



Forest School Handbook

Stanton St Quintin Nursery and Primary School



Motivate, Educate, Nurture

Handbook updated April 2023
By Louise Breen

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Declaration of Review Date

This Forest School handbook will be reviewed annually by the Forest School Leader alongside Stanton St Quintin Nursery and Primary School Management Team, or more often if major policy changes occur.

This handbook has been read and approved by the following staff:			
Name	Role	Signature	Date
Louise Breen	Forest School Leader	<i>Louise Breen</i>	April 2023
Sarah Matthews	Head of School	<i>Sarah Matthews</i>	May 2023
Karen Winterburn	Executive Headteacher	<i>Karen Winterburn</i>	April 2023
Date for Review:		April 2024	

Signature Page for Additional Adults

All adults - staff and volunteers - who attend Stanton St Quintin Forest School must read the handbook and risks assessments.

Please sign this sheet before you attend a Forest School Session to confirm you have read the handbook and risk assessments.

<i>Name</i>	<i>Date</i>	<i>Position</i>	<i>Signature</i>

The Forest School Ethos

Forest School takes its origins from Scandinavian 'open-air culture, "friluftsliv", where being outdoors is their way of life, and 'Det finns inget dåligt väder, bara dåliga kläder' (Kristoffer Lind, 2006) – '*There's no such thing as bad weather, only bad clothing*'. The aim of Forest School is to help children to become happy, healthy, resilient, creative and independent learners. Forest School provides children with a safe, non-judgemental nurturing environment that offers them opportunities to explore the world around them and to take risks, not just physically, but holistically, thus enabling children to grow emotionally, socially, intellectually, physically and spiritually.

The six principles of Forest School, taken from the Forest School Association are:

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.*

- Forest School takes place regularly, ideally at least every other week, with the same group of learners, over an extended period of time, if practicable encompassing the seasons.
- 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.
- The woodland is ideally suited to match the needs of the programme and the learners, providing them with the space and environment in which to explore and discover.
- 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, social 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 practitioner/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. Practitioners need to hold an up-to-date first aid qualification, which includes paediatric (if appropriate) and outdoor elements.
- Forest School is backed by relevant working documents, which contain all the policies and procedures required for running Forest School and which establish the roles and responsibilities of staff and volunteers.
- 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.

Please visit <http://forestschoollassociation.org> for more information

In addition to the principles and ethos of Forest School, we also adhere to the Countryside Code.

Countryside Code [The Countryside Code - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Respect Everyone

Be considerate to those living in, working in and enjoying the countryside.

Leave gates and property as you find them.

Be nice, say hello, share the space.

Follow local signs and keep to marked paths unless wider access is available.

Protect the Environment

Take your litter home – leave no trace of your visit.

Do not light fires and only have BBQs where signs say you can.

Care for nature – do not cause damage or disturbance

Enjoy the Outdoors

Check your route and local conditions.

Plan your adventure – know what to expect and what you can do.

Enjoy your visit, have fun, make a memory.

Vision Statement

Our Forest School vision is to provide a fully inclusive, safe and exciting child centred learning experience that focuses on the holistic development of the child in an outdoor wooded environment. We will support and nurture children as they take risks, build relationships, learn new skills and encourage them to become responsible stewards of the environment, as they engage with and learn about the natural world around them.

Our Forest School Rules

At the beginning of each Forest School session, children will be reminded of the boundaries, Forest School rules and what is expected of the children while we are in the wooded environment.

- Stay within the Forest School Boundaries.
- Do not lick or pick anything – no fingers go near your mouth.
- Make sure you can see the group or an adult from where you are.
- Only climb on branches thicker than your arm and make sure you can get yourself down.
- Respect and care for our environment – treat the flora and fauna with care and leave the site as you found it.
- Moving sticks and branches from the ground layer only – drag behind you and cover the end with your thumb; if it is bigger than you, it needs two.
- No throwing stones or poking with sticks.
- HAVE FUN!

Forest School Code of Conduct

Entering the Site

Children will line up at the small gate and we will count down the line. Children will then walk in single file from the class gate to the entrance to Forest School, on the school site. Children will gather outside the Forest School site and play a circle game while the Forest School leader does a safety sweep of the site (this is supplementary to a safety sweep done before school for a morning session or at lunchtime for an afternoon session). A child will be chosen to count everyone in and children asked to meet in khola / basecamp.

Boundaries

Before each session begins children are reminded of where the Forest School boundaries are and that during the Forest School sessions we do not go on the trim trail. For children who need 1:1 support keeping within the boundaries, an adult will keep the child in sight at all times. At the end of the session a game of hide and seek is played. If a child is missing, shout '1, 2, 3, where are you?' The children not found will respond '1, 2, 3, I am here', or signal in other ways if non-verbal.

Tree climbing

Safety sweeps carried out before the session will check climbing trees for sharp objects and loose branches. Children must only climb trees identified by the Forest School Leader as safe and only climb no higher than 1.5 metres.

Tyre climbing

Safety sweep will check the tyres for wear and tear, any sharp edges or alien objects.

Basecamp

Currently this is kola, a wooden roofed structure. Children should not climb on the seating or raised areas in kola.

Picking up and Playing with Sticks

Children may pick up sticks from the ground layer and carry it with their thumb covering the end. Large sticks or branches must be dragged behind you, with the end covered by your hand and if it is bigger than you, then it needs two. Sticks must not be thrown. Sticks must not be pulled from living tress.

Picking up and Playing with Stones

Stones may be picked up and transported safely. Stones may not be thrown. When stones are used, thought must be taken when placing them down, consider the living things beneath.

Digging

Children are allowed to dig in the designated digging area. Outside of this area, children may carefully move soil to look for insects and their habitats using fingers, paintbrushes and small sticks found within the forest but deep holes should not be made.

Pond Area

Children will only enter the pond when invited in by an adult. Only two children will be in the pond area at any one time, with an adult. The gate will be kept closed at all times. When pond dipping, children will kneel on the platform to avoid falling in and never stand at the edge. Nets will be laid to rest in the pond while investigating, to avoid harming anything that is caught. Trays used to investigate the catch should not be left in the hot sun as this can cause the

water to overheat and harm the catch. All catches should be returned gently to the pond once finished.

If there is frogspawn in the pond, this area should be avoided for pond dipping. The frogspawn should not be touched with a net or hands.

Collecting Wood

Collecting wood for fire lighting purposes is collected in four thicknesses – matchstick sized, pencil sized, thumb sized and wrist sized. This is a good mathematical activity involving sorting and matching. Sticks may be collected for creating pictures and patterns but should be collected with thought to the habitats that might be around.

Rope and String Use

Cord and rope is stored safely – wrapped around and tied together with a reef knot. This is kept in a locked box until needed and returned when finished with. When using the ropes or cord, to make a swing or build a shelter for example, an adult will support where necessary, modelling appropriate knots and talking through the process with the child. Ropes and cord will be tied safely and not create a trip hazard or safety issue.

Tyre Swing

The tyre swing will be checked as part of the safety sweep prior to any Forest School session. One person is allowed on the tyre swing at a time. Those waiting or watching must keep behind the branches laid out.

Eating and Drinking

No picking or licking of anything in the Forest School area and hands need to stay away from mouths. All adults will be made aware of children with PICA issues and these children will be closely monitored throughout the session.

Sharing 'fika' - All hands must be sanitised before any food or drink is consumed at Forest School.

Toileting

All children will visit the toilet just before the start of the Forest School session. If they need the toilet during the session an adult will accompany them to Mississippi. Only TA's will be allowed to accompany children to the toilet. The TA will inform the other adults that they are going to Mississippi and confirm which child/children they are taking with them.

Tool Use

All tools have their own clear code of conduct for correct use which will include details of the ratio of adult:children for use, specific personal protective equipment, correct use of a specific body posture, and consideration of the appropriate types of activity that each tool may be used for. Tools will only be used in a designated tools area and children must ask to be let into the area. Tools can only be used under the supervision of a qualified Forest School leader. All tools must be stored safely in a locked, sturdy and watertight toolbox and all tools must be returned to the tool box when not in use. There should never be any tools lying around. The tool box will have an inventory so that at the beginning and end of every session the contents can be checked and including children in this helps them to become responsible.

Fire pit

When the fire pit is used it will be placed with a boundary around it and a seating area 2 metres from the fire itself. Children must ask to enter the fire circle. There is no walking or running within the fire circle. If children need to move they step immediately outside the fire circle and move around the outside, before asking to enter the circle again.

The Forest School leader will remain within the fire circle at all times and ensure that it is safely extinguished before leaving the area.

A fire blanket must remain within reach of the fire at all times.

Lighting a fire

Children must remain outside the fire boundary at all times. The Forest School leader will support children lighting a fire on a 1:1 basis. Children will be taught to spark downwards and sit back for a count of 3, then repeat. This is done on top of a log or brick so that it is elevated to prevent children from leaning in towards the fire. Children will be asked to produce ten sparks before being given tinder to ignite. Once the tinder is alight the child/you will use two safety sticks (which will be ready to use, one stick either side of where you/ the child is sitting) to pick up the burning tinder and place onto the fire.

Cooking

Children will ask to enter the fire circle from the Forest School Leader and will step into the area and sit on a log. Children learn that they do not walk across the circle. If they need to move, they exit out of the circle and move around the outside and then ask permission to re-enter the circle. Children will have long hair tied back and sanitise their hands before touching any food. Children will be taught how to use a stick to cook food and to blow on the food before eating and will return to their log seats to eat. For more information see the section Food Hygiene and Cooking on page 19.

Leaving the Site

Children are taught to leave the site as they found it. Any tarpaulins that have been erected need to come down and any materials brought onto the site need to be removed. The child chosen to count everyone in at the beginning of the session, will count everyone out.

Clothing Requirements

Kit List:

"There's no such thing as bad weather, only bad clothing" (Fardtad, 2005)

"Det finns inget dåligt väder, bara dåliga kläder"

So long as children come prepared with suitable, comfortable clothing Forest School can be enjoyed whatever the weather. The only exception to this is conditions of high wind or storms, when it is not safe to be under trees.

It is recommended that all children wear the following for Forest School sessions:

- Wellington boots or waterproof snow boots
- Long trousers (not jeans or shorts)
- Long sleeved top (even in Summer as it is cooler in the woods and long sleeves will protect against insect bites and scratches)
- Layers of clothing appropriate to the weather and season
- Waterproof coat
- Waterproof trousers
- Hat (for warmth or sun depending on the season)
- Sunscreen in warm weather
- Gloves in the Winter
- Thick socks with a spare pair to change into

Clothes will get dirty, so old clothes or ones that are easily washable are recommended.

Children are encouraged to be as independent as possible when getting ready and returning from the woods. Practise putting on and taking off waterproof trousers / snow suits and wellington boots is highly recommended.

Ecological Impact on Our Site

	GROUND LAYER	FIELD LAYER	SHRUB LAYER	CANOPY LAYER	INVERTEBRATES	NESTING BIRDS	ANIMALS	PATHS
CLIMBING TREES	Some impact from footfall	Not affected	Some impact – may damage some branches	Some impact- some wear on lower parts of trees, particularly the tree roots	Not affected	May disturb nesting birds – trees with nesting birds not for climbing	Not affected	Not affected
FIREPIT	Habitats may be disturbed when collecting firewood	Some impact when setting down the fire pit and fire area	Some impact in fire area	Possible smoke damage	Habitats may be disturbed when collecting wood and setting down the fire pit and fire area	Possible disturbance when collecting wood or from smoke from the fire	Possible disturbance from smoke	Not affected
SHELTER BUILDING	Some impact from wood collection / footfall	Some impact on growth	Some impact	Tree trunks may get damaged from ropes Footfall on tree roots	Noise and vibrations may cause disturbance	Noise and vibrations may cause disturbance	Noise and vibrations may cause disturbance	Footfall may cause some impact
WOOD USE FOR WHITTling	Impact of footfall when collecting wood	Not affected	Impact from coppicing hazel	Footfall on tree roots when looking for wood	Habitats may be disturbed when collecting wood	Be mindful of ground nesting birds when collecting wood	Habitats may be disturbed when hunting for whittling wood	Footfall may cause some impact
MINI BEAST HUNT	Possible damage to habitats and new shoots	Possible damage to habitats and new shoots	Possible disturbance when bug hunting	Footfall on tree roots when looking for minibeasts	Habitats may be disturbed. Need to be gentle and carefully put back where they were found	Be mindful of ground nesting birds when bug hunting	Habitats may be disturbed when bug hunting	Soil may be disturbed
WALKING / PLAYING	Possible damage to habitats and new shoots	Possible damage to habitats and new shoots	Possible disturbance	Footfall on tree roots	May damage habitats	Be mindful of ground nesting birds	Habitats may be disturbed	Soil may be worn down
NOISE LEVELS	Not affected	Not affected	Not affected	Not affected	Some disturbance	Some disturbance	Some disturbance	Some disturbance
MUD PIT	Some impact	Not affected	Not affected	Not affected	Some disturbance	Some disturbance	Some disturbance	Not affected

Three Year Sustainability Plan

Vision: My vision is to grow the Forest School Area, to increase its space as well as increase its biodiversity and make it more sustainable. I would like to incorporate some of the children's ideas and work with the children to see the plans through. I would like some of the area to be used solely for Forest school and to include an area for tools and a fire. I would love for the children in Early Years to access Forest School twice a week, particularly so that children attending on different days do not miss out.

Red – refers to areas identified as receiving high impact on the Ecological Impact Matrix

Amber - refers to areas identified as receiving medium impact on the Ecological Impact Matrix

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Set up an Eco council (one representative from each year group) to help plan the Forest School and work on managing the site. Create a site plan to put forward to children, staff and governors for approval (created with the help of EYFS children and Eco Council). Work out a rota to allow tree roots to recover from the heavy footfall that is putting a strain on the trees. Cut back the off shoots of the poplar trees. Look for signs of Ash dieback when the leaves appear (black dots). Create a plan that allows a rotation of areas left to recover from heavy footfall. Monitor the amount of pondweed to ensure that it doesn't become too much and start to blocking out light reaching the plants in the pond. This would make it difficult for pond plants to 	<ul style="list-style-type: none"> Continue with site maintenance. Plant at least one additional hazel tree that can later be used as a resource. Start a three year coppice cycle with the current hazel tree. Coppice current hazel tree. Remove some poplar off shoots. Increase biodiversity by adding in bird boxes and bat boxes. Plant at least two trees to replace the Ash trees should they need removing because of Ash dieback. Monitor Ash trees. Continue with rotation of areas that allows a rotation of areas left to recover from heavy footfall. Create a raised bed area to provide an area for digging. Set up an area for tool use. Set up an area for a fire – need to be mindful of habitats that will be disturbed when putting down the fire pit and creating this area. 	<ul style="list-style-type: none"> Continue with site maintenance. Annual tree survey. Monitor Ash trees. Introduce an evergreen tree or a few to support wildlife over the Winter – plan where to put them so that the light they inhibit to the ground isn't going to affect what is there too much. Continue with rotation allowing for root recovery. Continue with rotation of areas that allows a rotation of areas left to recover from heavy footfall. Plant shrubs – currently there is only the ground layer and canopy layer. Harvest some willow and use for crafting and tool work – make sure that only what is needed is taken. Develop an area for quiet reflection. Create a sensory area and consider the senses when choosing what to plant and where. Continue with CPD

<p>photosynthesise and reduce oxygen levels in the pond.</p> <ul style="list-style-type: none"> • Involve the children in planning and planting a willow area that can be used as a resource (because it is carbon neutral). • Site log circle (possibly with storytelling chair) – be mindful of habitats disturbed when creating the log circle. • Section off area of willow and long grass to be part of Forest School and not to be used in playtimes. • Leave an area of grass to grow and plant seed bombs of wild flowers to encourage biodiversity. • Monitor standing dead tree for safety • Involve the children in monitoring the site for any invasive species, in particular Japanese knotweed, Himalayan balsam, Rhododendron, Giant hogweed. • Involve the children in monitoring the site for any protected species (dormouse, bats, red squirrel, barn owl, woodcock, wood warbler). 	<ul style="list-style-type: none"> • Pond clearance and tidy up of area around the pond. • Continue with rotation allowing for root recovery. • Purchase tools for whittling, gloves, tool box, ropes. • Annual tree survey. • Continue with CPD • Biodiversity study of the area. • Involve the children in monitoring the site for any invasive species, in particular Japanese knotweed, Himalayan balsam, Rhododendron, Giant hogweed. • Involve the children in monitoring the site for any protected species (dormouse, bats, red squirrel, barn owl, woodcock, wood warbler). 	<ul style="list-style-type: none"> • Biodiversity study of the area to compare and contrast with the previous year. • Involve the children in monitoring the site for any invasive species, in particular Japanese knotweed, Himalayan balsam, Rhododendron, Giant hogweed. • Involve the children in monitoring the site for any protected species (dormouse, bats, red squirrel, barn owl, woodcock, wood warbler).
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Our Forest School Procedures

Children will go to the toilet and then come back to the classroom and put on their woods clothes, as independently as possible. When the children are ready, they will line up by the playground door and an adult will put their wellies on the mat for them to step into. They will then line up by the little gate and we will count down the line.

After leaving the classroom children will walk one behind the other to the entrance of the small woods and hold hands in a large circle. While the Forest School Leader enters the site and does a safety sweep the TAs will play a circle game of '21' or 'Tomato ketchup' with the children.

When the Forest School Leader returns they will tell the children of any hazards or safety issues they noticed in their safety sweep and ask the children what they think we should do. For example, if it is raining, the roots and pond decking will be wet and slippery and there will be slippery patches of mud – the children might suggest that we put cones on the roots or anywhere very slippery and that we won't pond dip on the wooden platform. The Forest School Leader will involve the children as much as possible in the risk assessment.

The children will then make a line at the entrance to the site and a child will be chosen to count everyone in. The Forest School Leader will then say for everyone to meet in Kola /basecamp in two minutes.

At basecamp the Forest School Leader will remind the children of the rules and may begin with a story or game before introducing the optional activities, which will always include free play.

The children will then spend time as they choose and the adults will support where necessary and take opportunities when they arise to impart knowledge and learning.








Towards the end of the session, the Forest School Leader will call /whistle for Hide and Seek. When anyone is found they go to Kola / basecamp and wait. When everyone has been found there will be time to reflect on the session.

The child who did the 'count in' will be asked to come forwards and everyone else will follow behind. At the exit to the Forest School, the counter will count everyone out and the Forest School Leader will check that the number coming out is correct.

Everyone will walk back to the playground door of the classroom and remove their wellies and put them on their named pegs. Support with this will be given where necessary. In the classroom, children will be encouraged to be as independent as possible getting changed.

After they have put their woods clothes away, the children will wash or sanitise their hands.

Sample Activities

<p>Hapa Zome</p> <p>This can be done with leaves in the early Spring, when the leaves are juicy, or in the Summer with colourful petals. It is a great creative activity that supports gross motor development and introduces children to tools.</p> 	<p>Ant Trail</p> <p>Role playing as ants, walking behind each other and passing interesting objects down the line, is a fantastic activity for team building, developing concentration and social skills, as well as providing the opportunity for learning about ants.</p> 	<p>Story Stones</p> <p>Using a bag of ready prepared story stones, or asking children to create their own, and using these to take turns to add to a story is a wonderful way to build confidence, support language and communication and let imaginations run free.</p> 
<p>Building shelters / dens</p> <p>Building dens and shelters encourages children to work together and gives them the opportunity to risk assess and take responsibility to manage the risks.</p> 	<p>Mud Faces</p> <p>Giving children the freedom to squidge and squirt mud will be a challenge for some children. Using their senses and fine motor skills to be creative, supporting children's confidence and communication.</p> 	<p>Flora and Fauna identification</p> <p>As children explore the Forest School environment they might show an interest in the flora and fauna around them. Having identification cards and books in Forest School can support their learning here.</p> <p>If they find something that can't be identified, this is a great time to take a photograph to research in the classroom and for the child to build its own identification chart for it.</p>
<p>Animal Tracks</p> <p>Looking for animal tracks encourages children to focus and persevere, as they come to understand the way local animals move and connect to the natural environment. This activity could be extended to produce plaster of Paris casts of the tracks.</p> 	<p>Scavenger Hunt</p> <p>A scavenger hunt encourages children to use all their senses and connect with nature, while learning and exploring what is around them. A great activity to do in each of the seasons too.</p> 	<p>Sistrum / Musical instruments</p> <p>Encouraging children to find suitable wood connects them to the environment and supports their identification skills. Using tools requires their patience and perseverance and designing their instrument</p> 
<p>Games</p> <p>There are lots of games that can be played in Forest School, that really support children's holistic development, particularly their self-esteem and social skills, as well as tuning children in to the environment.</p> <p>Creeping Coyote, for example, has one child in the middle of a circle, with a stick beside them.</p>	<p>Cooking</p> <p>Whether they are taking part in the making and lighting of the fire or cooking on it, having a fire requires children to assess and manage risk and to take responsibility. It is also a wonderful chance to chat to the children.</p>	<p>Magic wands</p> <p>Younger children can use elastic bands and older children can use string and be supported in learning how to tie a knot.</p> <p>Their imaginations can then run free as they cast spells.</p>

The coyotes in the circle have to try and creep up and grab the stick without being heard and pointed at.



Health and Safety

“The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.”

At Stanton we respect our children. The atmosphere within our school is one that provides a physically and emotionally safe and secure environment. We provide opportunities which enable our children to take and make decisions for themselves.

An online version of the Stanton St Quintin and Langley Fitzhurse Health and Safety Policy can be viewed here: [Information Communications Technology Policy for \(stantonschool.net\)](https://stantonschool.net/information-communications-technology-policy) and is in compliance with the Health and Safety at Work Act 1974.

Safeguarding Children, Confidentiality and Forest School

If a child discloses information to the Forest School Leader during the Forest School Session that needs to be reported to the designated safeguarding lead, the leader will hand the session over to an additional adult so they can go straight to the DSL with the information. If this is not possible, the information will be recorded and passed over to the DSL as soon as possible. If information is disclosed to another adult during the session, that adult will immediately report to the DSL.

In-line with school policy, if an adult feels that the child is at immediate risk, the police will be telephoned.

Please access the following link for Stanton St Quintin’s Safeguarding and Child Protection Policy: [Stanton St Quintin - Safeguarding \(stantonschool.net\)](https://stantonschool.net/stanton-st-quintin-safeguarding)

First Aid

A small First Aid Kit will be taken to each Forest School Session, as well as any individual children’s medicines (for example, inhalers). The Forest School Leader and class TA’s are qualified first aiders. Any volunteers will have been subject to enhanced DBS checks. All staff and volunteers will be briefed on individual children’s medical conditions, including pica.

Activities are thoroughly risk assessed and staff continuously monitors the safety of the group as activities progress. An emergency plan has been drawn up, which will be followed in the unlikely event of an accident.

Please follow the link for Stanton St Quintin and Langley Fitzhurse Supporting Children with Medical Conditions including Administering Medicines policy [DE710C8E100A5CFA98E99AD65DE35C87.pdf \(stantonschool.net\)](https://stantonschool.net/DE710C8E100A5CFA98E99AD65DE35C87.pdf) and Sun Protection Policy [Stanton St Quintin Primary School, Stanton St Quintin, Wiltshire \(stantonschool.net\)](https://stantonschool.net/stanton-st-quintin-primary-school-stanton-st-quintin-wiltshire)

Equal Opportunities and Inclusion

At Stanton St Quintin Nursery and Primary School our inclusion vision is for every pupil in our school to achieve the most successful individual outcomes, educationally, socially, in their personal life, and within their local community, and for their unique needs to be recognised and met as early as possible. Our Accessibility Plan intends to achieve this vision by empowering these children and young people to achieve all that they can.

We believe that our parents, carers and school should work together to provide the best and most accessible opportunities for our pupils, and we will do all we can to ensure that any barriers to learning and participation that can hinder or exclude are removed. We welcome our general duty under the Equality Act 2010, Race Relations Act 1976 and Sex Discrimination Act 1986 to eliminate discrimination.

Our Accessibility Plan is split into the following areas

Access to Curriculum

Access to Environment

Cognition and learning

Communication and interaction

Behaviour, Emotional and Social development

For more detailed information on any of these areas, please visit the school website using the following link: [Stanton St Quintin - Schools Accessibility Plan \(stantonschool.net\)](http://stantonschool.net/stanton-st-quintin-schools-accessibility-plan)

Behaviour

Behaviour at Stanton is based on respect - respect themselves, others, the environment in which they live and indeed the wider world of which we are all part of. Please click on the following links to read the school Behaviour policies: [Stanton St Quintin - Behaviour \(stantonschool.net\)](http://stantonschool.net/stanton-st-quintin-behaviour)

Behaviour at Forest School will also follow the Forest School Rules listed on page 6 of the Forest School Handbook.

Stanton St Quintin and Langley Fitzhurse Managing Aggressive Behaviour Policy can be found here: [Policy Statement \(stantonschool.net\)](http://stantonschool.net/policy-statement)

Photographs and Digital Recording

School ipads and cameras only are to be used to take photographs of children during Forest School. Photographs may be used for children's Learning Journals. Only photographs of children with written consent will be shared on the Class Blog or facebook. Children's names will not be used alongside photographs shared online.

Toileting

All children will visit the toilet just before the start of the Forest School session. If they need the toilet during the session a TA will accompany them to Mississippi. The TA will inform the other adults that they are going to Mississippi and confirm which child/children they are taking. Visitors and volunteers will not be permitted to accompany children to the toilet.

Wetting or Soiling: If a child has a wetting or soiling incident they will be changed in accordance with the schools intimate care policy by an appropriate adult. Please see Appendix C for a copy of this policy.

Food Hygiene and Cooking

Any food, cooking utensils and pans taken to the Forest School session will be transported and stored in a sealed container or bag and this will remain closed in between use, to avoid attracting flies and other insects. Water for cooking will be taken from the staffroom where the water is safe to drink and stored on a clean container. Prior to touching any food, hands will be sanitised. Children will move to the seating circle to eat their food.

Any food that is not eaten and any waste produced will be collected and put into a black bin bag and disposed of in the bin at school. The area will be thoroughly checked to ensure that no food traces are left that might attract vermin and all cooking utensils will be washed thoroughly with soapy water at school and stored safely.

Food allergies and special dietary requirements: Any food allergies and special dietary requirements children have must be recorded on their Parental Consent and Medical form. This information will be used to plan what food and drink to provide during sessions, ensuring that the food and drink provided is suitable for all.

Please refer to the School Food Policy Appendix E and Food Preparation and Production Appendix F.

Pond Dipping

Children will only enter the pond when invited in by an adult. Only two children will be in the pond area at any one time, with an adult. The gate will be kept closed at all times. When pond dipping, children will kneel on the platform to avoid falling in and never stand at the edge.

For more information on the school's policy and procedure for pond dipping, please see Appendix G.

Complaints Procedure

Please follow this link for the Stanton St Quintin and Langley Fitzurse Complaints Procedure and Policy: [Complaints Policy \(stantonschool.net\)](https://stantonschool.net)

Travel

Forest School for the Early Years takes place on the school grounds. The children will exit the classroom through the outside doors and line up, where we will count down the line. The Forest School Leader will lead the line, with children walking one behind the other, to the entrance of the small woods area. An additional adult will remain at the back of the line.

Any trips to Stanton Big Woods will be Risk Assessed and a Safety Sweep completed.

Staffing for Darling Class using the Woods on-site will be three adults, each with Paediatric First Aid.

Equipment for Forest School

Equipment that is taken to each session:

First Aid Kit and any necessary medication for individual children

Mobile phone

Forest School Handbook

Whistle

Session resources

Ipads to record learning

Blue rope (safely stored)

Magnifying glasses, spoons, paintbrushes

Flora and fauna ID cards

Hand gel

Other equipment that may be brought:

Pond dipping nets, trays, pond gate key, and pond ID cards

Clipboards, paper, pencils

Tool kit (stored safely in a locked tool box)



Tarpaulins




Rope (stored correctly)



Fire pit and fire equipment (fire blanket, water, kindling, fire striker, cotton wool)

Food and drink (safely stored)

Using and Storing Tools

Tool	Use	Procedure and Ratio	Risk Assessment	Risk Benefit
Bow Saw 	Cutting wood with a diameter greater than a 2 pence piece	<p>Wear a glove on the non-sawing (helping) hand, not on the tool.</p> <p>Use the saw to the side of you and not in front.</p> <p>Keep your non sawing hand away from the blade when sawing.</p> <p>Saw with easy relaxed strokes using the full length of the blade. Let the blade do the work – don't force it, especially if it sticks.</p> <p>When using with children – Leader and child to kneel on floor with Leader on one side of saw and the child on the other side with the handle. The Leader guides the saw and the child follows 'to me to you'. Practise with the sheath on first.</p> <p>Ratio: 1:1</p>	<p>Adult to carry the frame at their side with the blade facing down.</p> <p>The blade must be kept covered when not in use and especially when transporting.</p> <p>The item to be cut must be firmly held.</p>	Children gain confidence from learning a new skill and will be involved in the risk assessment as they think about where their body is placed, which hand is gloved. They also learn how to cooperate and work with someone.
Billhooks 	For cleaving wood; clearing leaves from a branch	<p>The bill hook is placed in front of the child with the handle facing forwards and the hook and blade facing inwards. The hand not holding the bill hook will be gloved.</p> <p>Stand in a strong, well balanced position. Move the bill hook in a sweeping motion downwards and away from you. The branch is between the child and the bill hook.</p> <p>Ratio 1:1</p>	An adult must be the one to collect and return the billhook to the toolbox.	Children learn to prepare wood for different uses and also learn about the different types of wood, some which are easier than others to cleave.
Potato Peelers	Whittling and peeling wood	An adult will supervise the collection and return of the potato peeler to the tool box. When collected the potato peeler is held by your side with the blade pointing downwards.	Procedure demonstrated by an adult before children are able to use it.	Children learn the craft of whittling, gaining confidence and self-esteem. They also learn about the different woods

		<p>The hand that is not holding the potato peeler must be gloved.</p> <p>Position for whittling: legs and knees shoulder width apart when sitting and elbows rest on your knees, so that you don't whittle your legs. Always whittle away from you and your arm doesn't go above a 90 degree angle.</p> <p>Ratio: EYFS 1:1 KS1 and KS2 1:2</p>	<p>Prior to using a potato peeler a child will practise using a stick to whittle to gain the trust of the adult.</p>	<p>by looking at the layers beneath the bark.</p>
<p>Knives</p> 	<p>Whittling</p>	<p>The knife must be carried in its protective cover and pointed down to the floor held by their side. The child will sit with their knees shoulder width apart and elbows resting on their knees, so that they don't whittle their legs. A glove will be on the non-tool hand.</p> <p>You whittle away from you in a downward motion and your arm doesn't go above a 90 degree angle. The knife must be placed back into the sheath and it must click in before it is returned to the tool box.</p> <p>Ratio: 1:1</p>	<p>Children will need to show competency with a peeler before they are supervised and allowed to use a knife. Children will practise with the sheath on.</p>	<p>Children will learn how to be safe with knives and develop confidence in mastering new skills. They will learn patience and perseverance as well as developing their motor skills.</p>
<p>Loppers and secateurs</p> 	<p>Adults to cut branches if dangerous. Cutting willow for craft.</p>	<p>The loppers will be transported in a sturdy bag of appropriate size by an adult and the secateurs in the locked toolbox.</p> <p>Both hands remain on the handles of the loppers and an adult will stay in close proximity. Children will be supervised when collecting, using and returning the secateurs to the tool box.</p> <p>Ratio: 1:1</p>	<p>Loppers must be carried at the side holding on to the bottom handle, making sure that the blade has a smiley face.</p>	<p>Children will learn to take only what they need from nature and how to do this safely, with consideration to the tree they are taking from and the fauna it supports.</p>
<p>Mallet</p>	<p>Used with an axe to split wood</p>	<p>Using the axe and mallet will be done with the Forest School Leader.</p>	<p>The tools will be removed from the tool box by an</p>	<p>Children will learn to ensure the safety of both</p>

		<p>The hand holding the axe must be gloved. The Forest School Leader will run through the procedure with the child using sticks to demonstrate the communication needed. When the person holding the axe says 'hit' the person with the mallet will knock the blunt edge of the axe. This procedure will be repeated before each hit.</p> <p>Ratio: 1:1</p>	<p>adult and transported to where the tools will be used, holding them down by their side. The wood to be split must be placed on a flat surface, so that it won't slip.</p>	<p>themselves and for others by learning simple safety procedures under the close supervision of the forest school leader. They will benefit from improved fine and gross motor skills, developing confidence, communication, coordination and teamwork.</p>
<p>Axe</p> 	<p>To use with a mallet to split wood.</p>	<p>The hand holding the axe must be gloved and the wood must be paced on a flat, non-slippery surface. When the person holding the axe says 'hit', the person with the mallet will knock the blunt edge of the axe. This procedure will be repeated each time.</p> <p>Ratio: 1:1 (with Forest School Leader)</p>	<p>The Forest School Leader will be the partner to the child and will practise with the child using sticks to ensure that the child understands the communication needed and procedure.</p>	<p>Children learn about the different size and quantity of wood needed to build and sustain a fire and how this can be done in a sustainable way.</p>

Tool Storage:

All tools will be stored safely in a locked, sturdy and watertight tool box. When purchased the tool box will be kept in the locked Garden shed on the school field. Children are not permitted to remove or replace tools from or to the tool box without adult supervision. Tools are only to be used in the designated tool area and children must ask an adult to be invited into this area. The tool box will have an inventory so that at the beginning and end of every session the contents will be checked. Children will be encouraged to be a part of this checking process so that they learn responsibility with regards to the tools. A safety check of the tools is carried out before each session and checked off as part of the Safety Sweep. If there are signs or wear or they are damaged they will not be put into the tool box. At the end of each sessions, all tools should be cleaned or any dirt and moisture to prevent rust.

Tool Maintenance:

Oiling – blades can be lightly oiled using an oiled cloth. This will help to prevent rust.

Sharpening blades – blunt blades can be very dangerous, so blades do need to be checked and sharpened by the Forest School practitioner. Curved or flat blades can be sharpened using a sharpening tool. Toothed blades require a different tool – a diamond sharpening tool.

Changing blades – spare blades should only be replaced by the Forest School practitioner.

Tool replacement – if tools are damaged or no longer safe to use, they should be disposed of in a safe way and replaced.

Stropping - polishing the edge of a sharp knife, usually done with a leather strap.

Tool Maintenance Log:

A tool maintenance log is kept in the tool box together with the tool inventory list. The tool maintenance log will list when a tool has been used and what for, the condition of the tool prior to and after use. It will also detail actions required, date and type of any maintenance work carried out on the tool identified.

See Appendix H

Stanton St Quintin Forest School Risk Assessment

This Risk Assessment will be updated at the beginning of each half term by the Forest School Leader.

Hazard	Risk	Likelihood	Severity	Action Taken	Risk Benefit
Safegaurding	Safeguarding concern – physical, emotional or metal harm to children	Low	Physical, emotional and mental abuse	All adults volunteering to read and have a copy of the Stanton school 'Safeguarding children guidance' All volunteers to wear a red lanyard. No volunteer to be left alone with any child. Volunteers are not permitted to accompany children to the toilet.	Extra adult support is essential for Forest school to take place to ensure that the children are safe and for adults to engage with children during a forest school session to nurture and support their learning and development.
Large tree roots on top of the ground	Tripping over	High	Break bone, head injury, sprain	Remind children to walk in forest school, avoid the tree roots when it has been raining and to watch where they are going.	Access to the small woods area and the trees for climbing, minibeast hunting, observing and exploring how trees grow and learning why the tree roots have stretched out so far to collect water.
Eating berries / touching toxic plants	Poisonous	Medium	Allergic reaction, feeling unwell	Forest School Leader and other adults to have good knowledge of what is growing in the area and which berries/plants can be	Children are educated to recognise plants that can be harmful if eaten or touched and take responsibility for their actions.

				harmful (sumac, ivy berries). Adult to take a child to wash their hands if they touch sumac.	Letter to parents asks for any allergies to be recorded.
Climbing Trees	Fall	Low	Break bone, head injury, sprain, scratches	Children learn the rule that they only climb on branches that are thicker than their arms and no higher than the tallest adult. Wear clothes that cover arms and legs to avoid scratches.	Children are challenged physically and given the opportunity to manage their own risk, which supports children's confidence and self-esteem.
Climbing Tyres	Fall down themselves or fall on top of someone else	Medium	Break bone, head injury, sprain, scratches	Safety sweep to include an inspection of the tyres prior to each forest school session. Tyres are not climbed when wet. Children are involved in the risk assessment and how to climb safely.	Children are challenged physically and given the opportunity to manage their own risk, which supports children's confidence and self-esteem. The tyres are a sociable climbing space which encourages social relationships, language and communication.
Tyre Swing	Falling off, , knocked over by tyre swinging	Medium	Broken bones, head injury, bumps, bruises	Safety sweep prior to each Forest School session to check wear and tear of the tyre, the rope and branch. Area around the tyre swing demarcated with	Children build upper body strength. They also are involved in managing their own risk, building self-esteem and also are

				branches and children taught not to cross over if someone is swinging.	able to use the space to swing and relax.
Balance beam and stepping logs	Falling off	Medium	, Broken bones, sprains	Children taught not to use when wet and encouraged to risk assess.	Developing physically, challenging themselves, opportunities to help others.
Pond	Drowning, falling in	Low	Drowning, get wet and need changing and getting warm	Only two children are allowed in the pond area at any one time and are accompanied by an adult. The adult reminds them to kneel at the pond and the platform is not used when it is wet.	Children observe and explore the biodiversity of a pond habitat, which increases their knowledge and investment in its protection.
Standing dead tree	Tree falling	Low	Break bone, head injury, death	Children are shown and reminded where the dead standing tree is and why we don't shake or climb it. The tree is inspected in the yearly tree survey and assessed as part of the Safety Sweep prior to each Forest School session.	Children learn about the importance of dead standing trees as a habitat for many insects and animals.
Sticks	Poke in the eye	Low	Eye damage	Children are reminded of the Forest School rule that when they carry sticks they must cover the top of the	Using their imagination – a stick can be anything, being creative.

				stick with their thumb and never run while holding a stick.	
Animal excrement	Become unwell	Low	Touching and then putting fingers near mouths could cause children to become unwell or have an allergic reaction	Children are reminded that we don't touch animal faeces and if they do touch any to tell an adult who will help them to wash or sanitise their hands.	Children learn to recognise the faeces of different animals and what it tells us about the wildlife in the area.
Basecamp / Kola	Fall	Low	Climbing onto the benches and falling, bumping their head going under the ledges. Break bone, head injury, sprain.	Children are reminded not to climb onto the benches and access from the two ends.	Kola provides a dry basecamp for when we need to be as a whole group.
Lighting the fire	Burns, falling into the fire, touching the fire	Medium	Burns	Children learn the rules around the fire pit – only enter the fire circle when you are permitted to by an adult. The Forest School Leader will remain with the fire at all times with a ratio of 1:1 for fire lighting.	Children learn how to light a fire safely.
Fire pit	Burns, falling into the fire, touching the fire	Medium	Burns	Seating around the fire is 2m from the fire circle. Children ask to enter the fire area and do not walk across it. The Forest School Leader remains by the	Children experience the social aspect of being around a fire together and learn about fuel consumption and how

				<p>fire at all times and safely extinguishes it at the end.</p> <p>Water and a fire blanket is kept near the fire at all times.</p>	<p>a fire is maintained safely.</p>
Cooking with a Kelly kettle	Burns, falling into the fire, touching the fire, scalding	High	Scalds, burns	<p>Water and a fire blanket is kept near the fire at all times.</p> <p>Only the Forest School Leader will add fuel to the kelly kettle and will ensure that enough wood is collected prior to starting the fire and putting on the kelly kettle.</p> <p>The Forest School leader will be the one to add water to the kelly kettle and pour from it. Children must remain 2m away.</p> <p>The stopper must be removed before heating and ensure water is in the kettle before heating. The spout must face away from children.</p>	<p>Children experience cooking on an open fire, watching the changes that occur to food when it is heated and benefit from the social experience of being around a camp fire together.</p>
Tools	Cause injury	Medium	Cuts, bleeding	<p>Follow the procedures given for each tool.</p> <p>Tools only to be used in</p>	<p>Children learn how to use tools safely under supervision, gaining</p>

				the designated tool area and children ask to be invited in. Tools only to be used with a competent adult or Forest School Leader in the ratio given for each tool.	confidence and self-esteem from learning new skills.
Litter	Anaphylactic shock	Low	Allergic reaction to litter with nut traces, harm to wildlife	During safety sweep any litter will be removed and put into the bin. Children will be reminded to be vigilant and inform an adult of any litter / unknown material in the forest school area.	Children become more observant of their surroundings and invested in keeping the area litter free.
Moving logs	Logs getting dropped on feet	Low / medium	Broken toe	Children are reminded to roll logs along the ground.	Children are able to use the natural resources around them in their play and engineering.
Digging	Soil flying upwards, slipping	Medium	Soil in eyes, bruises, sprains	Children only dig in designated digging area, using spoons and trowels and are reminded to dig carefully.	Development of children's gross and fine motor skills, cooperation and social skills.
Insects	Stings, bites	Medium	Allergic reaction, distress	Parent form requires allergies to be declared and consent for their child to receive first aid if necessary.	Children learn to be around nature without being frightened and exposure to insects allows for learning opportunities about

					how insects are helpful in this ecosystem.
Ropes	Rope strangling child or causing them to trip	Low	Cuts, break bones, death	Ropes are tied above height of children. Children are reminded to walk in the forest school area and to look where they are going.	Children are able to shelter in poor weather, build dens together and learn knot tying if they wish to.
Weather	Branches / trees falling	Low	Head injury, broken bones as a result of falling branches.	Clothing kit list is shared with parents / carers. Weather will be checked prior to the session and will not go ahead if there are gusts of 34mph or more. Safety sweep will check for fallen or hanging branches.	Children learn the impact of the weather on what we do and why it is unsafe to be under trees in high winds. Children learn to dress appropriately for the weather.

At least 2 members of staff will have current Paediatric First Aid.

A Safety Sweep will be carried out before each session to minimise any risks, identify hazards.

Designated Person Responsibility

Forest School Leader and First Aider: Louise Breen

First Aider 2: Viv Morley

First Aider 3: Claire Major

First Aider 4: Mary Harwood

While the Forest School Leader has overall duty of care for the children in their charge all adults present are required to take all reasonable steps to ensure that children are safe. All adults must read and sign that they have read and understood the Forest School Handbook, as well as the accompanying Risk Assessments for the session.

A checked First Aid kit and any medication that might be required by a child, will be brought to every Forest School session. In the event of an emergency, the Forest Leader will ensure that the Emergency services are contacted, either directly or through the school office. If the office is unattended a message will be sent by TA to the Head of School or Executive Headteacher.

The Forest School Leader will carry out a Risk Assessment of the site each week and a Safety Sweep prior to the session. The Forest School Leader will be responsible for the safe transportation and use of the tools and will carry out safety checks regularly on the tools. The Forest School Leader is responsible for ensuring that children understand the rules when using tools and all adults are responsible for ensuring that tools are used safely with a ratio of 1:1 for all tools and 1:2 for whittling.

The Forest School Leader and other adults will be responsible for checking that all children are dressed suitably for Forest School, with appropriate clothing and footwear supplied from children's home.

To Whom It May Concern

Our Reference: P23CASLFG00153

Dear Sirs,

Re: Wiltshire Council

This is to confirm that Wiltshire Council have Insurance cover in force with effect from 1 April 2023 until the policy expiry on 31 March 2024 on the basis as detailed below.

Policy Number:	P23CASLFG00153		
Insured:	Wiltshire Council		
Limit of Indemnity:	Public and Products Liability	GBP 30,000,000	
	Employers' Liability	GBP 30,000,000	
	Officials Indemnity	GBP 5,000,000	
	Professional Indemnity	GBP 5,000,000	
Self-Insured Retention:	GBP 400,000 in respect of Public and Products Liability and Employers' Liability		
	GBP 100,000 in respect of Officials Indemnity and Professional Indemnity		

For full details of the policy coverage please refer to the policy schedule and wordings.

Yours Faithfully



James de Labilliere
Managing Director

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Poor Weather Procedure

The aim is for children to experience Forest School whatever the weather. However, if there are high winds (gusts above 34mph) a decision will be made by the Forest School Leader to move the session to the school field or postpone the session. In storm or extreme weather conditions (Amber warning) Forest School will not go ahead. In cases of extreme cold, so long as the children are adequately dressed the session will still go ahead, though the activities may be altered so that

The wind speed will be checked using [Windfinder - Wind map, wind forecast & weather reports](#)

Medical and Emergency Contact Details

Nearest A & E:

Chippenham Minor Injuries Unit
Chippenham Community Hospital
St Francis Avenue
Chippenham
SN15 2AJ

In case of an emergency the Forest School site address is:

Stanton St Quintin Nursery and Primary School
Stanton St Quintin
Chippenham
SN14 6DQ

Emergency Procedure

If an accident occurs during the Forest School session the leader will ensure the safety of all other children within the group by advising other adults present of the situation and ask them to monitor the other children and take them indoors if necessary. The Forest School Leader will administer first aid and will send a message to the school office or ask another adult to call for medical help if needed.

There will be a first aid kit and individual children's medication taken into the woodland area and extra first aid equipment is located within the school. All staff and adults will be made aware of individual children's medical needs prior to the session. In the event that a child falls into the pond, the adult supervising the children at the pond will immediately blow on their whistle for assistance, ensure the other child moves to the fence and will go into and collect the child and administer any first aid necessary. A phone call will be made to the school office to ask for assistance and ambulance if necessary. If the office is unattended a TA will take a message to the Head of School or Executive Headteacher.

Once satisfied that the child is okay, the child will be taken indoors and changed into dry clothes, as will the adult. For any incident, the parents of the child will be contacted by the school if necessary and an accident form will be completed.

Safety Sweep – Stanton St Quintin Nursery and Primary School

The Forest School Leader will carry out a safety sweep before the start of each session to identify any potential hazards and, where possible, take steps to make safe. Any concerns regarding trees or other vegetation

Hazard	Checked (tick)	Action required (Y/N)	Action taken	Further action required
Hanging deadwood				
Litter				
Slippery areas				
Pond				
Poisonous plants/ fungi				
Insect nests etc				
Basecamp				
Fire area / kit				
Tools				
Ropes				
Emergency kit complete				
Boundary fence				
Nettles / brambles				
Climbing tyres				
Tyre swing				
Digging pit				

Date:	Time:	Weather:
Name of Forest School Leader:		
Signature:		

FOREST SCHOOL AT STANTON ST QUINTIN NURSERY AND PRIMARY SCHOOL

Full Name of Child		
Child's Date of Birth		School Class:
Address:		
Postcode:		
Phone Number:		Mobile:

- ☐ I agree to my child taking part in Forest School Activities. Sessions will be led by a trained and qualified Forest School Leader.
- ☐ I understand that my child will, at an appropriate level, have opportunities to work with hand tools and small fires throughout the course of their Forest School sessions and may have the chance to cook and eat at Forest School.
- ☐ I understand that my child may need additional outdoor clothing for Forest School (see kit list provided). For their own safety and well-being, children who do not have appropriate clothing will not be able to take part in sessions.

Medical Information

☐ I consent for my child to receive emergency first aid, and for my child to receive emergency treatment from healthcare professionals, should the need arise.

☐ I consent for the use of sting or bite treatment is required.

Please also provide information on the following (please tick):

☐ My child has never been stung by a wasp/bee.

☐ My child has been stung by a wasp/bee and made a normal recovery.

☐ My child has been stung by a wasp/bee and had an allergic reaction. (If you have ticked here we will be in touch to gain further information).

Please provide details of any other medical condition which might affect outdoor Forest School sessions:

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My child has the following food allergy / allergies:	
Name of GP/ Doctor / Surgery:	
Emergency Contact Information (Parent / Carer and an alternative emergency contact)	
Name: _____ Tel No. _____	
Name: _____ Tel. No. _____	
Signed (Parent/ Carer):	
Name of Parent / Carer:	Date:

Forest School Kit List:

“There’s no such thing as bad weather, only bad clothing” (Fardtad, 2005)

Forest School is a wonderful opportunity for children to participate in an inspirational process that develops confidence, self-esteem and teamwork through hands-on experiences in a woodland environment. So long as children come prepared with suitable, comfortable clothing Forest School can be enjoyed whatever the weather. The only exception to this is conditions of high wind or storms, when it is not safe to be under trees.

It is recommended that all children wear the following for Forest School sessions:

- Wellington boots or waterproof snow boots
- Long trousers (not jeans or shorts)
- Long sleeved top (even in Summer as it is cooler in the woods and long sleeve will protect against insect bites and scratches)
- Layers of clothing appropriate to the weather and season
- Waterproof coat
- Hat (for warmth or sun depending on the season)
- Gloves in the Winter
- Thick socks to go over other socks, with a spare pair to change into

Clothes will get dirty, so old clothes or ones that are easily washable are recommended. All other equipment, including tools, fire making equipment, tarps and ropes will be provided and kept safe. Children are not allowed to bring their own tools or equipment onto the school site.

Stanton St Quintin Primary
School



To Motivate Educate and Nurture

Langley Fitzurse C of E Primary
School



Amaze, Excite and Inspire

Let us help each other to love
others and do good. Hebrews

Stanton St Quintin Primary School

Langley Fitzurse C of E School

Intimate Care, including nappy changing policy

Policy and Procedure: Intimate Care Policy

Date of Approval: November 2022

Review date: November 2024

Contents:

Statement of intent

1. Legal framework
2. Definitions
3. Health and safety
4. Staff and facilities
5. School responsibilities
6. Early Years Foundation Stage
7. Parental responsibilities
8. Safeguarding
9. Swimming
10. Offsite visits
11. Policy review

Appendices

- a) Nappy Changing Procedures
- b) Parental Consent Form for Nappy Changing in Nursery
- c) Record of Intimate Care Intervention
- d) Toilet Management Plan
- e) Agreement between Pupil and Supporting Adult

Statement of intent

Stanton St Quintin and Langley Fitzurse Primary Schools takes the health and wellbeing of its pupils very seriously. The schools aims to support pupils with physical disabilities and illnesses to enable them to have a full and rich academic life whilst at school.

The governing body recognises its duties and responsibilities in relation to the Equality Act 2010, which states that any pupil with an impairment affecting his/her ability to carry out normal day-to-day activities must not be discriminated against.

Pupils will always be treated with care and respect when intimate care is given, and no pupil will be left feeling embarrassed.

1. Legal framework

This policy has due regard to relevant legislation and guidance, including, but not limited to, the following:

- DfE (2022) 'Keeping children safe in education'
- The Children and Families Act 2014
- The Education Act 2011
- The Health Act 2006
- The Equality Act 2010

This policy will be implemented in conjunction with the Federated schools:

- Bodily Fluid Hygiene Policy
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- First Aid Policy
- Child Protection and Safeguarding Policy
- Staff Behaviour Policy
- Whistleblowing Policy
- Administration of Medications Policy

2. Definitions

For the purpose of this policy, intimate care is defined as any care which may involve the following:

- Washing
- Touching
- Carrying out an invasive procedure
- Nappy changing
- Changing a child who has soiled themselves
- Providing oral care
- Feeding
- Assisting in toilet issues
- Providing comfort to an upset or distressed pupil

Intimate care tasks are associated with bodily functions, body products and personal hygiene that demand direct or indirect contact with, or exposure of, the genitals.

Examples of intimate care include support with dressing and undressing (underwear), changing incontinence pads, nappies, medical bags such as colostomy bags, menstrual hygiene, helping someone use the toilet, or washing intimate parts of the body.

Pupils may be unable to meet their own care needs for a variety of reasons and will require regular support.

3. Health and safety

The school's Body Fluid Hygiene Policy lays out specific requirements for cleaning and hygiene, including how to deal with spillages, vomit and other bodily fluids.

Any member of staff that is required to assist a pupil with changing a medical bag will be trained to do so and will carry out the procedure in accordance with the Supporting Pupils with Medical Conditions Policy.

- Staff will wear disposable aprons and gloves while assisting a pupil in the toilet or while changing a nappy, incontinence pad or medical bag.
- Soiled nappies, incontinence pads and medical bags will be securely wrapped and disposed of appropriately, in line with the Bodily Fluid Hygiene Policy.
- Nappies, incontinence pads and medical bags will be disposed as follows:
- Bagged up and put in child's changing bag for parents to dispose of.
- The changing area or toilet will be left clean.
- Hot water and soap are available to wash hands.
- Paper towels are available to dry hands.

4. Staff and facilities

Staff members who provide intimate care are fully aware of best practice and the specific needs for individual pupils.

Suitable equipment and facilities will be provided to assist pupils who need special arrangements following assessment from a physiotherapist or occupational therapist. This may include the following:

- Adjustable bed
- Changing mat
- Non-slip step
- Cupboard
- Adapted toilet seat or commode seat
- Hoist
- Swivel mat
- Disposable gloves/aprons
- Nappies, pads and medical bags
- Tissue rolls (for changing mat/cleansing)
- Supply of hot water
- Soap
- Antiseptic cleanser for staff
- Antiseptic cleanser for the changing bed/mat
- Clinical waste bag
- Spillage kit

Stanton St Quintin and Langley Fitzurse Primary Schools both have disabled toilet facilities with a washbasin.

Mobile pupils will be changed while standing up.

Pupils who are not mobile will be changed on a changing mat on the floor.

Staff will be supported to adapt their practice in relation to the needs of individual pupils, taking into account developmental changes such as the onset of puberty or menstruation.

5. School responsibilities

Arrangements will be made to discuss the personal care needs of any pupil prior to them attending the school.

Pupils who require intimate care will be involved in planning for their own healthcare needs wherever possible.

In liaison with the pupil and parents/carers, an individual intimate care plan will be created to ensure that reasonable adjustments are made for any pupil with a health condition or disability.

Regular consultations will be arranged with all parents/carers and pupils regarding toilet facilities.

The privacy and dignity of any pupil who requires intimate care will be respected at all times.

A member of staff will change the pupil, or assist them in changing themselves if they become wet, or soil themselves.

Any pupil with wet or soiled clothing will be assisted in cleaning themselves and will be given spare clothing, nappies, pads, etc., as provided by the parents/carers.

Members of staff will react to accidents in a calm and sympathetic manner.

Accurate records of times, staff, and any other details of incidents of intimate care will be kept, and they will be stored in with the SEN's records..

Arrangements will be made for how often the pupil should be routinely changed if the pupil is in school for a full day, and will be changed by a designated member of staff.

A minimum number of changes will be agreed.

The family's cultural practices will always be taken into account for cases of intimate care.

Where possible, only same-sex intimate care will be carried out.

Parents/carers will be contacted if the pupil refuses to be changed, or becomes distressed during the process.

Excellent standards of hygiene will be maintained at all times when carrying out intimate care.

6. Early Years Foundation Stage

By the age of three, most children will be in the process of toilet training or will be already able to manage their own toileting needs independently or with only a little support.

However, it is inevitable that from time to time some children will have accidents and will need to be attended to.

Parents are required to complete and sign an Intimate Care/Changing Consent form for nappy changing and/or those occasional accidents or children with ongoing medical or developmental needs. See Appendix.

Parents/ carers are asked to provide a change of clothing for children in school, and intimate care items such as nappies and wipes.

All Early Years staff are informed of those children where no permission is given and will contact parents if changing is required.

7. Parental responsibilities

Parents/carers will change their child, or assist them in going to the toilet, at the latest possible time before coming to school.

Parents/carers will provide spare nappies, incontinence pads, medical bags, wet wipes and a change of clothing in case of accidents.

A copy of this policy will be read and signed by parents/carers to ensure that they understand the policies and procedures surrounding intimate care.

Parents/carers will inform the school should their child have any marks/rashes.

Parents/carers will come to an agreement with staff in determining how often their child will need to be changed, and who will do the changing.

8. Safeguarding

Only members of staff who have an enhanced DBS certificate with a barred list check are permitted to undertake intimate care duties.

Wherever possible, staff involved in intimate care will not be involved in the delivery of sex education to the pupils in their care as an extra safeguard to both staff and pupils involved.

Individual intimate care plans will be drawn up for pupils as appropriate to suit the circumstances of the pupil.

Each pupil's right to privacy will be respected. Careful consideration will be given to each pupil's situation to determine how many carers will need to be present when the pupil requires intimate care.

If any member of staff has concerns about physical changes to a pupil's presentation, such as marks or bruises, they will report the concerns to the Designated Safeguarding Lead (DSL – Karen Winterburn) immediately. Or in her absence the Deputy Designated Lead (DDSL – Sarah Matthews at SSQ and James Osler at LF).

9. Swimming

Pupils in Key Stage 2 may participate in swimming lessons. During these lessons, pupils are entitled to privacy when changing; however, some pupils will need to be supervised during changing.

Parental consent will be obtained before assisting any pupils in changing clothing before and after swimming lessons.

Special consideration will be taken to ensure that cases of bullying or teasing do not occur.

Details of any additional arrangements will be recorded in the pupil's individual intimate care plan.

10. Offsite visits

Before offsite visits, including residential trips, the pupil's individual intimate plan will be amended to include procedures for intimate care whilst off the school premises.

Staff will apply all the procedures described in this policy during residential and off-site visits.

Meetings with pupils away from the school premises, where a chaperone is not present, will not be permitted, unless approval has been obtained by the headteacher.

Consent from a parent/carer will be obtained and recorded prior to any offsite visit.

Policy review

This policy is reviewed every two years by the Executive Headteacher.

The scheduled review date for this policy is September 2022.

Stanton St Quintin Nursery Nappy Changing Procedures

In our setting our nappy changing policy is in accordance with the family's requests and the child's needs.

A child's nappy must be changed promptly when wet or soiled.

Staff must wear

- disposable gloves on both hands and a disposable apron for all nappy changes and a new set of gloves and apron for each child.
- Both child and staff member must wash their hands after changing a nappy.
- A designated room/area for changing nappies with a changing mat is located within the school.

Procedure

1. Make sure you have a clean nappy, wipes and any other supplies before changing the child.
2. Put a new set of gloves and a new disposable apron on.
3. Assist the child changing position – standing or changing mat.
4. Remove the child's nappy and put in a nappy bag.
5. Soiled nappies are to be given to parents to dispose of at the end of the session.
6. Wash and dry the child using the appropriate washing materials, such as wipes, provided by the child's parent.
7. Put on a clean nappy. The child may need a new set of clothes as well. These should be supplied by the parents/carer.
8. Wash the child's hands thoroughly with liquid soap and running water. Dry the child's hands with a disposable towel.
9. Spray the changing mat with disinfectant and wipe with paper towel ready for the next person to use.
10. Wash your hands thoroughly.
11. Write down the change on the Intimate Care Record Sheet or child's individual care plan, as appropriate.
12. At all of these stages the staff member should be interacting with the child: e.g. talking about their day or singing a rhyme.
13. Staff changing children must inform another member of staff.

Intimate Care/Changing Parental Consent Form

Name of child _____

- I give consent for a known member of staff, at Stanton St Quintin Nursery and Primary School to change my child's nappy / wet or soiled underwear during session times.
- I agree to provide my child's nappies, wipes and nappy sacks/spare clothes.
- I understand that any rash, soreness or other identified concerns will be shared with me.

Parent/Carer agrees to:

- ensure that my child is changed at the latest possible time before being brought to the school;
- the nursery staff using wipes to clean the child's genitalia (penis, testicles and anus or vagina and anus) in order to make them clean and comfortable
- a member of the nursery staff being alone with the child whilst changing their nappy or clothes.
- provide the school with a named bag containing clean clothes, nappies/pull ups, wipes, nappy sacks.
- check their child's bag each evening at home time
- accept support from outside agencies with a programme of toilet training, if appropriate

School agrees to:

- change the child during a session should the child soil themselves or become wet
- report to the parent, should the child be distressed or any marks or a rash on skin are noticed
- wear protective gloves and a disposable apron and clean the changing facilities afterwards
- every child being treated with care and given privacy
- keeping a written record of all children who are changed; time, date and initials of staff member who changed them
- soiled nappies/pull ups will be put in nappy bags, returned to child's changing bag and sent home at the end of the session.
- soiled dirty clothes will be cleaned as much as possible and sent home in a bag.

Parent / Carer Signature _____ Date _____

Staff Signature _____ Date _____

Record of Intimate Care

Pupil's name:		Class/year group:		
Name of support staff:				
Date:		Review date:		
Date	Time	Procedure	Staff signature	Second signature

Toilet Management Plan - EYFS-Y6

Pupil's name:	Class/year group:
Name/s of supporting adults:	
Date:	Review date:
Area of need	
Equipment required	
Locations of suitable toilet facilities	
Support required	Frequency of support

Working towards independence

Pupil will try to	Personal assistant will	Parents/carers will	Target achieved date

Signed _____ Parent/carer

Signed _____ Supporting adult/s

Signed _____ Supporting adult/s

Signed _____ Pupil (where appropriate)

Agreement between Pupil and Supporting Adult – age appropriate

Pupil's name: _____ Class/year group: _____

Name of support staff involved: _____

Date: _____

Review date: _____

Support staff

As the personal assistant helping you with intimate care, you can expect me to do the following:

- When I am the identified person, I will stop what I am doing to help you. I will avoid all unnecessary delays.
- When you use our agreed emergency signal, I will stop what I am doing and come and help.
- I will treat you with respect and ensure privacy and dignity at all times.
- I will ask permission before touching you or your clothing.
- I will check that you are as comfortable as possible, both physically and emotionally.
- If I am working with a colleague to help you, I will ensure that we talk in a way that does not embarrass you.
- I will listen carefully if there is something you would like to change about your Intimate Care Plan.

Pupil

As the pupil who requires help with intimate care, you can expect me to do the following:

- I will try, whenever possible, to let you know a few minutes in advance that I am going to need help with intimate care, so that you can make yourself available and be prepared to help me.
- I will try to use the toilet at break time, or at the agreed times.
- I will only use the agreed emergency signal for real emergencies.
- I will tell you if I want you to stay in the room or stay with me in the toilet.
- I will tell you straight away if you are doing anything that makes me feel uncomfortable or embarrassed.
- I may talk to other trusted people about how you help me. They too will let you know what I would like to change.

Signed: _____ Personal assistant

Signed: _____ Pupil

Area of Risk being assessed: Fire in the woods

School	Stanton St Quintin School
Employer	WC
Frequency	Once a term
Location	Stanton St Quintin Primary School
Time	Thursdays, am.

Hazards Identified	Risk Assessment		
	High	Med.	Low
• Burns and scalds.	x		
• Uncontrolled fire – canopy/leaf litter/branches	x		
• Under cooked food.		x	
• Slips, trips, falls.		x	
• Manual handling.		x	
• Setting fire to clothing/foods/equipment.	x		
• Flammable substances.	x		

Persons at Risk	Children	Staff	Visitors	Other
	x	x	x	

Safe Operating System in place	<ul style="list-style-type: none"> • Children not allowed within 1m of the fire. • Children must ask permission to enter the fire circle. • The Forest School Leader must remain within the fire circle. • Children have been taught to respect their fire circle and to walk around the outside of the fire circle, never walking through the middle of the circle. • Children taught to cool food by blowing on it and waiting before eating. • Children taught not to wave food on sticks (e.g. marshmallows) so that hot objects do not scold others. • Plunge bucket of cold water in case of scalds and burns, along with fire blanket and burn gel in the first aid kit.
---------------------------------------	--

	<ul style="list-style-type: none"> • Fire is away from overhanging canopies. • Fire is contained in a fire bowl, with a lid, so that it cannot spread to other areas. • Fire is controlled and put out safely either through suffocation (fire blanket), water or starvation (lack of fuel.) • Embers are allowed to cool and no ash is left visible, reducing the chance of others having fires in the wood. • Only the person responsible for the fire is allowed to put any fuel on the fire. Children are not permitted to place anything on the fire. • The fire is attended by an adult in the respect position (one leg kneeling, one leg bent) so that the fire can be controlled and in the event of a change in the wind, the individual can move away quickly.
	<ul style="list-style-type: none"> • Food hygiene standards will be maintained if any foods are cooked on the fire (see food hygiene risk assessment.) • No raw sausages or meats will be cooked on the fire. • Hand gel for sanitising hands will be used before anyone consumes food.
	<ul style="list-style-type: none"> • No-one will be permitted to run near the fire to avoid slips, trips and falls. • The area will be cleared of any trip hazards before the fire is lit.
	<ul style="list-style-type: none"> • Any heavy equipment (water for the plunge bucket) will be carried in a wheel barrow or in small quantities to avoid excessive weight and strain. • Please see the moving and handling risk assessment for appropriate lifts and weights.
	<ul style="list-style-type: none"> • If any item of clothing, food or otherwise catches fire, the fire blanket and water will be used to put out the fire. • Children and staff are taught stop, drop and roll prior to the fire being lit and are reminded of this each time a fire is lit. • The fire triangle is discussed each time a fire is lit, so that how a fire survives is understood (air, heat, fuel.) • The fire is kept small and should not exceed the diameter or depth of the fire bowl. The lid is kept on when the fire is not being fed, to ensure that sparks and lit material cannot escape. A perimeter of 1 metre is maintained around the fire so that no children can get close enough to catch any of their clothing. The adult in charge of the fire must maintain the respect position so that they can move away quickly. • The fire must not be lit if there is excessive wind.
	<ul style="list-style-type: none"> • No flammable substances should be kept near the fire. • Fuel for the fire must be kept 1 metre away from the fire.

Information to be provided to employees	Health & Safety Policy
	Risk Assessment Policy
	<ul style="list-style-type: none"> • Child Protection Policy • School Food policy • Moving and handling policy

Assessment carried out by: Susan Todd	Designation:	Signed:	Date:
	Class Teacher		
	Counter signatory	Signed:	Date:

Stanton St Quintin Primary School, Stanton St Quintin, Wiltshire. SN14 6DQ			
Name of Policy	School Food Policy		
Last Reviewed	September 2019	Reviewed by	Headteacher
Approved by	FGB	Owned by	FGB
Next review	September 2022		

Responsibilities

The School recognises the important connection between a healthy diet and a child's ability to learn effectively and achieve high standards in school. The School also recognises the role a school can play, as part of the larger community, to promote family health, and responsible food and farming practices.

Mission

The educational mission is to improve the health of the entire community by teaching children and families' ways to establish and maintain life-long healthy and environmentally responsible eating habits. The mission will be accomplished through food education and skills (such as cooking and growing food), the food served in schools, and core academic content in the classroom.

Aims

- To improve the health of children, staff and their families by helping to influence their eating habits through increasing their knowledge and awareness of food issues, including what constitutes a healthy and environmentally sustainable diet, and hygienic food preparation and storage methods.
- To increase children's knowledge of food production, manufacturing, distribution and marketing practices, and their impact on both health and the environment.
- To ensure children **have variety and** eat well at school, and that every pupil has access to safe, tasty, high quality and nutritious food.
- **To ensure that pupils have access to a safe and easily available water supply during the school day.**
- To ensure that food provision in the school reflects the cultural and medical requirements of staff and children e.g. religious, ethnic, vegetarian, medical, and allergenic needs.
- To make the provision and consumption of food an enjoyable and safe experience.
- To introduce and promote practices within the school to reinforce these aims, and to remove or discourage practices that negate them.
- To maintain/increase the uptake of school lunches, **and ensure that all KS1 pupils and their families are aware that they are**

eligible for Universal Free School meals and encourage them to take advantage of the provision.

- **To provide school meals to a pupil free of charge if the pupil and/or a parent meets the eligibility criteria set out within s.512ZB of the Education Act 1996 and a request is received for free meals to be provided either by the pupil or someone acting on their behalf.**

Objectives

To work towards ensuring that this policy is both accepted and embraced by

- The Governing Body
- Senior Leadership Team
- Teachers and support staff
- Children
- Parents/Carers
- Food providers
- The school's wider community

To integrate these aims into all aspects of school life, in particular

- Food provision within the school
- The curriculum
- Pastoral and social activities

Methods

Structure

Establish an effective structure to oversee the development, implementation, and monitoring of this policy, and to encourage a participatory approach to meeting the objectives.

Governors

The Governing Body appoint food providers who comply with all relevant food standards and food hygiene regulations and best practice guidelines. The provider will provide regular reports to the school.

The report by the food provider to school will include:

- Description of the level of service.
- Meal uptake.
- Quality of food being served (hygiene, nutrition, sustainability).
- Audit reports from external or internal auditors and progress against requirements of such reports
- Issues requiring action (whether by food provider or school)

School Business Manager, Catering Staff and Midday Supervisors

The team will ensure that:

- The dining area is safe, pleasant, comfortable, attractive and clean
- There are sufficient dining room supervisors, who are able to provide advice on food choices / hygiene
- Children have sufficient time to eat
- The environment will foster good manners and respect for fellow children
- Facilities for washing hands are adequate
- The services provided meet the religious, cultural, vegetarian, medical and allergenic (dietary) needs of children and staff

Healthy eating education and food awareness

This food policy aims to develop an understanding and ethos within the school of safe, tasty, nutritious, environmentally responsible food, through both education and example.

- Art, e.g. observation drawings of food, healthy eating poster design
- Personal Social and Health Education, e.g. menu planning, nutrition, correct personal hygiene such as hand washing
- Design and Technology, e.g. cooking, designing tools, recipes or menus
- English, e.g. food diaries, following instructions
- Geography, e.g. what food grows where, food miles, transporting food, waste
- History, e.g. past diets, discoveries
- Information Technology, e.g. recording results of a food survey, website review
- Maths, e.g. weights and measures, food packaging, % and fractions, salts/fat etc
- Physical Education, e.g. links between healthy eating and exercise
- Science, e.g. effects of heat on food, plant growth, nutrition, microbiology

The school will aim to foster relationships with local food businesses, e.g. farms, shops and restaurants, encourage food professionals or organisations such as the Soil Association to come into the classroom, and arrange for children to visit their premises.

This policy is to be read in conjunction with:

- School food in England – Departmental advice for governing boards – July 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551813/School_food_in_England.pdf

School Food Standards – September 2014 – VC2

http://www.schoolfoodplan.com/wp-content/uploads/2014/09/School_Food_Standards_140911-V2c-tea-towel.pdf

School Food Standards – A practical guide for the cooks and caterers

<http://www.schoolfoodplan.com/wp-content/uploads/2014/09/School-Food-Standards-Guidance-FINAL-140911-V2C.pdf>

Exemptions to the school food regulations

The School Food Regulations do not apply to food provided:

- a. at parties or celebrations to mark religious or cultural occasions
- b. at fund-raising events
- c. as rewards for achievement, good behaviour or effort
- d. for use in teaching food preparation and cookery skills, including where the food prepared is served to pupils as part of a school lunch
- e. on an occasional basis by parents or pupils

The School Food Regulations do not apply to confectionery, snacks, cakes or biscuits, served as part of an evening meal at maintained boarding schools before 6pm.

For maintained nurseries and nursery units attached to primary schools there is a reduced set of standards for food served at lunchtime (Schedule 5) and whole milk, rather than lower fat milk, may be provided.

Academies established between September 2010 and June 2014 are not required to adhere to the school food standards regulations. These academies should use the national school food standards as a guide and can sign up voluntarily)

(September 2019)

Food Preparation and Production

Appendix F

School Meals Service

All legal requirements relating to the Food Safety Act and its Regulations so far as the production of school meals is concerned are the responsibility of either the School as meal provider or the contracted meal provider.

Schools which use its own employees to prepare school meals/snacks must ensure that all involved are properly trained, instructed and supervised as well as ensuring that other legislative standards are being complied with.

Food prepared on the School premises

Any area where food or drink is regularly produced (see 'please note ...' on the next page for definition of 'regularly') should be registered as a 'food business' with the Council. Areas such as serveries or kitchenettes used by the PTA or others for group or function catering may fall within this requirement.

Areas where food is prepared or produced as a purely educational activity such as Food Technology rooms are generally accepted as being exempt from registration requirements although, of course, good hygiene standards are expected and should be maintained in such areas.

Remember that if food is produced as an educational activity and then regularly sold either on or off the school premises (such as 'morning break', tuck shop, etc) your Food Technology area becomes a food business and the full force of the Food Safety legislation will apply to that area. (See 'please note' re: 'sold' and 'regularly'.)

Generally speaking, staff rooms and offices where items of food may be prepared or produced for individual requirements would not fall within the provisions of the Food Safety legislation.

Any person who is involved in the preparation of food for sale (see 'please note ...') must be trained, instructed or supervised to an extent commensurate with that task. The Codes at the end of this section should also be displayed in these areas.

Compliance with the legal requirements of the relevant Food Safety legislation and the responsibility for food prepared on site by any 'non-school' person or group, e.g. a hirer of the premises, lies with that person or group.

Food Preparation and Production

Food brought into school for sale or general consumption

The school has responsibility for ensuring so far as is reasonably practicable the safety of those consuming any such food.

This includes food provided by parents or other non- commercial or private sources for classroom parties, fetes, PTA functions or any other type of school sponsored events.

As it is impossible to be entirely confident of the methods of preparation and storage of such food, schools are advised to restrict such provision to the less risky types of food such as cakes without cream, scones, fruit, pastry items or pre-packed manufactured food. To be particularly avoided are high protein items such as meats, fish, eggs, milk products, mayonnaise and other dairy product items unless the school can be sure that they have been safely prepared and correctly stored until the point of sale or consumption.

PLEASE NOTE...

The definition of 'sale' as defined for the purposes of the Food Safety Act includes the offering of food as a prize or reward (e.g. raffle prizes) or, food which is given away at any entertainment to which the public are admitted whether on payment or not, and includes any social gathering, performance, exhibition, game or sport. This is, of course, in addition to the accepted meaning of 'sale'. NB: School staff and pupils are defined as 'public'.

'Regularly' as in regularly produced means the use of the premises for food preparation/production or sale for five or more days, whether consecutive or not, in any period of five consecutive weeks.

Food Preparation and Production

Enforcement of the Food Safety Act and associated Regulations

The Council is the enforcement authority for the purposes of the Act and the associated Regulations. The Environmental Health Officers of the Council are enforcement officers and are empowered to inspect any food premises in exactly the same way as HSE Inspectors inspect general safety matters.

Schools are required to co-operate with such enforcement officers and allow entry onto or into the premises at any reasonable time in the pursuance of their duties.

Schools with school meals kitchens or serveries will usually receive a routine Food Safety inspection by an Environmental Health Officer on a regular basis based on food safety risk and management confidence.

It should be noted that conviction for breaches of Food Safety legislation is punishable by substantial fines or imprisonment or both.

Any member of staff preparing school meals/snacks should have the CIEH Foundation Certificate in Food Safety (Level 2).

Qualification Information

This course covers the basics required in the area of basic food hygiene. The course is one day and has a multiple choice examination.

The link below will offer more information on course details and registered training centres:

[CIEH Foundation Certificate in Food Safety \(Level 2\)](#)

Related Links: [DCSF nutritional standards](#)

The Code for Safety in Food Preparation and Food Handling Areas

1. Safety is the responsibility of everyone entering this area.

2. Safety hazards, including failure to comply with these rules, defective equipment, lighting failures etc., should be reported to:

.....

3. Work in a calm and orderly fashion. Tidy up as you go. Clean up spillages immediately. Do not leave items of equipment lying around.

4. Never use equipment which is faulty in any way and which could be dangerous. Never use equipment without a guard if one is provided.

5. Know your fire and first aid drills.

6. Always switch off and unplug before clearing blockages, adjusting or cleaning a machine. Inspect plugs and cables regularly and report suspected faults.

7. Try to avoid carrying boiling water or hot fat. If it is absolutely necessary always take particular care.

8. Treat kitchen knives with great respect. Store, wash and carry them as you have been taught.

9. Never climb on a chair, a stool or any other improvised stand in order to reach a height.

10. Never attempt to lift excessive weight by yourself. Before lifting and moving a heavy object, always ensure that your passage is clear of obstacles. Then obtain a firm footing and use your arms, shoulders and legs for the lift - not your back.

11. Wear suitable clothing in this area. Avoid long loose sleeves. Choose low heeled shoes with soles that are unlikely to slip on wet floors and which provide the maximum possible protection for the top of the foot.

Remember - careless action in this area means danger to yourself and to those around you.

The Code for Food Handlers

1. Always wash your hands before touching any food and after using the W.C., sneezing, blowing your nose or handling refuse/swill.
2. Tell the responsible person at once of any skin, nose, throat or bowel trouble. Never cough or sneeze over food.
3. Cover cuts and sores with waterproof dressings.
4. Wear clean protective clothing when handling food. Keep fingernails short and ensure your hair is under control.
5. Smoking in the food room is illegal and dangerous.
6. Clean and tidy as you go.
7. Store cleaning materials and equipment separate from food and cooking equipment.
8. Wash and **boil!** kitchen cloths daily.
9. Keep food clean, covered and either cold, 5°C or below, or hot, above 63°C.
10. Meat should be defrosted thoroughly and cooked thoroughly, particularly poultry.
11. Keep your hands away from the food as much as possible.
12. Keep cooked foods separate from any raw food, particularly meats. Do not use the same equipment for preparing raw and cooked food unless it has been thoroughly cleaned in between times.
13. Keep swill and rubbish separate and keep the lids on the bins.
14. Wash equipment in water containing detergent, held at a temperature of 55° - 60°C and which is changed frequently. Wear rubber gloves.
15. If necessary, sterilise by immersion for at least two minutes in clean water held at a temperature of not less than 82°C.
16. Draw the attention of the responsible person to any damaged or defective equipment.
17. Do not permit birds or animals in the kitchen or areas where food is consumed.
18. Remember that other people's health depends on you.

Be Clean, Be Thorough, Be Careful!



Stanton St Quintin Primary School

Pond on the School Site Risk Assessment

Assessment conducted by: Susan Todd	Job title: Science subject leader	Covered by this assessment: Pupils, staff and visitors
Date of assessment: May 2022	Review interval: Annually	Date of next review: May 2023

Stanton St Quintin Primary School

Ponds on the School Site Risk Assessment

Related documents
Health and Safety Policy, School Security Policy

Risk Rating		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major Causes major injury, disability or ill-health.	High (H)	High	Medium (M)
	Severe Causes injury requiring medical treatment.	High	Medium	Low (L)
	Minor Causes injury requiring first aid treatment.	Medium	Low	Low

Risk/Issue	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating following action H/M/L
Policy and procedures	M	<ul style="list-style-type: none"> Written procedures for ensuring the health and safety of pupils are in place. They are agreed by the governing body and reviewed annually. Existing risk assessments are in place based on knowledge, experience and training. 	Y	<ul style="list-style-type: none"> Review Health and Safety Policy in light of any updated guidance. 	Susan Todd	In place	L

Risk of fall into pond	M	<ul style="list-style-type: none"> The pond is cleared regularly as part of the Science coordinators duties. Edges are kept clear of slippery substances and are visible at all times. Edges open for pond dipping are gently sloping or flat. 	Y		S. Todd/ Prestige grounds	In place	L
Location and size	M	<ul style="list-style-type: none"> The deepest parts of the pond are positioned away from the edges. The pond is 1m deep in the middle, with shallow edges.. The pond is located so that it is visible from the school building. 	Y			In place	L
Restricting access	M	<ul style="list-style-type: none"> Rigid steel mesh is firmly secured for safety purposes. Access to the pond is restricted via a 1m high fence with a lockable gate. 	Y			In place	L
Lack of supervision	H	<ul style="list-style-type: none"> Appropriate levels of supervision are always maintained when pupils are in the vicinity. Additional supervision is in place as necessary to support pupils with special educational needs or medical conditions. 	Y			In place	L
Pond dipping activities	M	<ul style="list-style-type: none"> Clear instructions are given prior to use. Pupils are spaced well apart. Weather appropriate clothing is worn. Pond dipping only occurs from the pond dipping platform, two children at a time with a member of staff. Children kneel when dipping, resting on their feet and not leaning in. 	Y			In place	L

		<ul style="list-style-type: none"> • Remaining children are outside of the pond area with a member of staff to reduce movement around the pond. • Children are instructed how to stand up after pond dipping to reduce the chance of falling in; Look around you, stand carefully, step backwards, turn and leave, checking for others as you turn. 					
Hygienic maintenance	M	<ul style="list-style-type: none"> • Hand washing facilities are readily available. • Children are not allowed to touch their face until hands have been sanitised. • All cuts and abrasions are covered with waterproof plasters. If they are too large, the child must take a non-water based role. • No eating is allowed in the pond area. • Access by dogs and cats is prevented. • Algal scum is removed. 	Y			In place	L

TOOL MAINTENANCE LOG

Appendix H

Name of tool	Date	Condition prior to use	Condition after use	Action Required	Type of maintenance service carried out and Date

