where sensitive issues are to be addressed e.g. drugs education, relationship and sex education.
- Adults should not put pressure on children to disclose personal information and should discourage others from applying any such pressure.
- All adults will remind children that some information they share in the classroom may need to be shared with other adults for their protection.
- Children will be reassured that, if information has to be shared, they will be informed first and then supported appropriately.
- If a child and his/her parent/carer wish to highlight an issue to a peer group then this will be carried out sensitively by the class teacher/Headteacher e.g. bereavement.

### **Dissemination of the Policy**

All staff members, governors and adults working in the school (including voluntary helpers) will receive a copy of this Policy. A copy of the Policy is available to look at in the School Office and it is also on the school Learning Platform.

### **Monitoring and review**

The policy will be reviewed as part of the school's monitoring cycle. The headteacher has responsibility for monitoring and reviewing this policy.

## DATA PROTECTION POLICY

Carlton C of E Primary School is committed to protecting and respecting the confidentiality of sensitive information relating to staff, pupils, parents and governors.

Gillotts collects and uses personal information about staff, pupils, parents and other individuals who come into contact with the school. This information is gathered in order to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

Schools have a duty to be registered, as Data Controllers, with the Information Commissioner's Office (ICO) detailing the information held and its use. These details are then available on the ICO's website. Schools also have a duty to issue a Fair Processing Notice to all pupils/parents; this summarises the information held on pupils, why it is held and the other parties to whom it may be passed on.

### **Purpose**

This policy is intended to ensure that personal information is dealt with correctly and securely and in accordance with the Data Protection Act 2018, and other related legislation. It will apply to information regardless of the way it is collected, used, recorded, stored and destroyed, and irrespective of whether it is held in paper files or electronically. It also considers the provisions of the General Data Protection Regulation, which came into force in 2018. This policy complies with our funding agreement and articles of association.

All staff involved with the collection, processing and disclosure of personal data will be aware of their duties and responsibilities by adhering to these guidelines.

### **1) Introduction**

- i) Carlton Primary School needs to keep certain information about our employees, pupils and other users to allow us, for example, to monitor performance, achievement, and health and safety.
- ii) To comply with the law, information must be collected and used fairly, stored safely and not disclosed to any other person unlawfully. To do this, we must comply with the Data Protection Principles which are set out in the Data Protection Act 2018 and updated in the GDPR 2018.
- iii) In summary these principles state that personal data shall:
  - (a) Be obtained and processed fairly and lawfully.
  - (b) Be obtained for a specified and lawful purpose and shall not be processed in any manner incompatible with that purpose.
  - (c) Be adequate, relevant and not excessive for that purpose.
  - (d) Be accurate and kept up to date.
  - (e) Not be kept for longer than is necessary for that purpose.
  - (f) Be processed in accordance with the data subject's rights.

- (g) Be kept safe from unauthorised access, accidental loss or destruction.
- iv) Personal data shall be kept secure i.e. protected by an appropriate degree of security;
- v) Personal data shall not be transferred to a country or territory outside the European Economic Area, unless that country or territory ensures an adequate level of data protection.

All staff who process or use personal information must ensure that they follow these principles at all times. In order to ensure that this happens, the School has developed this Data Protection Policy. This policy does not form part of the contract of employment for staff, but it is a condition of employment that employees will abide by the rules and policies made by the School from time to time. Any failures to follow the policy can therefore result in disciplinary proceedings.

## 2) Responsibilities of Staff

- i) All staff are responsible for:
  - (a) Checking that any information that they provide to the School in connection with their employment is accurate and up to date.
  - (b) Informing the School of any changes to information that they have provided, e.g. change of address, either at the time of appointment or subsequently. The School cannot be held responsible for any errors unless the staff member has informed the School of such changes.
  - (c) Handling all personal data (e.g. – pupil attainment data) with reference to this policy.

## 3) Data Security

- i) All staff are responsible for ensuring that:
  - (a) Any personal data that they hold is kept securely.
  - (b) Personal information is not disclosed either orally or in writing or via Web pages or by any other means, accidentally or otherwise, to any unauthorised third party.
- ii) Staff should note that unauthorised disclosure will usually be a disciplinary matter, and may be considered gross misconduct in some cases.
- iii) Personal information should:
  - (a) Be kept in a filing cabinet, drawer, or safe in a secure office, or;
  - (b) If it is computerised, be password protected both on a local hard drive and on a network drive that is regularly backed up; and
  - (c) If a copy is kept on a USB memory key or other removable storage media, that media must itself be password protected and/or kept in a filing cabinet, drawer, or safe.

### Location of information and data:

Hard copy data, records, and personal information are stored out of sight and in a locked cupboard. The only exception to this is medical information that may require immediate access during the school day. This will be stored with the school medical coordinator.

Sensitive or personal information and data should not be removed from the school

site, however the school acknowledges that some staff may need to transport data between the school and their home in order to access it for work in the evenings and on weekends. This may also apply in cases where staff have offsite meetings, or are on school visits with pupils.

The following guidelines are in place for staff in order to reduce the risk of personal data being compromised:

- Paper copies of data or personal information should not be taken off the school site. If these are misplaced they are easily accessed. way to avoid taking a paper copy of data off the school site, the information should not be on view in public places, or left unattended under any circumstances.
- Unwanted paper copies of data, sensitive information or pupil files should be shredded. This also applies to handwritten notes if the notes reference any other staff member or pupil by name.
- Care must be taken to ensure that printouts of any personal or sensitive information is not left in printer trays or photocopiers.
- If information is being viewed on a PC, staff must ensure that the window and documents are properly shut down before leaving the computer unattended. Sensitive information should not be viewed on public computers.
- If it is necessary to transport data away from the school, it should be downloaded onto a USB stick. The data should not be transferred from this stick onto any home or public computers. Work should be edited from the USB, and saved onto the USB only.
- USB sticks that staff use must be password protected.

These guidelines are clearly communicated to all school staff, and any person who is found to be intentionally breaching this conduct will be disciplined in line with the seriousness of their misconduct.

#### **Data Disposal:**

The school recognises that the secure disposal of redundant data is an integral element to compliance with legal requirements and an area of increased risk.

All data held in any form of media (paper, tape, electronic) shall only be passed to a disposal partner with demonstrable competence in providing secure disposal services.

All data shall be destroyed or eradicated to agreed levels meeting recognised national standards, with confirmation at completion of the disposal process.

Disposal of IT assets holding data shall be in compliance with ICO guidance:

[https://ico.org.uk/media/fororganisations/documents/1570/it\\_asset\\_disposal\\_for\\_organisations.pdf](https://ico.org.uk/media/fororganisations/documents/1570/it_asset_disposal_for_organisations.pdf)

The school has identified a qualified source for disposal of IT assets and collections.

The school also uses Shred-it to dispose of sensitive data that is no longer required.

#### **Data Access Requests (Subject Access Requests):**

All individuals whose data is held by us, has a legal right to request access to such data or information about what is held. We shall respond to such requests within one month and they should be made in writing to:

Carlton school address.....

No charge will be applied to process the request.

#### **4) Retention of Data**

- i) The School has a duty to retain some staff and pupil personal data for a period of time following their departure from the School, mainly for legal reasons, but also for other purposes such as being able to provide references. Different categories of data will be retained for different periods of time.

#### **5) Monitoring and Evaluation**

This is ongoing; where any clarifications or actions are needed the Policy will be amended at its next review.

This is a link to the Government website with full details of the GDPR 2018.

<https://www.gov.uk/data-protection>

# PROTECTION OF CHILDREN – DISCLOSURE AND BARRING

## **Policy of CARLTON C of E PRIMARY School**

### **1. Introduction**

- 1.1. The safety and wellbeing of children is paramount and CARLTON PRIMARY School is fully committed to the rigorous implementation of the DBS Disclosure procedures and arrangements.

### **2. Purpose and Scope of the Policy**

- 2.1. This document provides the policy and guidance on how to manage the recruitment, repeat checks and other employment regulated safeguarding responsibilities of those in positions with access to children. The policy applies to all employees, prospective employees, casual workers and volunteers. The principles also apply to contractors and agency workers working at the School.
- 2.2. This document will be updated to reflect any changes made to the Disclosure and Barring Scheme at national level.

### **3. Equal Opportunities**

- 3.1. The School is committed to equality for all and will treat all applicants and vacancies, existing employees and volunteers with a criminal record fairly and not discriminate unfairly against them on the basis of convictions or other information revealed. Every member of staff has a responsibility to ensure that they do not incite, perpetrate or condone any form of unfair discrimination, harassment or bullying in relation to an individual's criminal record.
- 3.2. This policy incorporates a statement from the Borough Council with regard to the recruitment of ex-offenders (see Annexe 1).

### **4. Recruitment Procedure**

- 4.1. The Head teacher is responsible for determining the requirements of a DBS disclosure for a new post with advice and support from the Borough Council as appropriate.
- 4.2. Job applicants and volunteers will be made aware at the earliest possible opportunity of the requirement for the successful applicant to undergo a DBS

disclosure check and for those posts working with children up to the age of 8 years, the need for compliance with the Childcare (Disqualification) Regulations 2009 (see Appendix 5). This will usually be referred to in the vacancy advertisement as well as the person specification.

- 4.3. It will also be made clear whether the post is exempted for the purposes of the Rehabilitation of Offenders Act and if so, any conviction, reprimand, caution or warning must be disclosed even if these might otherwise be regarded as spent. (See Annexe 2 and Appendix 1, paragraphs 15-19)
- 4.4. Recruitment literature will also state that the School is an equal opportunities employer and as such will only consider criminal records for their relevance to the post in question and that a conviction is not necessarily a bar to employment. The School recognises the requirements of the Department for Education document entitled "Keeping Children Safe in Education", The Childcare (Disqualification) Regulations 2009 and the School Staffing (England) Regulations which states that all appointment panels must include at least one person who has undertaken appropriate safer recruitment training. The School will seek guidance from the Local Safeguarding Children Board with regard to appropriate training.
- 4.5. Reference must also be made to the fact that the School operates to the standards of the DBS Code of Practice.
- 4.6. Shortlisted applicants for posts requiring a disclosure check will be required to provide proof of identity at the job interview. The documentation will be verified and the proof of identity form completed. Information for all other candidates should be destroyed in a confidential manner.
- 4.7. Offers of employment should not be confirmed for posts requiring a DBS check or a declaration in accordance with The Childcare (Disqualification) Regulations 2009 until the relevant disclosure has been obtained. The successful candidate will be informed that they are the preferred candidate and that the School intends to make an offer of employment upon the satisfactory completion of pre-employment checks. In accordance with the DfE document "Keeping Children Safe in Education" offers of employment will be conditional upon a number of pre-employment checks: -
  - Verification of the candidate's identity;
  - An enhanced DBS disclosure certificate;
  - A satisfactory declaration in accordance with The Childcare (Disqualification) Regulations 2009;
  - A barred list check for a candidate starting work in regulated activity before the DBS certificate is available;
  - Confirm that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State;
  - A pre-employment health questionnaire to verify the candidates mental and physical capability;
  - Verification of the person's right to live and work in the UK;
  - Verification of the person's professional qualifications.
- 4.8. In exceptional circumstances it is possible that the School may, for reasons of service delivery, make an offer of conditional employment in order to allow a key employee to commence work prior to the completion of the DBS disclosure process. (For posts affected by The Childcare (Disqualification) Regulations 2009 see Appendix 5). In these circumstances the Head teacher will arrange for the

completion of the risk assessment form at Annexe 3 (and in accordance with "Keeping Children Safe in Education" where the candidate is to commence work in regulated activity before the DBS certificate is received, the School will carry a check of the barred lists).

- 4.9. Where approval is granted arrangements will be put in place to monitor and supervise the individual. Such arrangements will be in place for as short a period as possible.
- 4.10. It is a criminal offence for an individual to apply for employment for which they know they are barred or disqualified by virtue of their criminal record. It is also a criminal offence to knowingly offer employment in a regulated position to such a person.

## 5. Disclosure and Barring Service

- 5.1. The DBS was launched on 1 December 2012 and aims to prevent unsuitable people from undertaking certain paid or voluntary work with children. This will be achieved by vetting all those who wish to do such work and barring those where the information shows that they pose a risk of harm.
- 5.2. The previous 'barred' lists in England, Wales and Northern Ireland have been repealed and replaced with two new lists; the Children's Barred List and the Adult's Barred List.
- 5.3. Regulated activity is the statutory term used to describe specific activities which involve working or volunteering with children (or vulnerable adults) and certain situations where individuals have the opportunity to have contact with children (or vulnerable adults). It covers any such work, either paid or unpaid which is carried out on a frequent, intensive or overnight (2.00am-6.00am) basis but does not include family or personal arrangements.
- 5.4. 'Frequent' is defined as once a week or more and 'intensive' as four days or more in a single month. Work in any of the specified settings is considered to be regulated activity if it is done frequently or intensively. Regulated activity includes (but is not limited to) the following: -
  - Specified activities such as teaching, instructing, supervising, caring for or providing children with guidance or treatment;
  - Specific positions such as school governor or director of children's or adults' social services;
  - All activity undertaken within specified settings where there is an opportunity for contact with children such as schools;
  - Roles that involve managing or supervising, on a regular basis, the day to day work of those carrying out specific activities or working in specified settings.
- 5.5. The School recognises that the safeguarding regulations introduced in October 2009 continue to apply including: -
  - A person who is barred from working with children or vulnerable adults will be breaking the law if they work or volunteer, or try to work or volunteer, with those groups.

- An organisation which knowingly employs someone who is barred from work with those groups will also be breaking the law.
- The duty to inform the Disclosure and Barring Service of dismissals because a member of staff has harmed a child or vulnerable adult remains. (Teachers may also be referred to the National Council for Teaching and Learning).
- The Childcare (Disqualification) Regulations 2009.

5.6. In October 2009 the right to ask for an enhanced DBS Disclosure was extended to all those who employ or use volunteers in regulated activity. Accordingly, all school-based staff must undergo an enhanced DBS Disclosure clearance.

5.7. The DBS will maintain the barred lists and deal with all referrals.

5.8. The Borough Council and schools have a legal responsibility to refer information to the DBS when removing an individual from regulated (or controlled) activity or if an employee leaves while under investigation for allegedly causing harm or posing a risk of further harm. Managers throughout the School who have a cause for concern and who consider a referral is relevant should seek advice from the Head teacher and from the Borough Council. Immediate contact should be made with the Local Authority Designated Officer (LADO) for cases involving children. Should the decision be to make a referral then the referral form should be completed by the Head teacher. As the DBS will consider any findings of fact in disciplinary proceedings against the individual all relevant information relating to such proceedings should be forwarded to the DBS with the referral.

5.9. The DBS will inform the Borough Council if an individual is placed on a barred list. Anyone on a barred list cannot undertake regulated activity. Each case must be considered according to its specific circumstances and advice should be sought from the Borough Council to ensure compliance with legislation. Where there is no option of redeployment into an alternative post this will result in dismissal on the grounds of a statutory bar.

5.10. Advice must also be sought if the DBS is considering placing an individual on a barred list and hearing representations from the member of staff. At this stage consideration must be given to removal from regulated activity. A full risk assessment would be required.

## 6. **Disclosure and Barring and Umbrella Body Services**

6.1. The DBS undertakes all vetting and barring checks. The DBS also provides a disclosure service to enable employers and others to obtain access to an applicant's criminal record details when assessing their suitability for employment. The School recognises that the Borough Council is registered with the DBS as an umbrella registered body and can process DBS registration applications and receive DBS disclosure information on behalf of other employers or organisations. The School notes that the Council will undertake the disclosure process in accordance with the following principles: -

- The level of check will be appropriate for the type of work being undertaken;
- The Council will abide by the DBS code of conduct at all stages of the process;

- The Council will not use information contained on disclosure certificates to unfairly discriminate against those individuals with a criminal record in accordance with the Rehabilitation of Offenders Act 1974;
  - The Council will undertake all reasonable efforts to ensure that contractors, partners and voluntary organisations that its commissions comply with these principles;
  - All disclosure information received by the Council will be handled, stored, retained and disposed of in line with the DBS's Code of Practice (see Annexe 4).
- 6.2. It is recognised that enhanced checks are for posts involving work in a regulated activity for a regulated activity provider with children. In general, the type of work will involve regularly caring for, supervising, training or being the sole charge of such people. Enhanced checks contain the same information as standard checks but with the addition of a check of the new barred lists if requested and any locally held police information considered to be relevant to the job by the Chief Police Officer.
- 6.3. In a small number of circumstances (typically to protect the integrity of current police investigations) additional information may be sent under separate cover to a counter signatory. The applicant's copy of the disclosure would not refer to this information and the information must not be shared with the applicant. Where the police issue such a separate letter the counter signatory's copy of the enhanced disclosure will contain the wording 'please refer to letter sent under separate cover' printed under the 'date of issue' on the disclosure.
- 6.4. The suitability of an individual for employment will vary according to the nature of the post and the details and circumstances of any convictions revealed. For example, staff working in or managing settings where children are under the age of 8 years must also be compliant with the requirements of The Childcare (Disqualification) Regulations 2009 – see Appendix 5. As an equal opportunity employer, the School will ensure that recruitment decisions are based on the relevant facts and criteria and that the requirements of the Rehabilitation of Offenders Act are considered.
- 6.5. An individual's criminal record should be assessed in relation to the tasks and responsibilities that they are required to perform and the environment in which the work is to be carried out. It is also necessary to consider the element of risk that might be present when making the recruitment decision.
- 6.6. The following are some of the factors that should be taken into consideration when making the decision: -
- Whether the conviction or other matters revealed is relevant to the position in question;
  - The level of supervision that the postholder will receive;
  - The seriousness of the offences or other matters revealed;
  - The length of time since the offences or other matters revealed occurred;
  - Whether there is a pattern of offending behaviour or other relevant matters;

- Whether the applicant's circumstances have changed since the offending behaviour or other relevant matters and
  - The circumstances surrounding the offences and the explanations offered by the individual concerned.
  - Whether the individual may be disqualified by association in accordance with The Childcare (Disqualification) Regulations 2009.
- 6.7. Where a disclosure reveals convictions, which might have a bearing on the post which has been offered, the candidate will be given the opportunity to discuss the matter with the Head teacher. Any decision on whether or not to employ the applicant will be made objectively. Failure to disclose offences which subsequently appear on a DBS disclosure may in itself indicate the unsuitability of the applicant. Decisions should be recorded using the risk assessment form (Annexe 3).
- 6.8. An applicant may wish to refute the information provided on the disclosure certificate and has the right to query the accuracy of the information provided directly with the DBS through the appeals process. In the event that this occurs it will be necessary to consider suspending the appointment process until the appeals procedure is resolved.
- 6.9. In Circular BBSIC/09/24 schools were recommended to consider a three-year rolling programme of DBS checks with regard to all staff employed in the school. A 3-year rolling check on staff employed in schools, in line with other areas of the Children's Services workforce, will help to give reassurance that children are being appropriately protected. (It should be noted that this is not current Government policy).
- 6.10. In the event that such a disclosure reveals information relating to a criminal conviction that was not previously known (or where a member of staff may be disqualified in accordance with The Childcare (Disqualification) Regulations 2009) an objective assessment must take place and the decision recorded as to whether the individual can remain employed in that post. The employee may also be subject to the school's disciplinary procedures. The DBS disclosure review and risk assessment form (Annexe 3) should be completed in these circumstances. If it is felt that the individual can no longer remain in post consideration must be given to redeployment or dismissal. It is strongly recommended that in these circumstances the matter should be discussed with the Schools HR Advisers and Local Authority Designated Officers.
- 6.11. The School recognises that applicants can register with the DBS update service. This enables DBS certificates to be portable from one job to another. As part of the recruitment process the applicant will be required to share the DBS certificate with a member of the recruitment panel and provide their up-to-date details so that a status check can be carried out to ensure the certificate is valid. In the event that the DBS certificate is not valid a full application will be completed.
- 6.12. The DBS cannot currently access criminal records held overseas. In a small number of cases, however, overseas criminal records are also held on the Police National Computer and these would be revealed as part of a DBS Disclosure check. Some countries have arrangements whereby either the applicant or the Borough Council is

able to obtain a certificate of good conduct or a criminal record extract. This document should be considered along with an internal risk assessment and all other employment checks before taking a decision regarding appointment.

## **7. Authorised Counter Signatories**

7.1. Bedford Borough Council as an umbrella registered body has authorised counter signatories who

- Oversee the operation of the check in procedure
- Ensure requests fall within the terms of the DBS
- Ensure that requests are made at the right time
- Ensure that information received from the DBS is released only to those who are designated to receive it
- Ensure that the values, requirements and principles of this policy are adhered to at all times.

## **8. Complaints**

8.1. Allegations of unfair treatment brought by employees against the School for failure to comply with the policy will be dealt with under the appropriate complaints procedure. (This may be the school's grievance procedure). If a preferred candidate or employee believes the information on their DBS disclosure is inaccurate it is their responsibility to verify their DBS disclosure directly with the DBS.

## **9. Work Experience Placements under the age of 18 years**

9.1. Young people who engage in regulated activity with children and vulnerable adults as part of their continuing education, including work experience, who are under the age of 18 and where contact is likely to be unsupervised, on a 1:1 basis and is frequent or intensive it is strongly recommended that an enhanced DBS disclosure check should be conducted.

## **10. Contractors and Agencies**

10.1. The School will ensure that contractors and agencies supplying employees and services to the School have a similar policy and guidelines in place that complies with, the DBS Code of Practice and safer recruitment procedures. Where necessary the School will require evidence that contractors and other agencies meet the requirements of this policy.

# Lost Child Policy

## **Purpose**

The safety of our pupils is our priority whilst they are in our care at school. This policy sets out our procedures for dealing with the unlikely event of a child going missing.

## **Responsibilities**

It is the Head teacher's responsibility to ensure that all relevant staff are aware of this policy, to ensure relevant staff are aware of their responsibilities, what is expected and the procedures to follow and to ensure that the policy is reviewed on a timely basis. It is the responsibility of all staff to read the policy and act at all times according to its guidance. It is the responsibility of parents and carers to ensure they provide correct and updated contact information on a timely basis and know the procedures for handover of their child at the beginning and end of sessions. It is the responsibility of governors to ensure they are aware of the school's procedures and to challenge/support the school in its review of this policy. The procedures aimed at reducing the risk of a missing pupil.

## **Procedures and Systems in place**

### **a) Start of the Day**

Ensure parents are fully aware of the points at which responsibility for the care of their child passes from staff to them and them to staff.

Clear procedures for welcoming pupils into school. Headteacher/ member of staff to greet children at the gates from 8:40am. Gates are closed at 9.05am to ensure children cannot leave the school site.

## **Absences**

Absences will be monitored in the following way:

- A first response contact will be made with parents/carers on the first day of absence. If no reason for the absence is received by 9.30am. If the absentee is a pupil whom there are already concerns, the office staff will make every effort to contact the parent/carer immediately.

### **b) During Lesson Time**

- Staff mark registers promptly and accurately – mornings and afternoons.
- If children are working outside, they must be supervised.
- All staff must ensure that the external gates to any outside area are closed when pupils are playing outside.
- If pupils leave the classroom security to work in other parts of the school ensure that adequate supervision is maintained at all times and all pupils are accounted for on return to the classroom.
- Updated contact information for parents and carers is sought and maintained.
- External doors are generally closed during the school day, with the exception of lunch times and play times.

### **c) Playtime**

- Pupils escorted to the external doors by staff.
- Staff on the playground before pupils come onto the playground.
- External gates locked.
- Exit/ entry doors are closed behind the last member of staff as they come off the playground.

#### **d) Dinner Time**

- As above
- Member of staff on dinner duty
- Inclusion Team available at dinner time

#### **e) Children going home unwell**

- The office keeps a folder with a record of children being sent home due to illness. The member of staff sending the child home completes the form indicating the reason he/she is going home and signs the form. The form is seen/signed by parents when they pick up their child.

#### **f) Home Time**

- Gates opened just before 3:30pm.
- All pupils are collected from their classroom door. Members of staff are on each door to ensure that all pupils are collected by the appropriate adult.
- Pupils have sight of parent/Carer before they leave through the door.
- Pupils inform staff that they can see parents/Carer so staff are aware they are leaving.
- An up to date list in every classroom detailing how the pupils are to go home and with whom. Reviewed each year and maintained with up to date contacts when parents make any changes. All changes are made in writing.
- After the playground is clear, pupils who are left go to the main office to wait with members of staff.
- The office staff keep a list of pupils who have not been collected, as and when they are collected their name is crossed off the list.

#### **g) Visits**

Thorough risk assessments and adequate staff/pupil ratios (no less than one staff member to 8 - 10 pupils depending on the activity) are provided when pupils leave the school premises.

Adequate communication contact and a list of pupils/groups to be taken on visits out of school.

Mobile phones taken on every visit and mobile contact numbers left at school.

Register of pupils with contact numbers and details of how the pupils are to go home and who with.

#### **h) Forest School**

- Children are escorted by staff from their classroom to the forest school site, which is within the School grounds.
- Staff ensure that the children know the bounds of the Forest school area and should not go outside this
- If a child does go missing, the staff shout "One, Two, Three, where are you?" Child should then respond one, two, Three, I'm here!" This will be introduced to the children in the form of a game.
- School gates are locked
- All other school procedures for a lost child apply see below

#### **Procedures in the Event of a Child Going Missing**

- a) In the event of a member of staff fearing that a child has gone missing while at school:

Members of staff who have noticed the missing child will calmly inform the nearest member of the Inclusion Team.

Staff will promptly but calmly round up all pupils and a designated member of staff will read the group a story.

Staff will count and name check all pupils present against the register while the group are assembled in one place.

AT THE SAME TIME all other available staff will conduct a thorough search of the premises and notify the Inclusion Team member if the child is found immediately.

A thorough check of all exits to be made to make sure all gates/doors were locked/bolted and there are no other ways a pupil could have left the school grounds. If something is discovered this needs to be drawn to the attention of staff immediately.

If the child has not been found by the time the register check is completed the Inclusion Team member will notify the Head teacher or next most senior member of staff.

The safety and care of other pupils is paramount so the security of the school and number of staff remaining to supervise the other pupils in the school must be adequately maintained while the search continues.

If the child has not been found after 10 minutes from the initial report of them as missing then parents should be notified. The Head teacher or next most senior member of staff on site will decide at which point the police need to be contacted. When contacting parents or carers, please ask them to bring with them a recent photograph of their child.

Staff must try to remember and write down a description of what the child was wearing and any distinguishing features.

If the missing child has any special medical or learning needs then these need to be noted to be disclosed to police or other agencies.

### **Management Support**

The Head teacher will ensure that all staff members and all new staff members are aware of this policy and monitor its operation.

### **Equal Opportunities**

This policy will operate in accordance with the School's Single Equality Scheme Policy, Health and Safety Policy, Child Protection/Safeguarding Policy and Education Visits Policy.

# Equality Accessibility Plan

Carlton Primary is an inclusive, values-based school. Our vision statement states, "Every child matters and every voice is heard. All children are challenged to achieve their full potential in a safe and caring Christian environment, enabling them to move on as well rounded, confident individuals, prepared to face the future." Our policies help to ensure that we promote the individuality of our children, irrespective of ethnicity, attainment, age, disability, gender or background.

We ensure that all our children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others.
- take responsibility for their own actions
- Are able to 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 social and cultural backgrounds
- Have a common curriculum experience that allows for a range of different learning styles
- Are set challenging targets that allow them to succeed
- Participate fully, regardless of disabilities or medical needs.

Children and parents are encouraged to think about the appropriateness of their clothing for outdoor activities, and to be aware that they are likely to take some of our mud home with them after a session at school. We encourage a level of risk-taking, always under close adult supervision, and actively foster friendships and collaboration between all children and adults. Children with medical needs or disabilities will be helped so they can take as full a part as possible in Forest School sessions. Those with challenging behaviour are risk-assessed and may need one-to-one supervision, but their entitlement in Forest School remains the same.

Forest School activities are designed to produce success and enjoyment. The woodland environment is one to which we all have an entitlement and we believe the experiences we have there will leave lasting benefits in the lives of our children.

For Further information please refer to the Carlton School accessibility plan on the school website:

<https://www.carltoncofeprimary.co.uk/page/?title=Policies&pid=21>

This plan links with our Equality Policy and Inclusion statement and should be read in conjunction with this document. The Accessibility plan is monitored by the Head Teacher who reviews its impact annually and ensures training for all staff.

# Health and Safety

Accident and Emergency  
First Aid  
Hazardous Plants and Fungi  
Biting and Stinging Minibeasts  
Tools  
Weather  
Fire  
Kelly Kettles  
Cooking/Food hygiene  
Insurance  
Manual Handling  
Risk Management Assessment  
Risk-benefit Assessment  
Welfare – Clothing, PPE, toileting, food and drink

*At Carlton Forest school we follow the Health and safety policy of Carlton VC Primary school which can be requested from the school office. All staff have read and understood this policy.*

*Forest school is by nature an environment where children are encouraged to take managed risks. As part of the risk assessment process the Forest school leader will consider the Risk Benefit Analysis. We believe that with every activity that contains risk there are also a wide range of benefits and this balance will be taken into consideration when planning and risk assessing experiences and activities. In addition to the school policies and plans Specific Forest school Health and safety information will be detailed here.*

- Forest school is undertaken with a high adult to child ratio (see staff and ratios page).
- Risk assessments are undertaken before each session and dynamic risk assessments are made throughout the session. Should the forest school leader decide an activity is becoming riskier they will step in to adjust ratio levels, safety measures or cease the activity.
- There will always be a qualified Paediatric First Aider in every Forest school session.
- At all times staff will carry a fully charged working mobile phone.
- A fully equipped specific Forest School first aid kit will be on site and checked and restocked regularly.
- Children are reminded of Forest school rules at the beginning of each session.
- Most accidents will be minor and be dealt with by the first aider in the unlikely event of serious Emergency Forest school staff will follow the Accident and Emergency Action plan

## Accident and Emergency

At Forest School We adhere to the school Emergency Action Plan:

1. Secure the safety of the group by stopping all activity and if necessary remove the group from any further threat or danger. (Taken back into the school building if possible while still maintaining safety of casualty.)
2. First aider to assess the injury and administer to the casualty.
3. Adult helper to contact the emergency services (if applicable)
4. Contact school Office /SLT
5. Explain the situation and give as much information as possible.
  - Nature of incident
  - Exact Location of incident
  - Number of casualties & nature of injuries (if applicable)
  - Time incident occurred
  - State what action has already been taken
6. Request any additional assistance required.
7. Respond to instructions of the emergency services / School/County Education Emergency Response Team.
8. **DO NOT** speak directly to the media, refer any enquiries to the **Headteacher**

## First Aid

- There will always be a member of staff with current paediatric first aid in attendance at every Forest school session.
- A fully equipped specific Forest School first aid kit will be on site and checked and restocked regularly.
- Any first aid incident will be logged in the CPOMS system.
- As Forest school is on site in the Carlton School grounds further first aid resources are easily accessible if necessary.

## Hazardous Plants and Fungi

- Children are reminded that they are not to pick or eat anything unless an adult is present and says it is safe.
- Any hazardous plants or fungi which are identified during the Risk Assessment will be pointed out to the children and they will learn to identify them and treat them with respect.
- If a child does have an adverse reaction to contact with or ingestion of a plant or fungi the first aider will assess and treat or if serious, implement the accident and emergency procedure.

## Biting and Stinging Minibeasts

The forest school leader should check medical information before sessions and be aware of any children who are allergic to bites and stings. The relevant medical equipment (i.e. Antihistamine, EpiPen) should be carried in the first aid bag.

If a tick is found on a child a plaster should be put over it and the parent / guardian contacted and advised on safe removal.

## Adverse Weather

As a forest school we do subscribe to the mantra that “there is no bad weather, just inappropriate clothing”. We will endeavour to continue forest school sessions in all weathers, however we do accept that there are rare occasions when extreme weather might make it unsafe to continue.

Reasons to cancel:

- Snow is falling rapidly, freezing and slippery ground. Children have arrived unprepared for such low temperatures.
- High wind causing risk of falling branches or trees
- Thunder storm, thunder growing louder and lightning visible.

It is the responsibility of the Forest School Leader to ensure local weather information is up to date before the session. The Forest School Leader is responsible for deciding to continue or cancel a Forest School session due to adverse weather.

# Tool Policy

Using and caring for tools is an important part of Forest school; it develops new skills, increases self-confidence and responsibility and builds fine and gross motor skills. Children will use tools that they may not otherwise have access to. Tools will include:

- Bow saws,
- Pruning saws,
- Loppers,
- Knives
- Drills
- Wooden mallets secateurs
- Bill hooks

Before each session Forest School leaders will demonstrate the safe use, storage and transport of tools around of sheathed knives to all children and adults in the group before they are permitted to use them.

To ensure safety we:

- Check the tools are in good condition and safe to use, before each session.
- Keep tools in the Forest school shed when not at site, which is kept locked at all times.
- Keep tools in a tool bag or lockable tool box and accessed only by adults.
- Count tools out before use and in after use, checking them off against the tool list.
- Supervise all children closely while using tools
- Never leave tools unattended outside when not in use.
- Replace all protective covers immediately after use.
- Never walk around, or permit others to walk around, with unprotected or open tools
- Maintain safe working distances (Blood Bubble)
- Wear protective gloves on the 'helper hand' when using tools.
- Clean the tools at the end of each session
- Sharpen tools regularly



## Knives

When using knives, we:

- work within a specifically designated zone.
- always carry knives with the sheath on.
- Replace the sheath when not in use.
- Use the safe grip and body position.
- A responsible adult will always supervise knife activities.

- When using knives, each person will sit well out of reach of others (Blood Bubble).

## Fire Procedure

Fire craft is a vital and rewarding part of forest school. With the following procedures and precautions, we minimise risk while maintaining the benefits. Children will be taught how to light and build fires safely, how to use Kelly Kettles, how to move around the fire zone safely and how to cook on the fire using various different methods.

To maintain safety, we:

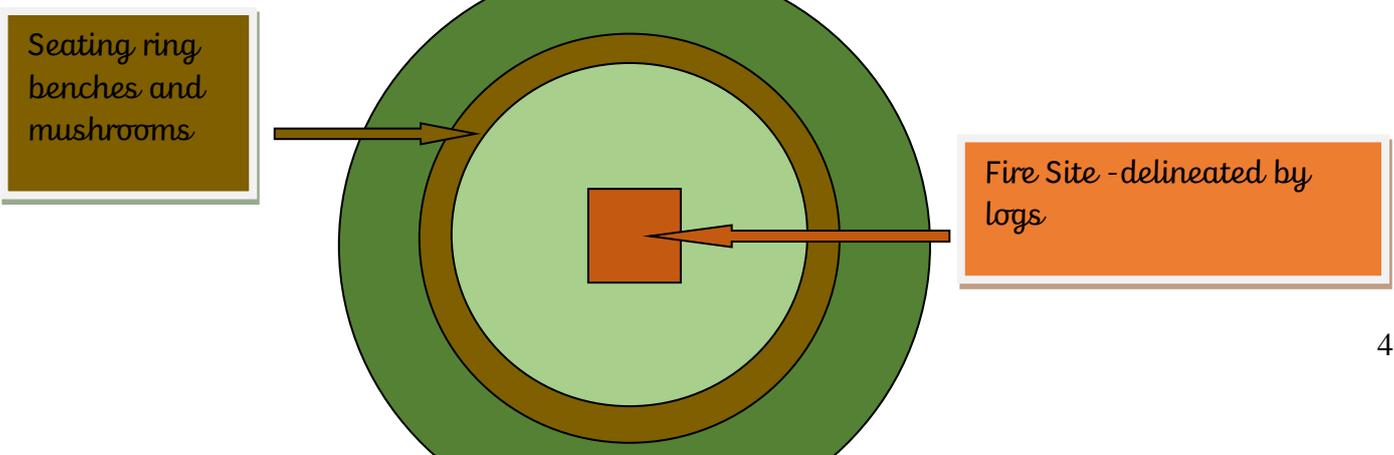
- Only use dry dead wood to burn, which creates less smoke
- If smoke is blowing in our faces we turn our face away and cover our face with our hand and count to 30.
- Only light fires in the designated fire zone
- Only light fires using suitable materials and with adult supervision
- Use the correct safety stance when lighting and tending fire.

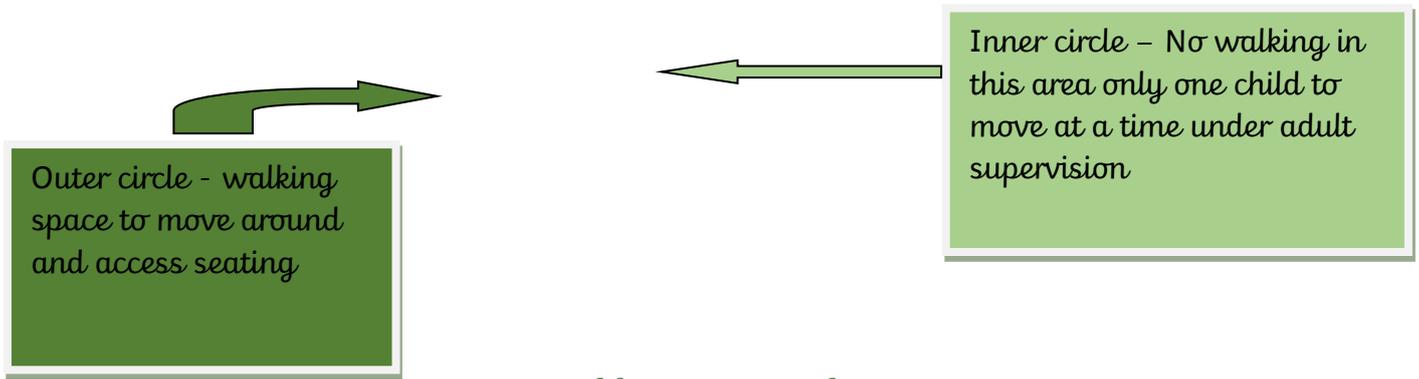


- Delineate the fire site with 4 logs to contain the space.
- Sitting on benches in the seating ring is 1.5m away. Only one child at a time was allowed to approach the fire inside this circle with supervision.
- Only move around the fire area on the outside of the seating circle.
- Always have adult supervision of the fire and cooking activities.

- Always have a bucket of water and fire blanket within reach.
- Always have a burns kit with us
- Use heat proof gloves
- Always extinguish the fire at the end of each session and leave the site tidy and safe.

### Fire site layout





## Kelly Kettles

- Children must only light the Kelly kettle under direct supervision of the Forest School Leader.
- Always place the Kelly kettle on a paving slab or flat, clear ground.
- Children must sit on the benches in the fire seating ring at least 1.5 metres away from the Kelly kettle.
- Children can feed the fire with one to one 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).
- Fuel should burn itself out, but if it doesn't it must be extinguished with water.
- Always remove the stopper before boiling the Kelly Kettle.
- Only Adults, wearing safety gloves, should remove the Kelly Kettle from the fire; using the correct procedure holding each side of the handle and lifting off. Taking care not to put their hand above the chimney of the kettle or over the spout.
- Only adults will put the kettle on and take it off the fire bowl.

## Food Hygiene

- Forest school leaders will hold a current Food Hygiene certificate to ensure that all food is handled safely according to correct procedures.
- Children and adults will wash their hands with soap and water prior to walking to the site.
- Hand sanitiser will be available at site
- Food/ingredients will be stored at correct temperatures prior to the session and checked to ensure they are in-date and not subject to contamination by pests, mould etc
- Food preparation may take place at the site

- Utensils will be returned to the school building to be washed in hot soapy water.
- Forest School Leaders will check medical records to ensure children with food allergies are not exposed to the allergen.
- All hair will be tied back and loose clothing secured prior to cooking on a campfire.

## Insurance

Carlton School is a member of the RPA (Risk Protection Arrangement). The Department for Education's risk protection arrangement (RPA) is a voluntary arrangement for academies, free schools and local authority-maintained schools. It is an alternative to insurance through which the cost of risks that materialise will be covered by government funds.

Our Membership number is 109610

(1)	<b>EMPLOYER'S LIABILITY</b>
Limit of Indemnity	Unlimited
(2)	<b>THIRD PARTY PUBLIC LIABILITY</b>
Limit of Indemnity	Unlimited
(3)	<b>PROFESSIONAL INDEMNITY</b>
Limit of Indemnity	Unlimited
(4)	<b>PROPERTY DAMAGE</b>
	Loss of or damage by any risk not excluded to any property owned by or the responsibility of the Member including property the responsibility of the Member due to a lease or hire agreement Cover
Limit	Reinstatement value of the property

For Further Details please ask at the school office.

## Manual Handling

Forest School is a physical experience and often things need to be lifted and moved. Adults should consider the safest way to lift an object or decide not to lift it at all. There are a number of methods to consider which will reduce the risk of injury.

Practical considerations to reduce risk of injury include:

- Do not lift anything that they feel exceeds their capability.
- Seek help from others to support manual handling.
- Use equipment such as trolleys, wheelbarrows or sack barrows to transport heavy or awkward items.
- Make sure there is adequate space around you with nothing in the way.

- Always bend the knees, not the back.
- Adopt safety measures to lift safely.

The full Carlton School Manual Handling Policy and guidance can be obtained from the school office.

**Emergency Telephone Numbers**

School :01234  
720281

Ambulance :999

**Location of Site**

Site is located on school grounds between the school building and the main field.

28 The Moor,  
Carlton,  
Bedford  
MK43 7JR

Latitude 52° 11 '28"N 000° 36'16" W

Grid Reference for Air Ambulance: SP95496 55695

What 3 words – describes: congas: hydrant

**Risk Management Assessment**



Activity	Forest School	<b>Date</b>	11.1.23
Location	School Grounds nature area	School / Visiting Group	Carlton VC Primary School
Responsible staff	FS Lead B. Noah Support staff: Class teachers and TAs	Possible Visitors to site	Parent helpers
Risk Assessment written by C. Williams and B. Noah  Position: FS Leaders	Signature <b>C. Williams</b>  <b>B. Noah</b>	Risk Assessment Checked/Approved by	
Location of nearest Defibrillator and Code (if known)	Outside the door of the Village/School hall. code given when the number is called.		
Person(s) responsible on site for 1 <sup>st</sup> Aid.	<b>Cert. type</b>	<b>Date of Cert expiry.</b>	
Mrs Belinda Noah	Paediatric First Aid	01/25	
Mrs <a href="#">Caroline Williams</a>	Paediatric First Aid	14/27	
Mrs Naomi Muldowney	Paediatric First Aid	06/27	
Miss Victoria McGrath	Paediatric First Aid	14/27	

Mrs Jo Bevis	Paediatric First Aid	06/26
Miss Rosie Ireland	Paediatric First Aid	14/27
Miss Sarah Coxon	Paediatric First Aid	14/27
Miss Jasmine Notaro	Paediatric First Aid	14/27
Miss Patricia Taylor	Paediatric First Aid	14/27

## Generic Site Risk Assessment

<b>The Hazard</b>	<b>Who could be harmed?</b>	<b>How could they be harmed?</b>	<b>Level of risk (with no control measures in place) High Medium Low</b>	<b>Control</b>	<b>Who will carry out control measures and when (before or during activity)?</b>	<b>Level of risk (with control measures in place) High Medium Low</b>
Pond	Children and Adults	Drowning death	High	Lead and support staff observing the children at all times safety talk before activity keep area locked when not using	forest leads and head teacher with support staff	Medium
Fire Pit Kellie Kettle	Children and Adults	Burns death	High	Lead and support staff observing at all times bucket of water safety circle safety talk small group work around the fire max of 4 with Kelly kettle max of 3	forest leads and head teacher with support staff	Medium
Uneven ground	Children and Adults	Cuts bruises broken bones head injuries	Medium	Assess the ground when doing a safety walk before the session. show and talk to the children about uneven ground	forest leads and head teacher with support staff	low

Stones and rocks	Children and Adults	cuts bruises head and body bruising and cuts	Medium	Remove any sharp rocks when assessing the area talk on throwing stones and running	forest leads and head teacher with support staff	Low
Falling Branches	Children and Adults	broken bones head and brain injury death	High	check the weather wind speed. regular checks on the trees and safety checks by a professional tree surgeon safety walk before the session	forest leads and head teacher with support staff	Medium
Low twigs and branches	Children and Adults	eye head injuries blindness scratches cuts bruising	Medium	safety walks before session cutting back any branches which could cause injury talks on eyes and head injuries when around the area	forest leads and head teacher with support staff	Medium
Poisonous plants (lords and ladies, foxgloves, ragwort, Ivy, elder)	Children and Adults	death sickness upset stomachs skin irritant	High	checking the site regular teaching the children on eating, picking and licking fingers when on the site safety talk	forest leads and head teacher with support staff	Medium
Irritant or stinging plants (Ivy, nettles,)	Children and Adults	skin irritant breathlessness	Medium	teaching and showing the children which plants can sting or irritate skins and lungs	forest leads and head teacher with support staff	low

Thorns on plants (hawthorn, brambles)	Children and Adults	Scratches to the body including eyes.	Medium	Point out to children any particularly thorny areas and remind them to be aware of their surroundings.	Forest leads and head teacher with support staff	Low
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## Risk Benefit Assessment

<b>Which activity is this assessment for?</b>		Using Rope and String				
<b>Consider the benefits to the children of allowing this activity to take place:</b>		<ul style="list-style-type: none"> <li>Improved physical Development both fine and gross motor skills, increased fitness, strength and physical stamina</li> <li>Problem solving</li> <li>Reasoning,</li> <li>Perseverance and resilience,</li> <li>Improved motivation, focus and concentration,</li> <li>Ability to analyse risk developed,</li> <li>Improved wellbeing, confidence and self-esteem,</li> </ul>			<ul style="list-style-type: none"> <li>Creative and imaginative development improved</li> <li>Communication and Language skills development</li> <li>Improved knowledge and understanding of the environment and our impact on it.</li> <li>Social and Emotional development</li> <li>Cooperation skills</li> <li>Improved spatial awareness</li> <li>Improved understanding and relationship between adults and children.</li> </ul>	
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measures and when (before or during activity)?	Level of risk (with control measures in place)
Rope slipping through hands	Children and adults	Friction burns	Low	<ul style="list-style-type: none"> <li>Encourage children to work together, share, and to use the rope and string carefully.</li> </ul>	Forest school leader and assistants. before and during activity	Low
Rope getting tangled around neck	Children and adults	Strangulation death	High	<ul style="list-style-type: none"> <li>Ensure children follow safety procedures, never playing by wrapping each other in ropes or carrying rope around the neck.</li> <li></li> </ul>	Children will abide by rules which will be monitored and	Medium to low
Rope or string becoming tangled	Children and adults	Falls, bumps grazes head injury Death	High	<ul style="list-style-type: none"> <li>Ensure loose rope or string is not left lying around on the floor but always kept neat and tidy</li> </ul>		low

around legs or feet.					maintained by adults	
Rope tied creating a trip or garrotting hazard	Children and adults	Falls, bumps grazes, rope burn head injury Death	High	<ul style="list-style-type: none"> <li>• Ensure rope is high visibility and not tied across any paths</li> </ul>		Medium

Which activity is this assessment for?		Collecting Natural Materials					
<b>Consider the benefits to the children of allowing this activity to take place:</b>		<ul style="list-style-type: none"> <li>• Improved physical Development both fine and gross motor skills, increased fitness, strength and physical stamina</li> <li>• Scientific classification</li> <li>• Identification skills</li> <li>• Reasoning,</li> <li>• Perseverance and resilience,</li> <li>• Improved motivation, focus and concentration,</li> <li>• Ability to analyse risk developed,</li> <li>• Improved wellbeing, confidence and self-esteem,</li> </ul>			<ul style="list-style-type: none"> <li>• Creative and imaginative development improved</li> <li>• Communication and Language skills development</li> <li>• Improved knowledge and understanding of the environment and our impact on it.</li> <li>• Social and Emotional development</li> <li>• Cooperation skills</li> <li>• Improved spatial awareness</li> <li>• Improved understanding and relationship between adults and children.</li> </ul>		
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measures and when (before or during activity)?	Level of risk (with control measures in place)	
Rough or sharp materials	Children and adults	Scrapes, grazes cuts, splinters	low	<ul style="list-style-type: none"> <li>• Remind children to look at where they are treading and going and to think about what they are about to touch- does it look sharp or rough? Do they need to be careful if they choose to hold it?</li> </ul>	Forest school leader and assistants. before and during activity	low	
Tripping and falling	Children and adults	Bumps, bruises, scrapes and grazes, head bumps,	Medium to high	<ul style="list-style-type: none"> <li>• Remind children to look at where they are treading and going and to think about what they are about to do.</li> <li>• Clear and maintain paths</li> </ul>	Children will abide by rules which will be monitored and	Medium to low	

		concussion, broken bones.			maintained by adults	
Poisonous or irritant substances	Children and adults	Poisoning, Upset stomach, Death Skin irritation, chemical burns	Medium to high	<ul style="list-style-type: none"> <li>• Teach children about which plants are safe and which are dangerous to touch.</li> <li>• Remind them that we never put anything in our mouths unless an adult says it is ok</li> <li>• Remind them not to put their fingers in their mouths or near eyes when they have been touching things in the forest.</li> <li>• Remove any giant hogweed if any grows.</li> </ul>		Medium to low

<b>Which activity is this assessment for?</b>		<b>Tool Use</b>				
<b>Consider the benefits to the children of allowing this activity to take place:</b>		<ul style="list-style-type: none"> <li>• Improved physical development both fine and gross motor skills, increased fitness, strength and physical stamina</li> <li>• Problem solving,</li> <li>• Reasoning,</li> <li>• Perseverance and resilience,</li> <li>• Improved motivation, focus and concentration,</li> <li>• Ability to analyse risk developed,</li> <li>• Improved wellbeing, confidence and self-esteem,</li> </ul>			<ul style="list-style-type: none"> <li>• Creative and imaginative development improved</li> <li>• Communication and Language skills development</li> <li>• Improved knowledge and understanding of the environment and our impact on it.</li> <li>• Social and Emotional development</li> <li>• Cooperation skills</li> <li>• Improved spatial awareness</li> <li>• Improved understanding and relationship between adults and children.</li> </ul>	
<b>The Hazard</b>	<b>Who could be harmed?</b>	<b>How could they be harmed?</b>	<b>Level of risk (with no control measures in place)</b>	<b>Control</b>	<b>Who will carry out control measures and when (before or during activity)?</b>	<b>Level of risk (with control measures in place)</b>
Saws	Children or adults	Cuts, loss of limb, Death	High	<ul style="list-style-type: none"> <li>• Bow saws are carried blade downwards</li> <li>• Pruning saws are carried folded up</li> <li>• Protective guard is always on when not in use.</li> <li>• Helper hand wears protective glove</li> <li>• Children and adults taught correct use</li> <li>• Saws locked away when not in use</li> </ul>	Forest school leader and assistants. before and during activity	Medium to low

				<ul style="list-style-type: none"> <li>• Saws are checked before use to ensure they are in good working order.</li> <li>• 1 to 1 supervision</li> </ul>	Children will abide by rules which will be monitored and maintained by adults	
Knives	Children or adults	Cuts, loss of limb, Death	High	<ul style="list-style-type: none"> <li>• Knives are carried inside their protective sheath</li> <li>• Protective sheath is always on when not in use.</li> <li>• Knife is passed to another handle first.</li> <li>• Helper hand wears protective glove</li> <li>• Children and adults taught correct use and sitting position.</li> <li>• Knives locked away when not in use</li> <li>• Knives are checked before use to ensure they are in good working order.</li> <li>• 1to1 supervision until safety measures imbedded</li> <li>• Blood Bubble respected</li> </ul>		Medium to low
Bill Hook	Children or adults	Cuts, loss of limb, Death	High	<ul style="list-style-type: none"> <li>• Billhooks are carried inside their protective wrapping. They are carried by the side of the leg blade downwards.</li> <li>• Protective wrapping is always on when not in use.</li> <li>• Billhook is passed to another handle first.</li> <li>• Helper hand wears protective glove</li> <li>• Children and adults taught correct use.</li> <li>• locked away when not in use</li> <li>• Billhooks are checked before use to ensure they are in good working order.</li> <li>• 1to1 supervision until safety measures imbedded</li> <li>• Blood Bubble respected</li> </ul>	<p>Forest school leader and assistants. before and during activity</p> <p>Children will abide by rules which will be monitored and maintained by adults</p>	Medium to low
Loppers and secateurs	Children or adults	Cuts, loss of digits	Medium	<ul style="list-style-type: none"> <li>• Loppers are carried by the side of the leg horizontally, holding the bottom handle blades forwards.</li> <li>• Secateurs are carried by the side, always blades locked and in sheath if they have one.</li> <li>• They are handed to another handle first.</li> <li>• Helper hand wears protective glove</li> </ul>	Forest school leader and assistants. before and during activity	low

				<ul style="list-style-type: none"> <li>• Children and adults taught correct use.</li> <li>• Do not cut anything thicker than a thumb</li> <li>• locked away when not in use</li> <li>• Checked before use to ensure they are in good working order.</li> <li>• 1to1 supervision until safety measures imbedded</li> </ul>	Children will abide by rules which will be monitored and maintained by adults	
Drills	Children or adults	Cuts,	Medium	<ul style="list-style-type: none"> <li>• Drills are carried by the side.</li> <li>• They are handed to another handle first.</li> <li>• Helper hand wears protective glove</li> <li>• They are used on a stable surface such as a log slice, log or ground never on the lap or into the palm.</li> <li>• Children and adults taught correct use.</li> <li>• locked away when not in use</li> <li>• Checked before use to ensure they are in good working order.</li> <li>• 1to1 supervision until safety measures imbedded</li> </ul>	<p>Forest school leader and assistants. before and during activity</p> <p>Children will abide by rules which will be monitored and maintained by adults</p>	low

<b>Which activity is this assessment for?</b>		<i>Fire craft</i>				
<b>Consider the benefits to the children of allowing this activity to take place:</b>		<ul style="list-style-type: none"> <li>• Problem solving,</li> <li>• Reasoning,</li> <li>• Perseverance,</li> <li>• Resilience,</li> <li>• Increased skill levels,</li> <li>• Communication and Language skills development</li> </ul>		<ul style="list-style-type: none"> <li>• Improved motivation,</li> <li>• Improved focus and concentration,</li> <li>• Risk analysis skills developed,</li> <li>• Fine motor skills developed,</li> <li>• Improved wellbeing and self-esteem,</li> <li>• Improved relationship and understanding between adults and children.</li> </ul>		
<b>The Hazard</b>	<b>Who could be harmed?</b>	<b>How could they be harmed?</b>	<b>Level of risk (with no control measures in place)</b>	<b>Control</b>	<b>Who will carry out control measures and when (before or during activity)?</b>	<b>Level of risk (with control measures in place)</b>

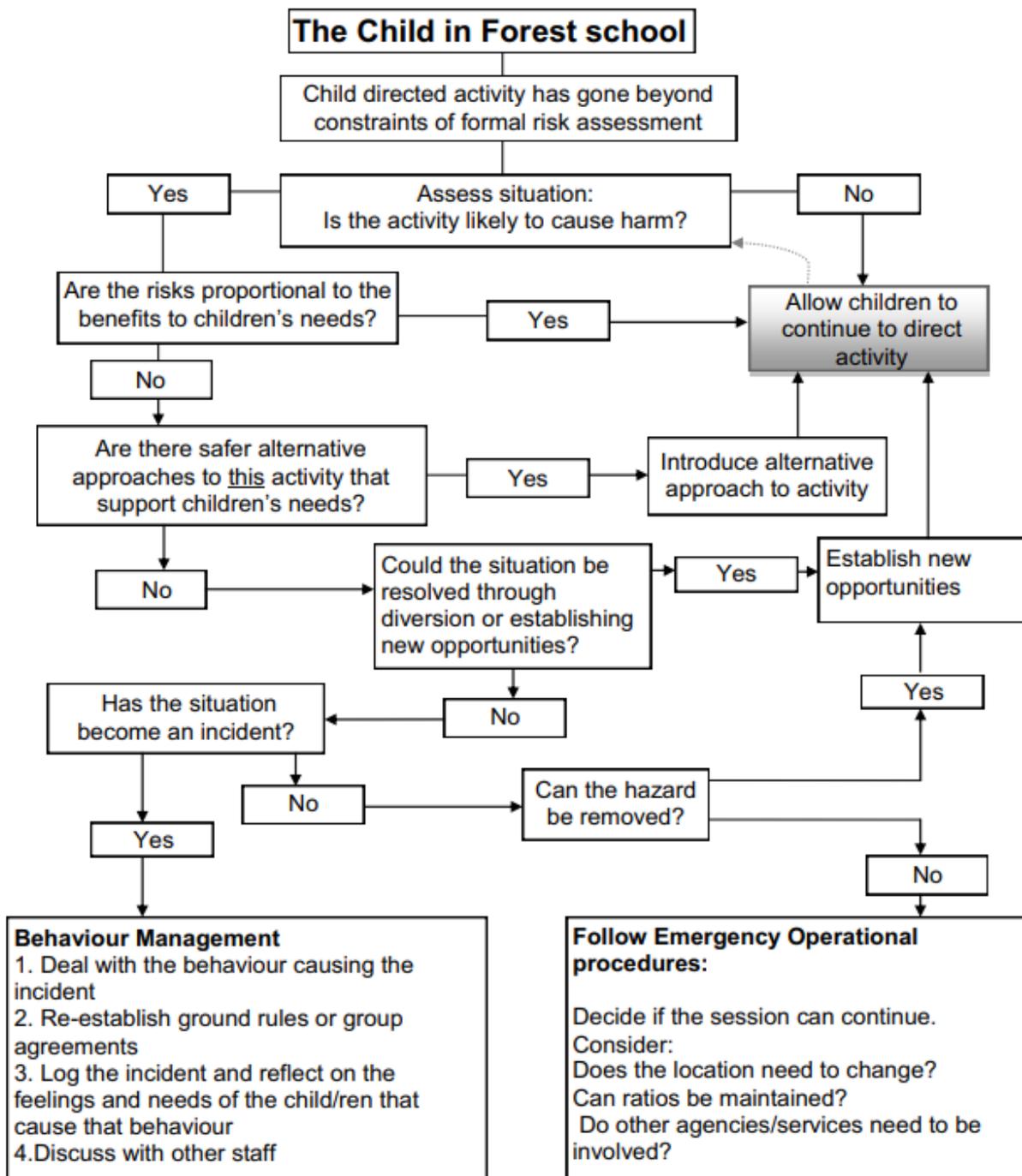
Fire	Children or adults	Burns	High	<ul style="list-style-type: none"> <li>• Create a clear area on the floor with logs to mark the fire safety area.</li> <li>• Teach children the safe stance when near the fire</li> <li>• Impose a sitting circle 1.5m away from fire.</li> <li>• All movements take place outside this circle. (see fire procedures p41 of handbook)</li> </ul>	Forest school leader and assistants. Before and during activity. Children abide by rules.	Medium to low
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<b>Which activity is this assessment for?</b>		<i>Cooking on open fire or Kelly Kettle</i>				
<b>Consider the benefits to the children of allowing this activity to take place:</b>		<ul style="list-style-type: none"> <li>• Problem solving,</li> <li>• Reasoning,</li> <li>• Perseverance,</li> <li>• Resilience,</li> <li>• Increased skill levels,</li> <li>• Communication and Language skills development</li> <li>• Improved special awareness</li> </ul>			<ul style="list-style-type: none"> <li>• Improved motivation,</li> <li>• Improved focus and concentration,</li> <li>• Risk analysis skills developed,</li> <li>• Fine motor skills developed,</li> <li>• Improved wellbeing and self-esteem,</li> <li>• Improved relationship and understanding between adults and children.</li> </ul>	
<b>The Hazard</b>	<b>Who could be harmed?</b>	<b>How could they be harmed?</b>	<b>Level of risk</b> (with no control measures in place)	<b>Control</b>	<b>Who will carry out control measures and when</b> (before or during activity)?	<b>Level of risk</b> (with control measures in place)
Fire, boiling water, hot food and steam	Children and adults	Burns and scalds.  Death	High	<ul style="list-style-type: none"> <li>• Create a clear area on the floor with logs to mark the fire safety area.</li> <li>• Teach children the safe stance when near the fire</li> <li>• Tech children safe method for fuelling Kelly Kettle</li> <li>• Impose a sitting circle 1.5m away from fire.</li> </ul>	Forest school leader and assistants. before and during activity	Medium

				<ul style="list-style-type: none"> <li>● 1.1 supervision when a child approaches the fire or Kelly kettle.</li> <li>● All movements take place outside this circle. (see fire procedures p41 of handbook)</li> <li>● Only adults move Kelly kettle (see Kelly Kettle procedures p42 of handbook)</li> </ul>	Children will abide by rules which will be monitored and maintained by adults	
Food poisoning or ingestion of contaminants	Children and adults	Poisoning, Upset stomach, Food poisoning	Medium to high	<ul style="list-style-type: none"> <li>● All participants wash hands before activity with soap and warm water.</li> <li>● FS Leaders have hygiene certificate</li> <li>● Hand sanitizer available at site.</li> <li>● Cooking utensils are clean before use and washed in hot soapy water after use.</li> <li>● Children and adults reminded not to touch any plants before cooking</li> <li>● Long hair tied back</li> <li>● Ingredients kept refrigerated (if necessary) until brought to site.</li> <li>● See page 42 of handbook</li> </ul>		Medium to low

# Dynamic Risk Assessment

Forest School is a child led, holistic approach to education and as such sometimes activities will morph into something new and unexpected taking us outside the bounds of the formal risk assessments. At this point the Forest school leaders will engage in a Dynamic Risk Assessment. This involves closely observing what is happening and deciding if further measures need to be put in place to preserve safety levels while maintaining learning opportunities.



Original document by Dan Rees-Jones Playworker Partnerships 2008 Adapted by Lily Horseman and BEYCP Play Team July 2008  
Adapted for Forest Schools by Kindling [www.kindlingplayandtraining.co.uk](http://www.kindlingplayandtraining.co.uk) 2011

# Welfare

As our Forest school site is within the grounds of the school we are lucky that we are close to the building should we require any of the facilities.

## Toileting

Children will be reminded to go to the toilet before we leave the building but should they need to go again during the session they will return to the building to use the facilities as they would from the playground at playtime by alerting a member of staff that they need to go and then walking back.

Younger children will be escorted back and from the building by an adult.

## Clothing

Appropriate clothing is essential to take part in forest school. Parents will be informed in advance of their child attending forest school and will be expected to provide appropriate clothing (see children's kit list p8). The Forest School Leader has the right to exclude any child which they consider to be inappropriately dressed for forest school activities.

## Personal Protective Equipment

Personal Protective Equipment (PPE) will be provided for all members of the group. The Forest School leader will teach everyone when and how to use PPE appropriately.

- All attendees taught the use of, and provided with correct PPE.
- Please refer to the Risk Benefit Assessment for correct procedures for activities
- Adults must always model the correct use of PPE when engaging in activities.
- PPE will be checked before and after every session to ensure it is in correct working order, not broken, in date and not worn out.

## Food and Drink

As we are on the school site there will be no need to bring food to the Forest school site unless for the purposes of cooking activities.

Children will be asked to bring their own water bottle to the site so they can access it if they feel thirsty.