



Forest School Handbook

Croft Corner Forest School Nursery

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1. Forest School Ethos

Forest School is an inspirational process that offers all learners regular opportunities to achieve, develop confidence and self esteem, through hands on learning experiences in a local woodland or natural environment with trees. Forest School is a specialised approach that sits within and complements the wider context of outdoor and woodland learning.

Croft Corner Forest School Nursery aims to provide holistic, learner led forest school sessions for all our pre-school children within the magical setting of Ecclesall Woods. Our sessions in the woodland offer children opportunities to achieve, develop confidence and self-esteem through hands on learning experiences. Learning experiences are loosely structured in order to accommodate the interests and curiosity of each child.

Today's children are often wrapped in cotton wool where they are unable to make their own judgements about risk. Forest School enables children to experience managed risk and make their own decisions and therefore help produce more confident individuals. Physical activity through games, crafts and play encourages better development of gross and fine motor skills; a more balanced and a fitter child.

Forest Schools differ from other forms of learning in that they focus on the whole person. In an environment outside the formal educational settings of classrooms, woodland creates its own learning environment framed by safety routines and established boundaries. Children experience active learning, in a less structured manner which suits the individual learning styles of many children.

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.

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.

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

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

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

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

How it links to the EYFS

Personal Social and Emotional Development

Opportunities at Forest School will develop children's interests, attitudes and aesthetic awareness of the wider world. There will be opportunities to try new activities and take risks when they are ready, such as climbing on fallen trees and using hand tools. They will also learn ways to conserve and protect nature, keep the environment clean as well as learning how to maintain hygiene outdoors.

Communication and Language

Children will broaden their vocabulary and develop their listening skills in one-to-one and group contexts as well as developing conversational skills in practical ways. The very nature of gathering in a circle to share a snack and a story, in an environment such as the woods which has very few external distractions, encourages children to converse with each other and adults alike. They will use verbal and non-verbal communication to express feelings, needs and thoughts and to think through problems.

Physical Development

Children build their strength by negotiating tricky terrain, climbing trees, getting in and out of ditches, moving logs, jumping, walking, running and rolling down hills. Children will develop fine motor control and strength in their wrists by using tools, picking up and carrying objects and drawing and painting with natural objects and pigments.

Literacy

Children will have opportunities to develop mark making and writing skills with mud or dirt with sticks or feathers. Songs, rhymes and poems, fiction and non-fiction books, and oral storytelling of familiar tales are excellent resources to develop language and literacy and can be linked to experiences or things found in the natural environment.

Mathematics

Children can explore concepts such as measurement by comparing length, height, size, capacity and weight of objects. This can be achieved through practical activities such as den building, cooking, collecting kindling and sticks for fire or through imaginative play.

Understanding the World

Children will have opportunities to find out and identify living things. They will show curiosity by talking and asking questions about what is seen and what is happening. Through observing and exploring they will be able to appreciate patterns and relationships, show an awareness of similarities, differences and change.

Expressive Arts and Design

The natural environment fosters opportunities for children to explore colour and texture. There are opportunities for music making, sketching, nature rubbings, imaginative play and creative storytelling.

2. A typical Forest School session

The sessions are designed to encourage children to feel comfortable playing outdoors and exploring the woodland environment. The woodland allows children opportunities to be creative in an outdoor setting and have the space to explore activities that interest them. Staff may provide some structure through planned activities but the children's interests will dictate what each session looks like.

Sessions will always include a group gathering when food and drink are shared amongst the children. This activity gives the group the opportunity to gather together and share their experiences. At the end of each session, children will regroup and reflect on their experiences during the session, sharing with the rest of the group what they have enjoyed the most during the session.

It is vitally important that the children are suitably dressed so that they keep warm and dry. When the children feel comfortable, they can tackle anything that our weather can throw at them!

Before any session starts the following guidelines will be followed:-

Before assisting on a Forest school session:

All staff, volunteers and parent helpers will familiarise themselves with the Forest school handbook and the policies within it before taking part in the session.

- The Forest School leader will remind parents of the kit list at the beginning of term.
- The Forest school leader will gather all the equipment needed for the session using the check list. The equipment will include the register.
- Forest school leaders will ensure tools are in good condition and the First Aid kit is complete.

On the day of a forest school session:

The children will be gathered from the morning circle and will walk with a member of staff to the hut, the children will be encouraged to retrieve their own outdoor clothing and dress independently. They will be reminded, and eventually asked to reiterate, the safety rules of the forest school session, such as maintaining their position in the line when walking to the woods, keeping within marked boundaries etc.

On arrival at the forest school site, the children will be gathered again and will share a story whilst the Forest school leader carries out a dynamic risk assessment at the site.

This will include:

- Checking for faeces and dangerous objects
- Checking for any increased risks due to changes in the weather
- Carry out all safety checks in line with the risk assessment
- Cut any dangerous eye-level branches
- Prepare boundary markers
- When all staff and children are present the Forest school leader will take a headcount and the group will enter the site.
- the group will put up a shelter if required

During the session there will be a mix of adult led and child initiated activities which may include any of the following:-

Cooking over an open fire, Knot tying, Map reading, Team games, Problem solving activities, Identifying trees, flora and fauna, Den building, Dam building, Making musical instruments, Art projects, Listening to poetry and stories outside, Tracking skills, Learning about animal habitats, Experiencing all weathers, Working closely with natural resources such as Mud, Sand, Clay, Water.

At the end of the session:

There will be a 'tidying-up' time when everyone will be expected to take part.

- Any tools used will be counted back into tool bags
- All boundary markers will be collected in.
- Any stumps or logs used will be hidden or returned to the wider area so we do not encourage a gathering place for teenagers etc.
- Take shelters down.
- Remove any litter from the site.
- All the children will be encouraged to help to carry equipment if appropriate.
- Before leaving the forest the Forest School leader will carry out a headcount.
- We will leave the forest with a Forest school leader at the front of the line and a member of staff at the rear and one in the middle.
- All equipment will then be returned to nursery and cleaned if necessary or left to dry.

Equipment will then be returned to the hut and locked away.

3. Our Forest School Rules

The rules for Forest School will be introduced to the children on the first session and reinforced at the woods. The following is a list of the main hazards and dangers with the suggested rules in brackets which will be developed with the children:-

1. Sticks - Take care when carrying sticks. If you are Stick carrying-hold your stick towards the ground (demo)
2. Dogs- Keep still, keep quiet, keep your arms by your side and keep together
4. Nettles and brambles - don't go near them
5. Berries, Fungi etc - We only eat food brought with us from nursery. We never eat anything we find in the woods.
6. Hygiene - Try not to put your fingers in your mouth and eyes. Wash our hands before eating using wipes and a hand sanitizer.
7. Branches - they could flick back into the face of the person behind you, therefore, help your friends with these (demo)
8. Wild flowers - don't pick them and leave them for other people to enjoy
9. Fire circle - do not walk into the fire circle, unless invited by an adult.
10. When you hear "1, 2, 3 where are you" answer with "123 I'm here"
11. Have fun!

4. Equipment for Forest School

First Aid Equipment List for Forest School:-

- Sterile Wipes x 5
- Plasters of various sizes
- Conforming Bandages x 3
- Non adhesive square bandages x 3
- Scissors
- Surgical tape
- Hand gel
- Disposable gloves x 5
- Safety pins x 5
- Eye dressings x 2
- Aspirin x 4 (for adults)
- Sterile water bottle
- Hypo allergenic sun cream (summer)
- Bite and sting spray repellent
- Children's specific medication and details
- Yoga mat
- Tick card

Kit List for Forest School

- First Aid Kit
- Green tarpaulin
- Ground sheet
- Boundary markers
- String
- Tent pegs
- Mallet
- Register
- Contact details of all parents and information for FS
- 2 mobile phone each on a different network
- Accident forms
- Risk assessments
- Hand sanitizer
- Trowel and spade
- Tablet
- Wet wipes
- Tissues
- Toilet Roll
- Change of clothes
- Snack and drink requirements
- Resources specific to the session

Kit List for Children

Winter

- Vest or T-shirt
- Long sleeved top
- Hooded top / fleece or thick jumper
- Thick socks (thermal or two pairs of thin ones)
- Waterproof jacket (waterproof dungarees are provided by nursery)
- Trousers
- Wellington boots
- Hat, gloves and scarf.

Summer

- Long sleeved T-shirt or top
- Full-length light trousers
- Socks
- Wellington boots
- Sunhat
- Sunglasses (if required.)

It is essential that each child has a change of suitable clothing on the nursery premises in case they need to be changed out of wet or soiled clothing after a forest school session, particularly a change of socks.

5. Risk Assessments

A Site Risk Assessment is undertaken each week and a Dynamic Risk Assessment is made prior to every Forest School session at our site.

In addition, an Activity Risk Assessment will be established prior to any activity that may require it. These will include: whittling, cutting wood, fire lighting, cooking on an open fire and palm drilling.

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

The risk assessment process is detailed below:

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

6. Policies and Procedures

a) Fire Safety Policy

Campfires and the use of kelly kettles are an important part of a forest school session and will be used in many sessions. We aim to ensure that all children and adults participating in forest school sessions with fires and/or storm kettles will do so safely and with as little risk to their health as possible.

Location

- Only previously agreed areas will be used for campfires
- Campfire areas are enclosed by logs to prevent the spread of fire and to mark the area visually for the group.
- Storm kettles are only used on flat ground and any woodchip or leaf litter must be brushed away before use.

Positioning of Children and Adults

- Fire areas are surrounded by seating logs at least 1.5 metres from the fire pit
- When the campfire is in use, children are not permitted to access the area without permission.

When allowed to access the campfire, children must walk around the outside of the seating logs and wait for permission to step over. Once permission has been given, they must kneel whilst by the fire.

- Once seated around the campfire, the children must remain seated until directed by an adult to move.
- Long sleeves and trousers must always be worn.
- Children are not permitted to throw anything onto the fire.
- Advice on the appropriate way for dealing with smoke will be given to the children: they are advised to turn their head to one side, placing their hand across the face, to close their eyes and count to 30 (or ask an adult/peer to count for them)
- If there is a clear wind direction, seating in the line of smoke is to be avoided.
- If wind direction is variable, the leader should rearrange the seating if at all possible.

Cooking

- If food is to be cooked at Forest School, the Forest School leaders are responsible for ensuring that the food has been transported, cooked and stored in a 'safe to eat' manner.

Safety and Responsibility

- Only the forest school leader is permitted to light fires.
- Fires are lit using a fire steel and natural kindling.
- No flammable liquids are to be used to light or accelerate fires.
- No plastics are to be burnt.
- If sessions involve children adding fuel to the fire, this must be done with one to one adult supervision.
- Sticks/wood must be placed, not thrown, from the side of the fire. The hand should never go over the fire.
- A fire safety glove must be worn at all times by anybody maintaining or cooking on the fire.

Extinguishing

- All fires must be extinguished at the end of a session.
- A bucket of water should always be to hand during campfire sessions.
- Whenever possible, all fuels should be burnt off to ash.
- Forest School Leaders should ensure that any large remains of wood, especially when using a long log fire, are separated from one another.
- At the end of the session, the fire must be doused down with water and stirred until all smoke and steam has ceased.
- Large build ups of potash, from several fires, need to be dispersed. This must only be done when it has totally cooled. It will be stored in a metal container and disposed of at nursery.
- The use of a fire blanket is available should it be necessary to use one.

Storm (Kelly) kettles

- Only Forest School Leaders are to light the fire in the fire pan.
- The Kelly kettle must be placed on flat, clear ground.
- 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 (see above)
- The Kelly kettle will be removed from the fire pan by one of the Forest School leaders. To do this safely they will lift the kettle using the sides of the metal handle, pouring will then be controlled by using one hand on the top of the handle and the other on the chain.
- The Kelly kettle should never be heated with the cork in.

b) Poor weather conditions

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

When it is raining, a shelter will be built immediately by a trained adult so that there is a sheltered area available to all, from the beginning of the session.

Many of our activities can be carried out inside or in the nursery garden, such as our tracking, sensory and team games. Therefore the children will not miss out on their Forest School session if conditions do not allow us to go out into the woods.

- If trees blowing more than 20 degrees, or if group leader feels uncomfortable take emergency 'safe' route out ASAP.
- Use indoor areas or shelter outdoors (away from trees) areas as alternative.

c) Absconding Policy

Croft Corner Forest School Nursery's overarching priority in everything it sets out to achieve is to keep all children safe. This Policy shall be applied whether the group are working in the on-site garden or at our Forest School site at Ecclesall Woods.

If it is discovered that a child is missing from the group, the situation will be taken very seriously from the outset and the following emergency procedure will be implemented:

1. The Forest School Leader shall be informed immediately.
2. Activity for the rest of the group shall be suspended in order that up to two members of staff, including the Forest School Leader if appropriate, may be released to conduct a search which shall last no more than five minutes. Using the "1,2,3 where are you?" strategy.
3. The remaining children will be given a low risk activity to complete, within the camp area by the remaining adult/s, being mindful not to increase anxiety of the group.
4. If, after the five minute search, the child has not been located, the Forest School Leader will phone 999 and alert the police.
5. Croft Corner Forest School Nursery will be informed so that they can contact the child's parents and inform them of the situation.
6. Staff should corroborate details of the situation, including last known position of the missing child and any timings. These will be recorded on the Emergency Procedures Record Sheet.

d) Toileting Procedure

- Children are toileted before leaving nursery.
- If toileting is an emergency -
 - A place is allocated at the site, 40 metres away from public paths and water courses.
 - If the child finds that he/she needs to relieve themselves when some distance away from the site, the child will be taken 40 metres away from public paths and water courses behind a large tree out of view. The same toileting procedure will then follow.
 - Eco friendly toilet paper is used.
 - A hole of approx. 6-8 inches is dug for faeces. Children are told that they can use a stick if they have missed the hole. Earth is replaced after completion.
 - Children wash their hands with hand sanitizer gel.
 - Toileting will be noted in the 'toilet book' after each use.

e) Irregular occurrence, uninvited person/stranger

1. The intruder will be challenged and asked to leave politely.
2. If a child is involved then the police should be called and the child/children involved should be removed from the situation and made to feel safe.
3. Follow Nursery's critical incident procedure
4. Parents/guardian should be briefed by FS leader as soon as possible.

f) Behaviour problems

It is essential that the children follow the FS rules and adhere to the directions that the FS Leader is giving to ensure safety for all. If it occurs that these rules are not being adhered to and behaviour in individuals begins to escalate, the following procedure should be followed.

1. Members of staff to use de-escalation strategies.
2. Remove other children from area of risk (if deemed necessary).
3. Return to Nursery if necessary.
4. Debrief child after calm down period.
5. Log incident.
6. Inform parents/guardian.

g) Eating Policy

Croft Corner Forest School Nursery recognises that raising awareness of the Woodland environment increases children's interest in edible berries and fruits, which may be found outside. However, there is no safe way of ensuring that children will always eat correct berries and/or fruit, or that appropriate berries and/or fruit will be clean.

There is also the possibility that by promoting the correct ingestion of berries and/or fruit at Croft Corner Forest School Nursery sessions may lead to incorrect identification by children when out of nursery. With these considerations in mind, Croft Corner Forest School Nursery adopts the following Policy on the eating of food during Forest School sessions:

1. Forest School sessions will adopt a nil-by-mouth policy with the following exceptions:
 - a. Hot drinks made in kelly kettles for the group, from commercially available products such as hot chocolate
 - b. Drinks and foods which link directly to the topic, such as elder cordial, which will only be sourced from commercially available products
 - c. Snacks brought with us from the nursery

In such cases, the Forest school Leader will be responsible for checking that no member of the group has any listed allergy to any of the products;

- b. The staff will carefully monitor the children to ensure no berries and/or fruit from the forest are consumed
 3. Children will be taught, at an age appropriate time, reasons why berries and/or fruit from the woodland may not be eaten during forest school sessions. They will be reassured that fruit from the woodland can be safe to eat, but can equally be dangerous and that adult (i.e. parent) supervision is very important in ensuring only the correct berries are eaten.

CCFSN will provide snacks to be cooked on open fires and consumed. These may not always be a healthy eating option i.e marshmallows, but will always have value as to the way they are cooked or resourced.

h) Hand Tool Policy

General rules for tool use:

- All tools must have an individual risk assessment in Health and Safety folder
- Ensure safe storage at school with nominated Forest School Leader access and responsibility
- Ensure safe storage and responsibility by Forest School Leader at the Forest School Site
- Never walk around with tools.
- Always make sure they are clean and sharp before using them.
- When using tools with children it should only be with the Forest School Leader.
- When using tools there is a designated tool area where the Forest School Leader and child will sit or kneel when using the tool.
- First aiders and first aid kit close by.

Tool Use and Storage Procedure

The decision to introduce tools into a Forest School session will be made by the Forest School Leader. Tool use will be planned into sessions but if the leader deems that it is not the right time then tools will not be introduced.

- Tools are kept in a locked toolbox to which the children will not have access.
- All tools are counted out and in of the toolbox.
- All tools are used for a specific purpose. Their correct use and transportation will be modelled by adults at all times.
- Tools will only be used in designated areas which will be a safe distance from active children.
- Tools may only be transported by walking, never running.
- Tools that are damaged will be immediately removed from use and made known to the forest school leader to be de commissioned.
- Ensure that tools are dry before storing them.
- All tools should be stored in a locked toolbox.
- All bladed tools must be maintained to ensure they are sharp.

Potato Peelers

Potato peelers are used to sharpen and whittle sticks. They should be used with a 1:2 ratio.

- Check that the blade is held firmly onto the handle.
- Check that the blade is clean and free from rust and debris.
- Peel away from the body at all times.
- Potato peelers should be carried blade down with the arm held to the side.

Billhook

Billhooks are used to split or cleave wood and should be used with a 1:1 ratio.

- Carefully remove the billhook cover and visually check the blade for damage or debris.
- Check that the billhook head is firmly attached to the handle with no movement.
- Using the thumb of your dominant hand run the thumb across the blade (never along the length of the blade) to check for sharpness.
- Use a large wood block to support the wood to be split.
- Ensure that any observers are to the side and not at the front or behind the tool user. They must be a safe distance away from the tool when it is in use.
- Ensure that the wood to be split is a suitable width and length.
- The billhook should be placed along the top of the wood to be split.
- The billhook is used without gloves, dominant hand on handle and other hand steadying the top of blade.
- Your partner will ask if you are ready, and how hard and how many hits you are expecting from the mallet.
- Billhooks should be carried with the cover on, handle in the hand, cutting edge facing backwards and the arm held to the side.
- After use ensure that the billhook is clean and free from debris. Place the billhook cover over the head and return it to the tool box.

Bow Saw

Bow saws are used to cut wood larger than an 2cm in diameter. Bow saws are used on a 1:1 ratio in a buddy pair with adult, or two children supervised by an adult. There are two types of bow saw blade:

- Raker tooth - used for cutting fresh (green) wood
 - Peg tooth - for cutting old wood
- Remove the bow saw from the tool box.
 - Visually check the bow saw for damage.
 - Check that the blade is firmly attached to the saw with no movement or rattling and that the nuts and bolts are secure.
 - Carefully remove the blade cover and visually check the blade for debris or dust.
 - Test for sharpness by doing a test cut.
 - Use a log to support the wood to be cut with helpers holding the opposite end.
 - Use the cross hand method to secure the wood until the blade can no longer be seen above the wood to be cut.
 - Using the saw in the dominant hand pull the saw along the wood towards the body to create an indent into the wood. Repeat this three times.
 - Continue to saw forwards and back.
 - Upon completing sawing place the blade cover back onto the blade.
 - Carry the bow saw by the handle with the cutting edge pointing backwards and the arm held by the side.
 - Maintain the bow saw by spraying oil such as WD40 and wiping with a paintbrush.

Fixed Blade Knife

Fixed blade knives may be used to whittle and shape wood. Fixed blade knives are to be used by adults only.

- Remove the knife from the toolbox and visually check it with the sheath on.
- Check the knife blade is securely attached to the handle.
- Remove the blade from the sheath holding the sheath in the non-dominant hand.
- Visually check the blade for damage and debris.
- Hold the knife in the non-dominant hand by the handle with the cutting edge facing up.
- Check the blade for sharpness by running the thumb of the dominant hand across the blade (never along the length of the blade).
- Use the knife whilst sitting or kneeling, hold the knife in the dominant hand and the wood in the non-dominant arm supported by the knee. Always cut away from the body.
- Carefully remove any swathe from the knife by wiping carefully with a cloth.
- Place the knife back in the sheath ensuring the blade is sitting in the grooves.
- Transport the knife by holding it downwards, cutting edge facing backwards with the arm held by the side.
- Maintain the blade by cleaning with oil and a cloth and sharpening it using a knife sharpener.

Loppers

Loppers are used to cut wood more than 2cm in diameter. They should be used to cut wood below shoulder level. They should be used with a 1:1 ratio.

- Remove the loppers from the toolbox and carry out a visual check.
- Ensure that the arms of the loppers move freely and do not feel loose.
- Open the loppers and place one arm against the shoulder and the other arm opened downwards and held against the leg. Visually check the blade for signs of damage and debris. Using the thumb of your dominant hand run it across, never along the blade, to check for sharpness.
- Use the loppers below shoulder height ensuring all hands are well away from the blades.
- Carry the loppers horizontal to the ground with blade facing downwards.
- Maintain the loppers by removing any debris using a light oil and a cloth.

Secateurs

Secateurs perform the same job as the loppers but should be used on wood approximately 1-2cm in diameter.

- Remove the secateurs from the toolbox and visually check the secateurs ensuring that there are no signs of damage.
- Unfasten the safety clip and ensure that the arms are secure.

- Place the secateurs with a log between the handles and visually check the blades before running the thumb of the dominant hand across the blade, never along, to check sharpness.
- Cut wood by placing wood to be cut between the blades and squeeze the hands.
- After use secure the secateurs by the safety clip and place them back into the toolbox.
- Maintain the tool by cleaning the blade with a light oil and cloth.

Hand Drill

A hand drill is used for drilling holes into wood for craft purposes.

- The drill piece will be attached and removed by an adult. The drill piece box will be placed back into the toolbox.
- The Forest School leader will demonstrate the drilling technique on an appropriate wood block showing the children how to hold the tool safely.
- The Forest School Leader will demonstrate the safe kneeling position to children, kneeling on one knee with the opposite foot securely on the floor to steady them.
- Adults will hold the wood block securely in place with one hand and the top of the drill with the other to steady the drill as the child holds the side handle with one hand and uses their prominent hand to wind the drill.
- The hand drill must be returned to the toolbox immediately after use.

7. Forest School Accident and Emergency Procedures

Emergency Action Plan

If an emergency occurs on at the Forest School site the FS leader should maintain or resume control of the group overall. They will, however, delegate responsibility when necessary; therefore all adults accompanying the visit must read and sign the visit handbook before the trip begins.

The group leader will:

- Establish the nature and extent of the emergency as quickly as possible.
- Ensure that the entire group are safe and looked after and kept together.
- All other adults will be told as soon as possible and allocated roles; roles may be changed as needed.
- Establish the names of any casualties and get immediate medical attention.
- Children's names and medical details will be in the red kit bag.
- First Aid box will be on site.
- Phone for an ambulance if appropriate. Another adult may be asked to do this (Details of our site's exact location is on a laminated map in the forest school folder)
- Inform the nursery of the name of the casualty and details of their injuries plus action taken so far.
- The manager will notify parents, providing as full a factual account of the incident as possible.
- Write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence.
- Keep a written account of all events, times and contacts after the incident.
- The group leader will give copies of notes and reports to the Manager.
- Complete an accident report form as soon as possible. Contact HSE or LA (R.I.D.D.O.R.) or Ofsted as necessary

NB:

No-one in the group should speak to the media. The names of those involved in the incident should not be given to the media as this could cause distress to their families. Any enquiries from journalists must be referred to the Manager.

