



Forest School Handbook 2014/2015

Shirley Community Nursery and
Primary School

Nuffield Road

Cambridge

CB4 1TF

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Introduction

Section 1

Introduction

The ethos of Forest School is based on a fundamental respect for children and young people and for their capacity to instigate, test and maintain curiosity in the world around them. It believes in children's right to play; the right to access the outdoors (and in particular a woodland environment); the right to access risk and the vibrant reality of the natural world; and the right to experience a healthy range of emotions, through all the challenges of social interaction, to build a resilience that will enable continued and creative engagement with their peers and their potential.

We will focus on the process of learning rather than the outcomes, and this means that what the children learn is not limited by 'planned activities'. With a high adult: child ratio we will work together to explore the unexpected, where learning is ultimately unlimited.

The vibrant woodland environment with its ever changing backdrop supports this approach to learning through a long term programme that supports repetition and contact with nature. Senses will be stimulated with visual, auditory, and kinaesthetic experiences. Here in the wood we have the best interactive white board in the world!

Through play there will be opportunities for children to think creatively and flexibly. They will have fun while directing their own learning and their trusted adults will encourage and inspire. Children will be given time to mix with other children and adults to experiment with ways of relating. Through the mastery of small achievable tasks children grow in confidence and independence so that they are able to develop a sense of self worth.

Bramblefields in Chesterton, Cambridge is a reserve within 10 minutes walking distance from our school. At a size of 2.09 hectares, the site is small. However in the north of the city, there is very little semi-natural habitat of any description, and so this site is extremely important. There is very little recorded history available for this site. Most of the botanical interest has focussed on the adjacent railway sidings which are noted for rare plant species. Butterflies and birds there certainly benefit

from the food sources in Bramblesfield. At the turn of the 20th Century this region was fen and farmland. More recently it was used as allotments but these were abandoned after poor yields. Today Bramblefields provides a haven for wildlife and people in the midst of a residential area. Local Nature Reserve status has helped safeguard the site from future development and with it a commitment to protecting its wildlife and community value.

Cambridge City Council Management objectives include:

To maintain and enhance the diversity of the grassland

To maintain and enhance the scrub habitat

To maintain and enhance the pond habitat

To maintain access and paths through the site

Environmental Impact

Every activity carried out in the outdoors will have an impact on the immediate environment.

We plan to keep this impact to a minimum and with at least two classes using the Bramblefields site each week throughout the year, this issue will have to be managed rigorously.

Boundaries will be negotiated with the children and they will be given the responsibility with support from adults to clean and tidy the area before we leave, ensuring we leave no trace of having been there.

We will maintain contact with the Local Nature Reserves Officer: Victoria Smith

who has expressed her interest in our Forest School and offered her support and advice.

Section 2

Policy Documents

Policies

The following policies are the minimum requirements for the safe running of Forest School activities.

They are in addition to the main school policies and do not replace them.

All delivery team members have a duty to follow these policies and should be familiar with their contents. A sheet is provided in Appendix A of the Master Handbook where volunteers must sign to state they have read the Handbook, including all the policies and risk assessments.

Policies located in the Handbook are as follows:

- Missing Person
- Behaviour
- Health, Safety and well being
- Emergency Procedures
- Inclusion
- Fire Safety
- Hand Tool Safety
- Climbing Safety
- Evaluation
- Health and Safety
- Risk Assessment
- Toileting
- Walking to and from the site

Missing Person Policy

1. If a child is missing the Forest School leader will be informed immediately.
2. Activity for the rest of the group will be suspended in order that at least two members of the delivery team, including the Forest School Leader if appropriate, may be released to conduct a search which shall last no more than 5 minutes.
3. The remaining children will be given a low risk activity to complete, within the Base Camp area by the remaining adults, who will maintain a calm approach to minimise any anxiety felt by the group.
4. If after a 5 minutes search, the child has not been located; the Forest School leader will phone 999 and alert the police.
5. Shirley School will be informed so that they can contact the child's parents and inform them of the situation.
6. Staff should corroborate details of the situation, including last known position of the missing person and any timings. These will be recorded on the Emergency Procedures Record Sheet (Appendix B)

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Behaviour Policy

A child needs to be aware of their own feelings and be able to tune into the feelings of others as a means of regulating their behaviour. At Forest School children will be given chances to learn life skills that will strengthen their sense of self and relationships with others. To make the most of these opportunities and develop self-esteem and emotional intelligence children will first need to feel safe and secure in the care of a trusted adult, this will be achieved with a high adult: child ratio. Young children's spoken language needs to develop before they can express their positive and negative feelings and so at first they will reflect these feelings through their actions. The broad long term programme offers children opportunities to find appropriate ways to represent what they are feeling through play and a range of 'hands on' creative experiences.

The holistic learning opportunities provided will help children to develop physically, emotionally, intellectually, socially, morally, culturally and spiritually. Children who may be less confident about the more formal aspects of school or need encouragement to behave appropriately may feel more secure in a calm yet stimulating environment, such as Forest School. They may be more willing to accept an element of risk in their participation, with increased self esteem. Through activities with small achievable tasks experienced through a long term programme the change in children's confidence, independence and self reliance happens over time and results in an increased sense of self worth and confidence enabling a child to try out new tasks. Through risky play children can overcome their fears and concerns in a safe, non-judgemental environment.

- The F.S. leader helps to create a non-judgemental accommodating atmosphere and is an encouraging, inspirational coach who can show children and adults how to relax and have fun.
- Descriptive Commenting has the potential to enhance emotional vocabulary, and encourage positive behaviours, delivered like a commentary and describing pupil's feelings and patience. It can be used to label pupils when they are playing in ways that are peaceful, calm, thoughtful, happy or helpful.
- Adults can model behaviours such as self praise, reflective thought and asking for help. We will show or speak about our own emotions and coping strategies.
- We will support and help children to develop into successful learners with self-esteem and emotional intelligence who understand value and care for their environment.
- Leaders will be good communicators who create a culture of listening where everyone feels they have a voice.
- Leaders who build trusting relationships by fostering mutual respect can create a community where children and adults feel safe, trusted and valued.
- We provide a familiar and predictable routine which helps children feel secure and safe.

- This is a caring and stimulating environment where children can develop a positive set of attitudes towards everyone in the community.
- Opportunities to choose when to rest and have a snack and a drink will be given, as will the appropriate clothing for the children at Forest School helping them to reach Maslow's self actualization- the desire for self fulfilment, recognising each child's individual needs thus enabling them to reach their full potential.

Rules: Be kind Be safe Be responsible

Children understand the significance and importance of the three school rules, we will continue to refer to these in discussions with them about behaviour outdoors. We will always aim to have a learning experience as an outcome from these talks.

The delivery Team will:

- actively seek positive relationships with parent/carers
- Use humour
- Use positive language, as pupils with behavioural problems are often sensitive to negativity
- Provide learning opportunities, with small achievable tasks to promote high self-esteem
- Use self evaluation with pupils
- Encourage self praise
- Recognise children's behaviour is influenced by their thoughts and emotions.
- Understand children need to mix with other children and adults to experiment with ways of relating, conflict resolution etc.

Promoting Positive Behaviour

1. Adults should try to let children work out how to resolve conflicts for themselves.
2. We can, when necessary distract, diffuse, re-direct or re-engage.
3. Aim for a clear specific demand and instruction
4. Give one command at a time and praise for compliance
5. Is ignoring an option?
6. Adults will aim to give positive praise and use encouraging language that is genuine. Praise will be disregarded if it is insincere or doesn't match an adults look and tone. Children can praise and take pride in their own behaviour (and their peers) and are not always dependant on external/adult praise.

Behaviour Management

1. Normally a warning will be given but in the case of dangerous behaviour such as another child being hurt- no warning, straight to time out.
2. Negative consequences presented as a choice
3. 5 minutes time out
4. If behaviour continues to cause concern this will be logged in the same way as at school.
 - Avoid arguments or interrogations
 - Avoid emotional intensity and escalation
 - Be succinct and respectful

F.S. leader will feedback all behaviour to school teachers. If needed, the school's behaviour policy for consequences will be implemented.

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Health, Safety and Well Being Policy

The Forest School programme will support young children to develop responsibility for themselves and others. It will even encourage early risk management strategies that will ensure that young children start to consider the impact of their actions on themselves and on others.

Everyone involved in Forest School is fully briefed on health and safety, risk assessment of sites and activities. Staff and volunteers should be made aware of the relevant school policies and ensure that they adhere to the guidance contained in them.

The relevant risk assessments will be carried out and acted upon, including activity risk assessments, daily sight checks and arrangements for walking to and from the site. These risk assessments will be shared with the delivery team prior to each session and all will be regularly reviewed with them.

The Forest School leader will;

identify the hazard associated within the forest or activity;

evaluate the risks arising from the hazard;

decide who might be harmed by the activity;

decide whether existing precautions are adequate, or whether more needs to be done (having regard to the likelihood of the hazard occurring and the seriousness of the risk);

record any significant findings; and

review the assessment from time to time, and on any occasions when new equipment or new activities have been introduced.

All permission slips will be obtained along with contact details and any medical information for both adults and children. These will be stored in emergency bag along with a survival bag/blanket.

We must be vigilant to the risks involved in using a public space which is Bramblesfield. Dog walkers often visit this area, as do cyclists and pedestrians as a public right of way. We will display polite notices asking dog owners to keep their pets on leads and explain to the children they should not approach anyone or animal in the woods. In an emergency do not approach front of dog. Grasp tail and pull backwards. Children will make their own stop signs which we will display with them at the beginning of each session to mark the boundaries of the area we will use.

There will be clear contingency planning and emergency procedures in case of bad weather, accident, and medical or lost person emergency. Systems will need to be in place to ensure the delivery team are aware of procedures, especially if there are often changes to staffing arrangements.

We will have a procedure in place and method of recording and reviewing accidents, near misses and action taken.

We will obtain up to date weather information so that we can be prepared to cancel the session in the case adverse weather conditions such as high winds or lightning.

We will be equipped with all necessary first Aid equipment. Children's medication such as; asthma inhalers, Piriton, Epi pens and associated protocols. Mobile phones and emergency contact numbers.

The children's ongoing care needs will be catered for with the provision of refreshments, clean water/wet wipes. We will make sure children are wearing appropriate clothing and footwear.

We will establish a clear routine for the sessions starting with a health and safety talk and an ice breaker game to encourage listening, coordination, communication and team building skills. We will establish clear boundaries which will be agreed with the children about what is and is not acceptable behaviour. We will establish clear boundaries of the site using stop signs made by the children to define the areas they can and cannot use. We will practice and Play the game 123 where are you?

We will have an agreed signal such as a whistle or specific call to gather everyone together at base, should there be an emergency. We will encourage the children to discuss with us the reasons for certain rules and how we feel about risk and safety. There will be regular discussions and opportunities to reflect on staying safe and how the children feel about safe risk taking. Children will be encouraged to take safe risks with activities that are age and stage appropriate. Clear instructions will be given during activities on safe tool use and storage. Appropriate protective equipment will be used.

The F.S. leader helps to create a non-judgemental accommodating atmosphere and is an encouraging, inspirational coach who can show children and adults how to relax and have fun. They will support and help children to develop into successful learners with self-esteem and emotional intelligence who understand value and care for their environment. Leaders will be good communicators who create a culture of listening where everyone feels they have a voice. Leaders who build trusting relationships by fostering mutual respect can create a community where children and adults feel safe, trusted and valued.

Leaders will have a good understanding and knowledge of the environment and communicate this well. Effective pre planning, preparation and review will have taken place.

We will make sure we have practised the skills we are going to demonstrate before each session.

When planning activities a good leader will need to consult other participating adults carefully, they will have seen and heard things the children have done and said that she hasn't. In order to provide holistic learning opportunities that develop each child's self-esteem we need to know the child well and we can only do this by communicating effectively with each other and sharing observations at the end of each session. A communication book will be available to the delivery team, who will use it to make notes of their observations. The long term programme and high adult: child ratio that Forest School offers makes it possible to get to know our children well.

There will be many opportunities for leaders to enable children to succeed through activities with small achievable tasks. Children will try out their ideas, and develop their physical and practical skills which will increase a sense of self essential for holistic development. Leaders will create a safe environment where children are helped to recognise, understand and talk about their own feelings and those of others. Leaders will also need to model the use of language that expresses their emotions. We can organise time to feel relaxed when sitting around the fire circle to self evaluate and reflect on the groups learning experiences. This circle time will also be an opportunity to share ideas about the strategies we use when things go wrong and how we manage our feelings when they inevitably do. Leaders will be enthusiastic about individual and group achievements when giving feedback whenever they can.

Through their day-to-day contact with pupils and direct work with families, the delivery team have a crucial role to play in noticing indicators of possible abuse or neglect. All staff have received child protection training which is regularly updated. They know they have an individual responsibility to pass on and record concerns about a pupil referring them to the designated person for child protection – The Head Teacher- Angela Leach

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Eating Policy

Forest School sessions at Bramblefields (i.e. lasting no more than 2 hours) will adopt a nil-by-mouth policy with the following exceptions:

- A. Water from children's own water bottles
- B. A snack of fruit or vegetables brought from school
- C. Drinks or foods linked directly to the topic which will only be sourced from commercially available products

In such cases, the Forest School Leaders will be responsible for checking that no member of the group has any listed allergy to any of the products. Everyone will be made aware of any special dietary needs or food allergies.

Everyone should wash their hands before handling food and drink.

All food will be stored in airtight containers

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Emergency Procedures Policy

All participants will be briefed in what to do in case of emergency. A whistle will be blown as a signal to stop and gather with a member of the delivery team, be silent and wait for instructions. The Forest School Leader will assess the situation, the nature and extent of the injury/accident. They will ensure that the rest of the group are safe from danger and are adequately supervised. They will attend to the casualty, giving first aid if necessary. An accident report will be completed later, on the same day. School will be able to contact us off-site at any time using the mobile numbers they hold.

In case of injury If anyone sustains an injury or illness which cannot be treated by first aid on site and requires medical assistance: In serious cases, 999 should be dialled using a mobile phone carried by the Forest School Leader and then the school will be notified. The school will be responsible for notifying the parent.

- The rest of the group will be supervised away from the incident and if in danger, will be moved to safety. A head count will be completed and register checked if necessary.
- One member will meet the ambulance at the site entrance and direct the crew to the incident site.
- If the injured person is taken to hospital, one member of staff will go with them and the child's parent will be updated about the situation by the staff remaining at school.
- In minor cases, the Forest School Leader will arrange to contact the parent of the injured/unwell child so they can be collected and taken home/doctor/hospital

Emergency Contact Numbers:

Ambulance: 999

Shirley Community Nursery and Primary School: 01223 712252

Nuffield Road Medical Centre: 10 Pippin Dr Cambridge CB4 1GL 01223 423424

Requesting attendance by Emergency Services:

Dial 999 and ask for the emergency service. Be ready with the following information:

Telephone Number (mobile number if call is made on a mobile-see above)

Details of your location:

Bramblefield's Nature Reserve, Nr. Pippin Drive,

Nuffield Rd.,

Chesterton,

Cambridge. CB4 1GL

A brief description of the problem, you will need to describe the symptoms of the person who is injured/ill. State the crew will be met by..... at the entrance to the site in Pippin Drive.



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Inclusion Policy

At Forest School we aim to and are committed to:

Meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development. Provide a secure environment in which children can flourish and in which all contributions are valued. Make inclusion a thread which runs through all of the activities of Forest School

We believe that all children should be equally valued at Forest School. We will strive to eliminate prejudice and discrimination, and to develop an environment where children can flourish and feel safe.

We aim to engender a sense of community and belonging, and to offer new experiences and opportunities to all learners. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We respect the fact that children: have different educational and behavioural needs and aspirations;

- require different strategies for learning;
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

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Fire Safety Policy

Location

- Only previously agreed areas will be used for camp fires.
- Fire circle is constructed in an open area.
- Campfire areas are enclosed by logs to prevent the spread of fire.

Positioning of children and adults:

- Fire areas are surrounded by seating logs at least 1.5 metres from the fire pit.
- When the campfire is in use, children are not permitted to access the area without permission.
- When allowed to access the camp fire, children must walk around the outside of the seating logs and wait for permission to step over. Once permission has been given, they must sit; ensuring legs are drawn into the log and not outstretched.
- Once seated around the campfire, the children must remain seated until directed by an adult to move.
- Children will be taught how to change seats by standing, stepping over the log then walking around the outside of the seating area. They must never cross the inner area.
- If there is a clear wind direction, sitting in the line of smoke is to be avoided.

Safety and responsibility

- Only adults are permitted to light fires unless children are under the direct supervision of a Forest School Leader.
- Fires are lit using cotton wool, petroleum jelly and a strike stick.
- No plastics are to be burnt.
- If sessions involve children adding fuel to the fire, this must be done with one to one adult supervision.
- Sticks must be placed, not thrown, from the side of the fire. The hand should never go over the fire.
- Fire circle is constructed in an open area.
- A bucket with 5-10 litres of water will be kept close to the fire.
- A fire blanket will be hung somewhere permanent close by, where everyone can see it.
- A first aid kit kept close to hand.

Extinguishing

- All fires must be extinguished at the end of the session.
- Water should always be to hand during camp fire sessions.
- At the end of the session, the fire must be doused down with water and stirred until all the smoke and steam has dispersed.
- Potash needs to be dispersed. This must be done when it has totally cooled, preferably the following day.

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Hand Tool Safety Policy

Using small hand tools is an important part of Forest School as it enables children to develop new practical skills that help them build self confidence. Hand tools are maintained in good order by the Forest School Leaders and will be inspected before each session to ensure safety. Children and adults will be taught how to handle tools, use them correctly and safely and treat them with respect. Children will be closely supervised while using tools. Tools will only be used in a designated area.

- Tools will be kept in the Forest School tool bag and will only be removed by the Forest School delivery team.
- Running with tools is prohibited.
- Pointing with tools is prohibited.
- Appropriate Protective clothing will be provided.
- All tools will be cleaned and inspected at end of session.
- All tools will be counted back into the tool bag at the end of the session.
- Volunteer helpers must receive basic training on the use of individual hand tools before being allowed to use them with children.

Climbing Policy

One tree will be designated a climbing tree and the area around the climbing tree will be kept clear

- A ratio of one adult to one child while climbing
- Child will only climb when adult has checked that their clothing is not loose and hair tied back.
- No child will stand below the climber
- Child will climb no higher than the adult can reach

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Evaluation

Evaluation Procedure

In order to develop the Forest School program and to ensure good practice is maintained we will use a number of evaluation tools:

1. Evaluation of activities undertaken
2. Evaluation of session – looking at what dispositions and attitudes are being developed.
3. Evaluation from children.
4. Evaluation from all staff involved in Forest School

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Health and Safety

In order that Forest School sessions may be run safely, the Forest School Leader will:

Ensure that at least one appropriately qualified first aider is on site.

Establishing, maintaining and evaluating appropriate procedures, policies and risk assessments, as set out in the handbook.

Ensure the provision of sufficient information and instruction for all adults so that they can contribute to their own health and safety and that of their children they are working with.

Establish and be familiar with all emergency procedures including their reporting and recording.

Ensure that risk assessments and pre-site checks take place before children are allowed onto the site. Risk assessments will be held in the Master Forest School Handbook kept in RJT'S Classroom.

Ensure alternative plans are in place should a planned activity be compromised by health and safety concerns.

Investigate any accidents and use information gathered to inform future risk assessment and policy making.

All members of the delivery team and children will be involved in the risk assessment process.

Maintain the legal adult-child ratio.

Ensure that safety equipment is maintained in good working order and is used appropriately.

Forest School Leaders assume responsibility for the maintenance of the First Aid Kit, Kit Bags and any tools brought into the Forest camp.

Roles and responsibilities

Responsibilities of the Forest School Leader

- To plan and lead all Forest School activities
- To ensure that planned activities are within the capabilities of the children taking part, amending plans to provide an inclusive curriculum in its broadest sense.
- To support all adults in the implementation of the Behaviour Policy.
- To have an up to date First Aid qualification
- To carry out daily risk assessments as described in the Risk Assessment Policy
- To ensure all Forest School Policies are regularly reviewed and that review is informed by observations and developing knowledge of the Forest School setting.

Responsibilities of the delivery team

- To take an active role in Forest School activities and assist with any discipline issues within the group (see Behaviour Policy)
- To take personal responsibility for their own safety.
- To assist with the walking to Bramblesfield, making sure children are wearing high Visibility jackets. One adult wearing high visibility jacket will be designated to stand at the entrance and exit to school and Nuffield Road Medical Centre to indicate that children are crossing.
- To assist with the Forest School Leader in ensuring equipment meets safety standards and to report any concerns about the state of equipment immediately.
- To report accidents or hazards to the Forest School Leader immediately.
- To take responsibility for making themselves aware of safety issues, such as the whereabouts of the first aid kit.
- To provide their own suitable outdoor footwear and clothing.

Responsibilities of children

- To take personal responsibility for their own safety as well of the safety of others (see Behaviour Policy)
- To listen to and follow information and instructions given to them.
- To bring appropriate clothing and footwear to Forest School Sessions
- Make sure they have visited the toilet and washed their hands before each Forest school session.
- Make sure that they wash their hands before eating and drinking.
- Sit down to eat and drink.

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Risk Assessment

Shirley Primary Forest School aims to develop children's self esteem, independence and motivation to learn in a safe environment. In order that these aims can be met, the Forest School Leader will:

Consistently apply the six-step approach to risk assessment for the site and activities before and during Forest School sessions:

- 1.identify** the hazard associated within the forest or activity;
- 2.evaluate** the risks arising from the hazard;
- 3.decide** who might be harmed by the activity;
- 4.decide** whether existing precautions are adequate, or whether more needs to be done (having regard to the likelihood of the hazard occurring and the seriousness of the risk);
- 5.record** any significant findings; and
- 6.review** the assessment from time to time, and on any occasions when new equipment or new activities have been introduced.

- Carry out full risk assessments on the Bramblesfield site. These will be filed in the Master Handbook located in RJT's store cupboard. Daily pre-visit checks will be carried out by the Forest School leader on the site prior to a mornings activity, as near to the start of the activity as is reasonably practical.
- Have a box of activities and a list of games to play, if in the opinion of the Forest School Leader, weather conditions such as high winds or the threat/occurrence of electrical storms make working outdoors unsafe.
- Note risks related to specific activity on the appropriate lesson plan.
- Inform staff, volunteers and children of potential hazards and methods of working in order to minimise their risk further.
- Involve staff, volunteers and children in risk assessment, as appropriate, as part of learning.
- Ensure legal guidelines regarding off-site activities, such as adequate insurance and parental permission are met.
- Ensure that all staff, volunteers and children are aware of emergency procedures for the site.
- Be responsible for teaching children adequate skills in order to keep themselves safe particularly in relation to the use of hand tools and fire.
- Ensure children will have access to drinking water during sessions.

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Toileting

Children will visit the toilet and wash their hands just before we leave the school site. If a child needs to go to the toilet while we are at Bramblefields there will be facilities provided on site.

Walking to and from Bramblesfield

The Forest School Leader will make sure that a Forest School register is completed and head count made before we leave the classroom. We will take this register with us.

Children will walk, holding hands in two's.

Each pairing will be chosen carefully.

One Child at the front of the line and one at the back of the line will wear high visibility jackets.

One adult will lead the line, they will be aware of the rest of the group behind them and speed up or slow down as necessary, ensuring the whole group stay together. Other adults will disperse themselves throughout the line, walking on the side which is nearest to the road. One adult will position themselves at the end of the line so that they can see all of the children ahead of them. A whistle will be used to stop the line should there be a problem. As we cross the entrance to the school and the Nuffield Road Health Centre an adult from near the front of the line will position themselves wearing a high visibility jacket, to warn drivers that a large group of children are crossing.

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Shirley Primary Forest School Permission Form

Name of child.....

I agree to my child taking part in Forest School activities at regular intervals during this academic year.

I understand that my child will at an appropriate level, have an opportunity to work with hand tools.

I understand my child will work in groups containing adult-child ratios of at least 1:6.

I agree to my child being photographed during Forest School activities for my child's own or the schools own use.

Medical Information

I confirm that the medical information I have supplied to the school is up to date.

As an additional precaution, we are required to ask you in more detail about allergies and insect stings. Please tick the appropriate box(es):

- 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 the final box, we will get in touch with you to get further information.

My child has the following food allergy/allergies

.....
.....

Signed.....Parent/Carer

Name of Parent/Carer(print).....

Date.....

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