



## **Forest Schools Policy**

Archimedes Forest Schools Level 3 Leader

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### **Introduction:**

The Forest Schools Policy documents a range of policies and procedures that must be adhered to ensure that the learners can experience some risk based learning within a controlled environment. All leaders present during the sessions and parent helpers will be expected to read and follow the procedures and policies outlined in this document to minimise the risk from any potential hazards as outlined in the separate Forest Schools Risk Assessments.

This is the case for both our on-site Forest School at Spire Junior School, and when using off-site locations, including the Forest School site at Spire Nursery and Infant School.

### **Mission statement**

*'Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees'.*

**(Forest School Association)**

At Spire Junior School, through our Forest School sessions, we hope to encourage independent, enthusiastic and creative learners who develop holistically through a well-planned and interesting child-centred approach.

### **ETHOS & FOREST SCHOOL PRINCIPLES AT SPIRE JUNIOR SCHOOL:**

1. Forest School is a long term process of frequent and regular sessions and aims for children to visit in blocks of at least six to eight weeks each season. Ideally Forest Schools should be offered over a longer period to truly see the developmental benefits.
2. Planning, adaptation, observations and reviewing are all integral parts of the Forest School process. Planning is flexible and the learners take the direction for their learning and development.
3. It takes place in a woodland or natural wooded environment – we are limited in this aspect but with careful tailoring and planning of the site and resources, this can be overcome.
4. We aim to promote the holistic development in all of those involved, fostering resilient, confident, independent and creative learners who are emotionally literate.
5. We will offer learners the opportunity to take supported risks appropriate to the environment and themselves and encouraged risky play where appropriate.
6. It will be managed by a qualified Forest School Practitioner (Matthew James) Forest School Leader. Further staff will be trained in the future to help plan and facilitate in the sessions.
7. We will use a range of learner centred processes to create a community for development and learning.

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

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

### **Our rules and routines at Forest School:**

Expectations of behaviour will be set by the Forest School Leader and discussed with the children in the classroom beforehand, in conjunction with the School's Behaviour Policy. Children will also help set rules, which will be revisited at every session. We have Nurturing Nature Guidelines that the children are expected to remember and follow during the sessions. These include:

- 'No pick, no lick, be careful how you carry a stick.'
- Respect for plants, trees and animals.
- Staying in view of the Leader and supporting adults at all times.
- Always use walking feet around the site.
- When scavenging, only collect the natural debris on the floor.
- If you find anything you think could be dangerous, let the Leader or grown up know.
- Staying within the designated areas at all times.

### **Rationale/Aims:**

The outdoors can provide space and freedom for a type of learning that is difficult to replicate within the confines of classroom walls. It provides an alternative context to apply knowledge and skills necessary to understand and appreciate the world we live in no matter the season or the weather. We strongly believe that all children have the right to be given the opportunities afforded by outdoor learning and the managed risks associated with it. It can provide relevant, engaging experiences that support learning in all areas of the curriculum. These can be presented as building on existing outdoor play, transferring activities normally carried out indoors, school garden projects, environmental education or off-site visits. Providing positive opportunities for active learning, the outside environment can promote skills of enquiry, problem solving, communication, co-operation, creativity and evaluation, therefore we seek to offer outdoor experiences that allow children to:

- Find space to be alone or interact in social groups of different sizes.
- Plan, build, evaluate and sometimes demolish.
- Find similarities and differences, observe and classify.
- Be energetic, adventurous and assess risk.
- Make mark, use large scale media, be messy.
- Plant, grow and harvest.
- Hide, explore and discover.
- Investigate, make predictions and test theories.
- Imagine, pretend and reflect.
- Measure, locate, transport and record.

Forest School education at SPIRE JUNIOR SCHOOL will focus on the key principles behind emotional resilience. Groups of learners will be assessed on the resiliency framework prior and after the block of sessions to gauge their strands of emotional need and the effectiveness of Forest Schools as an intervention.

### **Environmental Considerations:**

One of the main principles of Forest School is to promote environmental awareness and encourage sustainability. Each activity carried out as part of Forest School will have impact on the environment, some positive and some negative. We aim to keep the negative impact to a minimum. All those involved in Forest School will be encouraged to learn greater awareness of the world around them and to show respect to the wildlife by 'nurturing nature'.

### **Site Policy**

The site will be left in a safe and ordered manner at the end of each session. The FS leader is responsible for the pre-session Site Risk Assessment by:

1. Completing a pre-session site risk assessment form, recording any necessary hazards in the log book (to be acted upon as soon as possible) and ensuring hazardous areas are cordoned off using the hazard tape.
2. Checking trip hazards and ensuring all safe storage of wood at the sides of fences or in the designated cordoned off area (pond area).
3. Fire area is safe, seating is 2 metres away from the fire pit and walkways around the pit circle are clear.

The Forest School leader is also responsible for ensuring a site risk assessment is completed after the session by:

1. The removal and disposal of all left over food.
2. The safe storage of non-perishable items.
3. Safely storing all wood to the sides of the fences and/or in the designated area (pond area).
4. Turning fire bowls so they do not collect water.
5. Leaving all areas clear of litter.

This is the case for both our on-site Forest School at Spire Junior School, and when using off-site locations, including the Forest School site at Spire Nursery and Infant School.

### **Emergency Action Plan**

In the event of an Emergency ring the Emergency Services on 999 stating your name and the following location details:

Spire Junior School,  
Jawbones Hill,  
Derby Road,

Chesterfield,  
Derbyshire,  
S40 2EN

The nearest hospital is Chesterfield Royal Hospital NHS Foundation Trust,  
Calow,  
Chesterfield,  
Derbyshire,  
S44 5BL TEL: 01246 277271

#### Accident & Emergency Procedure:

All minor accidents and incidents will be reported within the accident book and parents will be notified. Any serious injuries will require logging and parental acknowledgement. In the event of an accident or emergency:

1. Carry out an assessment of the situation
2. All participants unaffected will be moved or protected from further injury or danger.
3. 1<sup>st</sup> Aid administered as appropriate and following the First Aid Policy and Procedure document.
4. Non-affected members may go into shock –appropriate action/1<sup>st</sup> aid given as required.
5. Call emergency services on 999 and provide details of condition of patient(s) after doing the ABC first aid check and have medical details available (from Happy Bag).
6. Contact parent/cares)of those needing medical treatment.
7. Phone site management contact as soon as possible.
8. Remove the remainder of the group to a secure location and protect from the attention of the media. (If young people involved, ensure adequate supervision ratios or return to an indoor environment if possible.
9. Retain all equipment involved in an unaltered condition.
10. Do not make statements to the media or allow anyone else to make statements where at all possible.
11. Keep a log of all people contacted/involved in the management of the incident as possible and the timing of actions taken in relation to the incident. Report all information to the Head teacher who will complete an accident report form.

#### In the Event of a Missing Child:

- On discovery of missing child, recall rest of the group and ensure they are moved to a safe location with a suitable designated adult.
- Commence immediate search of the vicinity.
- Immediately notify school office.
- School office will notify the Headteacher and a decision will be made on whether to notify the police, then the parent or guardian.

#### Stranger or Uninvited Person

- Challenge intruder, asking them to leave immediately.
- Ensure the group are assembled and taken to a safe location by a suitable designated adult.
- Escort them from the site.
- Inform the School's Office and Child Protection Liaison Officer.

### **Links with Existing School Policies**

The following school policies have been created by other members of the teaching and SLT team. These have been altered and added to, to ensure they meet the additional requirements of Forest School provision at Spire Junior School.

- **Equal Opportunities Policy**

The policies, procedures and activities during forest school sessions, shall embody the principles that all persons are equal and will receive equal opportunities and treatment. Staff involved in Forest School will ensure that no person will be granted privileged or discriminated against because of their race, skin colour, national origin, religion, age, physical disability or gender.

Staff of Forest School will:

1. Promote equal opportunities statement
2. Apply the statement in their work and activities.
3. Bring to the attention of the Forest School Leader any occurrence, relative to Forest School sessions, where this has not been applied.
4. Wherever possible, adjustments will be made to accommodate children with allergies, medical conditions or behavioural issues. This may include additional adult helpers, adapting the site if physically possible or adapting activities.
5. All participants should feel that their experiences and contributions are worthwhile, so raising self-esteem and confidence.

- **Confidentiality Policy**

To ensure that all children and their parents/carers who are involved in Forest School sessions can do so with confidence, we will respect the confidentiality in the following ways:

1. Parents/carers will have access to the files, records and reflective journals of their own child but not those of any other.
2. Forest School leaders will not discuss any individual children with people other than the parent/carer of that young person.
3. Information given by parents/carers will not be passed on without permission.
4. Any photographs taken during the sessions and used for publication on public areas within school will not be used unless the school have received permission to do so. The Forest School Lead will ensure that they have this information before the start of the sessions from the relevant class teacher supply folder.

5. All adults will be made aware of any medical details such as allergies affecting the children attending on a need to know basis and kept confidentially within the school's Forest School Handbook.
6. In case of emergency, contact numbers of each child will be kept at the school office.
7. Only trained staff will apply first aid to children and adults attending; volunteers must make staff aware if they are approached by a child needing care.
8. Any adults attending, with medical conditions, must disclose to the Forest School Leader; this information will be treated with the utmost confidentiality.

- **Child Protection Policy**

All leaders will have completed the full recruitment process as part of their everyday teaching requirements. Volunteers (parent and carers of children in the group) will be working with their own child and maybe other children but only in a supportive capacity and will not be responsible for any direct teaching or modelling during the sessions. Before the session starts, the Level 3 leader will talk through the expected experiences and will ensure they have read and understood the relevant risk assessments, policies and procedures. Volunteers will be supported and guided by the forest school leaders during the session.

If a young person requires personal care, the leaders will delegate and arrange that the child is looked after so they can return to the session. The Level 3 leader will always remain with the remaining group members.

Any disclosure by a young person (as in any other circumstance within school), will be recorded and appropriate action taken in all cases.

Levels of adult/young person support will vary in ratio depending on the ages of the children in the group and needs of individuals within the group. Children with EHC's will continue to have their supporting adult and this adult will not be counted as part of the adult to children ratio. Adult to children ratios will never be more than 1:15 and in most cases this ratio will be smaller. Volunteers do not count as part of the support ratios but parents are encouraged and invited to participate and support their child in sessions.

If there are concerns about a young person's behaviour, physical condition or appearance these will be recorded as they would within school normally and reported to the named person in charge of Safeguarding.

### **What to do if a young person discloses**

If a young person discloses to you:

- Listen, do not interrupt, give them time, don't ask any leading questions, and don't promise to keep the information a secret.
- Make a written record of what the young person has said, this should be exactly as the child said in their language. Do not put your interpretation on it.



- Record what the young person's behaviour was like e.g. withdrawn, crying, upset.
- Date and sign any records made and keep them confidential.
- Respect the young person's confidentiality.
- Report any disclosures or concerns to the named person responsible for Safeguarding.

- **Safeguarding Policy**

Safeguarding at Forest School is in line with Spire Junior School's Safeguarding Policy, available on the school website or from the school office. A summary of what we will ensure during Forest School sessions is detailed below:

1. Every child has the right to be kept safe from danger and learn in a safe and secure environment.
2. All staff involved in Forest School holds relevant DBS checks.
3. All Forest School staff attends regular safeguarding training
4. All concerns and disclosures are confidential and will only be shared with the school's designated safeguarding leaders and necessary agencies, if appropriate.

Spire Junior School safeguarding lead person is Mrs Vernon (Head Teacher).

- **Behaviour Management Policy**

Young people should feel valued and they should also understand what is expected of them and what they can expect of others. The Forest School sessions therefore, will follow the framework of routines, boundaries of behaviour and strategies for addressing behaviour as identified in the school's Behaviour Policy. This policy will be followed by all participants during sessions.

All adults involved in the session will be expected to be positive role models by dealing with situations in a clear, calm, polite and positive manner.

Positive behaviour will be reinforced and encouraged through praise and encouragement.

It is the responsibility of the Forest School Lead to anticipate and avoid problematic situation by not allowing the young people to become bored and unstimulated.

It must be made clear that it is the behaviour that is unacceptable, not the person.

Forest School staff will encourage and facilitate mediation between children to try and resolve conflicts before they escalate further through negotiation and discussion.

Behaviour that is unacceptable will be challenged in a calm and assertive manner.

As outlined in the school's Behaviour Policy, children will be given three chances to modify any unacceptable behaviour before it escalating to being removed from the session and having the SLT being involved.

Certain instances and persistent occurrences of unacceptable behaviour should be recorded on the incident forms.

If a child is showing signs of their behaviour escalating in potentially harming another children or adult within the session, the class teacher will gather and move the other children to a safe area away from potential harm.

In the event that physical restraint may be necessary for the safety of the child, other children or adults, the Forest School Lead will send for member of the SLT who has received physical restraint training to support as necessary.

- **Exclusion Policy**

The procedures for exclusion will only be implemented after attempts at following the behaviour management policy have been exhausted and the behaviour leading to the potential exclusion has been explored and discussed with the child. Ultimately, the Senior Leadership Team (SLT) members will make the decision to exclude a child from future forest school sessions in consultation with the Forest School Lead.

The child will have the opportunity to discuss the issues surrounding the behaviour and alternatives will be discussed and implemented. If after this discussion the child refuses to implement the new behaviours and continues to cause a potential threat to the well-being of other children, staff and volunteers then they will be removed from the session by a leader and parents will be informed of the situation. It is at the discretion of the Headteacher and Forest Schools Lead to determine whether the child will be allowed to participate in future sessions.

The reasons for exclusion will be outlined and documented on an incident form.

If after the session exclusion and return to the sessions, the young person makes it clear that they will not be in position to respond positively during the sessions, respect instructions or boundaries then the child will be excluded from the sessions permanently.

Exclusion from the whole project is a very serious decision which will only be made in agreement with other staff members including the SLT, child and the parents/carers if appropriate.

- **Bullying Policy**

Everyone involved in Forest School sessions will be made aware that any form of bullying, as outlined in the school's Bullying Policy, will not be tolerated and will be challenged.

Bullying behaviour will be dealt with using the strategies agreed upon and as outlined in the school's Bullying Policy. The child responsible will be encouraged to discuss their behaviour and consider the consequences to their actions.

All incidents of bullying will be recorded on incident report forms.

Any individual who has been the victim of bullying behaviour will be supported and monitored by forest school leaders during the sessions.

Where necessary, parents/carers will be informed of any incidents of bullying. Any situations will be handled with care and sensitivity at all times. If the bullying persists more serious action may need to be taken in accordance with the school's Bullying Policy.

- **Complaints Policy**

All complaints must be recorded. A complaints and comments book should be made available for adults or children to enter their concerns in. We encourage that all comments are constructive and aid the creation of a better service for all involved.

If a child or an adult has an issue, concern or complaint their first point of contact should be with their class teacher or the Forest School Leader. If the adult is not satisfied by the outcome then they should take their concerns to the Headteacher.

It is hoped that most complaints can be resolved informally between the staff and the complainant. It is imperative that good relationships are maintained at all times.

### **New Policies for Forest Schools**

The following policies have been created to ensure the safety and well-being of all those involved in Forest School when taking part in more risk associated opportunities.

#### **Safety Policy**

All activities will have been risk assessed and all staff will have seen the risk assessments and understood them.

Forms will be available at all times for the reporting of accidents and incidents.

All adults, including parent/carer helpers, are aware of the system for arrivals and departures.

Safety checks on the site, both from indoors and outdoors, are made before each session using the safety checklist and recorded.

Equipment is checked regularly and any damaged items removed to be mended or discarded.

All dangerous materials, including medicines and cleaning materials are stored out of reach of young people. Young people do not have unsupervised access to any hazardous materials or tools and equipment.

No one will walk about or participate in the sessions with hot liquid or place anything of this nature on surfaces where it might easily be knocked off.

A register of both adults and young people is completed so that an accurate record of all those present is available in case of emergency.

A correctly stocked Forest Schools first aid kit and burns kit is available at all times.

#### **Covid 19**

- All staff and pupils to sanitise their hands prior to all activities and after.
- When cooking TD to provide warm soapy water prior to all cooking activities.
- Any coughs and sneezes into their elbow.

### **Essential Equipment**

In addition to tools suited to the planned for activities, the Forest School leader will always take an emergency bag with them. The contents of the emergency bag will vary depending on the time of year and weather conditions, the site being used, and the planned for activities according to the relevant risk assessments and daily risk assessment. There are of course also essential items that should be on-hand for every session.

#### **Essential Equipment:**

- First Aid Kit
- Emergency Procedures
- Medical information for each individual and Emergency contact details for every member of the group (adults & children)
- Risk Assessments
- Communication Devices (mobile phone and/or walkie talkie – checked for working order and signal strength)
- Clean Water
- Medication for individuals will be kept in school in the designated area as usual and a FS Assistant (with the appropriate First Aid training) will retrieve and administer this if/when necessary

#### **Other equipment may include:**

- Emergency whistle
- Emergency Life Blanket
- Accident forms
- Appropriate spare clothing
- Wet wipes, hand sanitiser
- Sun cream (parental permission required)
- Chocolate/sugary food
- Plastic bag
- Fire blanket
- Torch
- Burns Kit
- Tick Remover

### **Poor Weather**

Forest School sessions will go ahead in all weather conditions with only a few exceptions (in accordance with the General Welfare and Weather Risk Assessment):

- Strong winds that make woodland areas hazardous for use due to falling debris.
- When it is dangerous to get around the site by foot due to snow, flooding or ice etc.
- Very wet cold conditions where hypothermia is a real possibility.

Exposure to the elements is part of the magic of nature and therefore an integral part of forest school. In more adverse weather we will review the planned activities and site areas and may change plans and in some cases, may complete some of the session indoors or within the shelters. In the summer the trees in the woodland area and our shelters will provide good sun cover. Please remember to apply sun cream to your child and/or supply it so that they can put it on. We will use the BBC weather online forecast to make judgments about the expected conditions. Ultimately, our Head teacher (Mrs Vernon) and Forest School Leader (Tracy Denny) will make the decision deeming if the weather is unsuitable for Forest School. Any session that is cancelled will be, wherever possible, rescheduled.

### **Clothing and Toileting**

To ensure that the children are sufficiently protected from the weather and the forest environment we require children to be wearing appropriate clothing and footwear. Clothing will get muddy so old home clothes are required. Forest School sessions will take place in all weathers unless the safety of the participants is in question, due to high winds or icy ground (The General Welfare and Weather Risk Assessment will be consulted).

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

The general rule is to wear lots of layers which keep in the heat and can be removed if needed. Suitable clothing is essential for everyone participating.

In their kits, children should have:

- Long sleeved t-shirt, even in warm weather to help protect against bites, stings and scratches.
- Trousers will be worn to reduce the risk of bites, stings and scratches.
- Waterproof over trousers or dungarees and a waterproof jacket (really important when wet to prevent under clothing getting wet/damp as we have no-where to dry clothing between sessions).
- Long socks, wellies, walking boots or old trainers (in very hot dry weather)
- During the summer, a sunhat and sunscreen should be supplied
- During the colder months, extra layers such as a fleece, leggings, tights, hats and gloves etc are required.

Children should bring in and leave their Forest School clothes in a bag (clearly marked with their name) in their classroom. All Forest School Kit should be taken home throughout the year (once a half term or term) to be washed and brought back in.

**Toileting:**

We will ask the children to use the toilet before leaving the setting. If the children need to go to the toilet during the session, they are to alert their class teacher, who will allow them to go back into school to use the toilet. It will be the class teacher's responsibility to ensure the children leave and come back to the session safely by following the procedure. With really young children and depending on where we are working on the site, it may be necessary to release a participating adult to go with the child (ren) (TA or teacher) to escort them to and from the toilet.

**Tools and Tool Use**

We are committed to providing children with access to a wide range of equipment that stimulates enjoyment, learning and development, both indoors and outdoors. Using small hand tools is an important part of Forest School as it enables children to develop new, practical skills that help them develop self-confidence.

To enable that this is safely carried out, hand tools are to be maintained in good order by the Forest School Leader.

The Forest School leaders will inspect the tools before each session to ensure safety.

Children and adults will be taught how to handle tools properly and to treat them with respect by learning 'Tool Talks'.

Whilst using hand tools, the staff to child ratio is increased depending on the tool in use.

The ratios will vary from 1:1 to 1:3.

Tools will be kept in the tool bag and only removed by the Forest School Leader.

Adult and child sized gloves will be available and are only to be used for the 'helping hand'.

It is not advisable to use any hand tools with gloves on as it detaches the user from the tool.

Running with tools is prohibited as it pointing with the tools.

Children will lose permission to use tools if the guidelines are not followed.

**General rules for tool use:**

All tools have a separate risk assessment (please see the school website for copies of the separate Risk Assessments and Forest School Policy.

- The Forest School Leader is nominated to ensure safe storage of tools on school premises.
- All staff to ensure safe storage whilst at the Forest School Site.
- All tools should be signed out when in use.
- We do not walk around with tools, wherever possible.
- Tools should be kept clean with oily rag, sharp and checked before every use.
- Tools should only be used with a designated trained adult.

**Knives:**

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

- Users should preferably be sat down in a designated area.
- Knives should be used away from the body.
- Ensure knives are clean and covered when not in use.

#### **Bow Saw:**

- Children will be supported 1:1 by an adult preferably the Forest School Leader and good practice demonstrated and when confident and competent, can be paired up with the Forest School Leader observing.
- Guard is in place when not in use.
- Use in a designated area away from others.
- Use with a glove on the non-sawing hand (helping hand).

#### **Loppers:**

- Children must be supported 1:1 by an adult preferably the Forest School Leader and good practice demonstrated and when confident and competent, can be paired up with the Forest School Leader observing.
- Use in a designated area, away from others.
- Loppers must be kept closed except when in use.
- Loppers must only be used above the ground if possible.

#### **Fire Safety Policy**

Fire poses a threat to life through fume, smoke, burning and structural collapse. The aim of the fire safety policy is to minimise the risk of fire by taking the adequate safety precautions. So far as practicable, forest school leaders must ensure that children and volunteers who attend forest schools sessions are aware of any aspects of the fire safety measures which affect them. Volunteers and other supporting staff will be expected to read the Fire Risk Assessment document prior to any forest schools sessions involving fire. The policy, procedures and risk assessment for fire use will be regularly reviewed and any recommendations will be fully implemented by staff. Any major changes to policy and risk assessments will also be reviewed by Governors.

The member of staff responsible for monitoring the effectiveness of this policy is Matt James. Any concerns must be drawn to his attention immediately.

#### **Fire Prevention**

Fire prevention measures centre upon the removal or control of available fuel and ignition sources. Fuel includes waste, debris, flammable gases and liquids and flammable materials.

Waste materials must not be allowed to accumulate in and around the Forest School site areas. Waste bags and bins are provided each session and must be regularly emptied and rubbish disposed of.

Flammable liquids are never stored on site. Any used will be in accordance with the manufacturer's instructions and removed after each session.

When fires are being lit in the fire pit during forest schools sessions, the leader will ensure all staff and learners adhere to the fire procedures and risk assessment. Children will be strictly supervised when using the fire pit and fire lighting materials. A set of fire gloves and a fire blanket will be kept close to the fire area but away from naked flames. A jerry can filled with water and fire bucket will be prepared beforehand.

No electrical equipment will be used and if any were in the future, these would be regularly inspected and maintained.

### **Volunteer Policy & Procedures**

#### **Definition**

A volunteer is anyone who is willing to get involved in the sessions and support the child who will be in the group. Forest School sessions actively encourage the participation and support of parents/carers during the sessions to enhance the quality of the provision and to foster and build their relationships with the participating child.

#### **Eligibility**

The use of volunteers enhances the experiences the Forest School leader can provide for the children by bringing new skills, enthusiasm and a fresh perspective to what we can offer as well as fostering the parent/carer child relationships.

As well as inviting the parents/carers of the children involved in the sessions, volunteers are also accepted from:

- Student placements
- Parent/carers outside of the participating group interested in becoming more involved in Forest Schools
- Other members of teaching and non-teaching staff in school who would like to find out more and support the children in a different context

Volunteers will at no point be expected to lead, teach or be solely responsible for a group. They are there mainly in an observational capacity and to support the children in their experiences during the sessions.

Before the start of any session, the volunteers will have a discussion with the Forest School Leader to determine the learning experiences and how they can support during the session.



They will also be asked to read through the relevant policies, procedures and risk assessments involved in the session and be expected to adhere to these at all times.

Volunteers will be required to register their presence in the building using the signing in machine at the main reception as well as use the sign in/out sheet the Forest School Leader provides.

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