

Burys Court School
&
Little Berries Nursery

Forest School Handbook



CONTENTS OF HANDBOOK

1. The Forest School Ethos
2. Our Forest School Code of Conduct
3. Suggested Activities for Forest Schools
4. Equipment for Forest School
5. Using and Storing Tools
6. Health and Safety Policies
7. Safeguarding Children, Confidentiality & Forest School
8. Equal Opportunities, Inclusion and Forest School
9. Risk Assessment Guidelines
10. Accident and Emergency Procedures
11. Poor Weather Procedures
12. Designated Person Responsibilities
13. Insurance Requirements
14. School Parent Agreement

1. The Forest School Ethos

Forest School is a unique educational experience and process that offers children the opportunity to succeed and develop confidence and self-esteem through hands-on learning experiences in a woodland environment.

Children engage in motivating and achievable tasks and activities throughout the year and in almost all weathers. Children will work with tools, play, learn boundaries of behaviour; both physical and social, grow in confidence, self-esteem and motivation whilst developing an understanding of the natural world.

The Forest School concept originates in Denmark, originally aimed at pre-school children, where it was found that children who had attended forest school then arrived at school with strong social and communication skills, having the ability to work in groups effectively, generally had high self-esteem and a confidence in their own abilities. These foundations helped them to raise their academic achievements.

A Forest School encourages children to:

- develop personal and social skills
- work through practical problems and challenges
- use tools to create, build or manage
- discover how they learn best
- pursue knowledge that interests them
- learn how to manage failures
- build confidence in decision making and evaluating risk
- develop practical skills
- understand the benefits of a balanced and healthy lifestyle
- explore connections between humans, wildlife and the earth
- regularly experience achievement and success
- reflect on learning and experiences
- develop their language and communication skills
- improve physical motor skills
- become more motivated
- improve their concentration skills

2. Our Forest School Code of Conduct



Entering the Forest

We will enter the Forest respectfully and know that when at Forest School specific expectations are in place. We will explore, investigate, learn and play in a manner that will not damage our Forest environment. We understand that we share our Forest School with plants and animals and that when we are in our Forest School we are sharing the environment with them.

Boundaries

Before each session begins children are made aware of how far that they can explore and of any fixed boundary markers. If children move to explore hidden areas an adult should also move into the cover deep enough to be able to see the children but allowing the children the freedom to explore independently. If you lose sight of a child shout '1,2,3, where are you?' The children have been taught to respond '1,2,3, I'm here' through classroom games that are practised regularly. (Generic site risk assessment)



Lighting a fire

When lighting a fire the Forest School leader will take control of the operation and all accompanying adults will be briefed before we start. A lit fire will not be left unattended at any point. A fire may not be lit until it has been confirmed to all that our fire safety equipment is in place. Open fires will be built within a fire square. (Fire risk assessments)

At the Fire Circle

An open fire will be lit within a fire square. A fire circle using log sitting stools may be established around the perimeter, 1.5m from the fire square. No one may enter the fire circle perimeter unless invited to do so by an adult. There may be no running past the fire circle. No items must be carried and placed within the fire circle unless by an adult. If you wish to move around the fire to a new stool you must step out of the circle and walk around the outside of the log circle. Even when the fire is unlit we will treat it as if it is lit.(Fire risk assessments)



Using Tools

All tools have their own clear code of conduct for correct use which will include consideration of 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. (See tool use guides and risk assessments).





Picking up and playing with sticks





Children can carry sticks shorter than their arm's length but are encouraged to think about how close they are to other children. Longer sticks may be dragged or carried with the help of another person when each person is at either end. Sticks must not be thrown. Sticks must not be pulled from living trees.



Picking up and playing with stones

Stones may be picked up and transported. Children often like to make patterns and pictures with them. Stones may not be thrown. They may be dropped but thought must be given to whether it is safe to do so, i.e. what is beneath where I am dropping it?

<p><u>Digging</u></p> <p>Digging large holes is not encouraged. Children may carefully move soil to look for insects and their habitats using lolly pop sticks, fingers or small sticks found within the forest but deep holes should not be made.</p>	
	<p><u>Collecting wood</u></p> <p>Wood is collected for fire lighting purposes. It 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 sparingly so as not to disrupt creature habitats.</p>
<p><u>Eating and Drinking</u></p> <p>Nil by mouth policy for anything found in the Forest, unless this activity has been specifically planned for during the session (e.g. blackberry picking). Children must be reminded not to put their fingers or hands in their mouths or noses. When having drinks and snacks children will use wipes & water to clean their hands before consumption.</p>	
	<p><u>Rope and String Use</u></p> <p>We encourage the collection and transportation of materials. We do not allow children to tie up each other. If a child has a good idea and wants to tie up something, for example a tarp or a swing, an adult should help them as needed, modelling appropriate knot tying and modelling how to talk through ideas and decisions.</p>

<p><u>Carrying and Transporting Materials</u></p> <p>Children are encouraged to roll, lift, drag and to pull materials, either by using their hands or by using ropes. We encourage safe lifting by bending our knees and keeping our back straight. Safe lifting should always be modelled by adults. Heavier objects should be rolled, lifted or carried by more people working together.(Safe lifting risk assessment)</p>	
	<p><u>Toileting</u></p> <p>Children are invited to use the toilets before we leave the school buildings. Children may go to the toilet in a designated area behind bushes onto newspaper which will then be collected in a paper bag and burnt on the fire at the end of the session or carried back to school and disposed of. (Toileting policy)</p>
<p><u>Leaving the Site</u></p> <p>We work according to the ethos 'leave no trace' that we were in the forest as much as is reasonably possible. Shelters should be taken down, imported materials need to be removed. Very occasionally large items may be left between sessions. All rubbish and toileting items will always be removed. If artefacts have been found or made these may be taken off the site with the consent of an adult.</p>	
	<p><u>Tree Climbing</u></p> <p>An adult must be present when wanting to climb trees in the Forest School. The ground cover should be checked for 'sharp objects' and the tree marked as suitable for climbing. A visual check must be made for loose and rotten branches. Children are permitted to explore to their own limits or to a maximum height of 1.5m. Adults should be near enough to catch if a child should fall but far enough away to not be invasive to the children's exploration.(Tree climbing risk assessment)</p>

3. Suggested Activities for Forest Schools

Activities for Forest Schools are diverse and numerous but it should be reminded that we are trying to create independent learners who are inspired to try out their own ideas, explore their own interests and to attempt new ideas.

Some activities might include:

- Shelter building
- Fire lighting
- Tool use
- Studying wildlife
- Playing team and group games
- Sensory activities
- Tracking games
- Cooking on an open fire
- Using a Kelly Kettle
- Rope and string work
- Art and sculpture work
- Woodland and traditional craft
- Developing stories and drama, and meeting imaginary characters
- Physical movement activities

4. Equipment for Forest School

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 carried out for every session**.

ESSENTIAL EQUIPMENT:

- First Aid Kit (See contents list, contents review record)
- 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
- Emergency whistle
- Emergency Life Blanket
- Accident forms
- Medication for individuals (if not appropriate for the individual to carry the medication for themselves it should be clearly labelled – staff must have been trained to administer it and parental consent must have been received)
- Appropriate Clothing
- Sharps box and gloves

Other Possible Equipment:

<ul style="list-style-type: none"> ▪ Wet wipes, hand gel ▪ Nappy sacks and toileting things ▪ Trowel ▪ Sun cream (parental permission required) ▪ Spare Clothing ▪ Thermos of hot water ▪ Chocolate/sugary food ▪ Plastic bag ▪ Roll Mat and Blanket 	<ul style="list-style-type: none"> ▪ Fire blanket ▪ Torch ▪ Bucket of water ▪ Emergency fire kit ▪ Knife ▪ Emergency shelter ▪ Burns kit ▪ Tick remover ▪ Bivi Bag
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ESSENTIAL EQUIPMENT: Clothing

No person will be permitted to go to Forest School without appropriate clothing that will protect them from extremes of heat or cold, keep them covered to reduce the likelihood of cuts and scrapes, that fits appropriately for comfort, and that meets any religious requirements.

Children and parents are encouraged to think about the usefulness of their clothing for outdoor activities, and to be aware they are likely to take some of our mud home with them after a session. In the forest it can often be cooler than expected under the shade of the trees.

Clothing list:

- Waterproof trousers
- Waterproof coat, with a hood.
- Long sleeved top
- Full length trousers
- Warm boots (wellies can be very cold during the winter)
- Warm Socks, and a spare pair
- Gloves and Woolly hat – Cold weather
- Sun hat: that fits well to ensure good visibility– sunny weather

We work on the principle that **“there is no such thing as bad weather, only bad clothing”**.

We do have a selection of spare clothing but this will need to be matched to the child prior to the session and checked for suitability. Ask our staff for help.

ESSENTIAL EQUIPMENT: First Aid Kit

- Contact Cards (location using postcode and OS grid reference)
- Latex Gloves
- Bandages
- Plasters
- Burns gel
- Burn dressing
- Dressings
- Eye wash
- Sewing Kit
- Scissors
- Cotton wool
- Antiseptic wipes

- Medication for individual children
- Tick removers
- Sterile water
- Cling film
- Blood bag (disposal sack for medical waste)
- Bites and stings cream or spray (parental permission required)

ESSENTIAL EQUIPMENT: When having a fire

- Flame retardant Gauntlet gloves
- Fire Blanket
- Bucket of water
- Fire steel
- Vaseline
- Cotton wool
- Matches

5. Using and Storing Tools

All tools are counted out and back in at the beginning and end of each session in which they are used. When not in use in the Forest they are kept secured away in a locked shed. Before each tool is to be used it will be checked for damage and working order.

Each tool type is kept in their own suitable containers, many of which are also lockable. Children must never be allowed to help themselves and will always have adult supervision when collecting, transporting and using tools.

Tools are only used for a specific purpose. All adults should model correct and safe tool use, storage and transportation at all times. When using a tool, they are used well away from others in the group, in a 'blood bubble' and ensuring that others are aware that a tool is in use. Only walking is permitted when transporting a tool.

Only wear a glove when using a bow saw and only on your bracing hand. No other tools may be used when the operator is wearing gloves.

Potato Peelers and Knives – for peeling or sharpening sticks (whittling)

A ratio of 1 adult to 2 children will be observed. This tool must be used seated on a log with elbows placed upon knees and using the tool in a downward motion between the legs. A 'blood bubble' space must be determined ensuring a safe distance away from others. If someone wished to pass through your bubble they must verbally ask and you must stop whilst they pass, Safe, very temporary, storage is to store the blade end of the peeler in the soil. When carrying peelers you must walk with them held down by your side. Once a child is deemed to be competent by the forest leader they may be allowed to use a fixed blade knife to whittle. The same rules as above still apply. When carrying a knife return it to its sheath and tie it in securely using the strings. Carry the knife either by your side or with the string around your neck. Tools must be returned to the storage container when no longer in use.

Bow Saws – for cross cutting wood up to 12cm diameter

Children may be taught how to use a bow saw with 1:1 supervision, or with a 'buddy' helping in a 'push-pull' fashion. Adults must always supervise closely and should place their hand (gloved) between the child's hand and that of the saw blade. The safest method of use is to brace the wood through the bow saw itself. The saw blade must be covered when not in use. When being carried the bow saw blade (in its' cover) should be pointing downwards, and to

the back. When not in use (shed storage) blades should be loosened off by an adult.

Palm Drills/Bit and Brace – for making holes

The item to be drilled should be placed and held (by the adult) securely on a firm flat surface. Work in a safe space being aware of others moving around you, think 'blood bubble'. Safe, very temporary, storage is to store the blade pushed downwards into the soil. Carry these tools by your side facing downwards and remember only to walk.

Kelly Kettle

The Forest leader may use this to heat water. Never leave the bung in whilst heating water. This is only to be in place during storage so as to keep the chamber clear from forest debris or insects and minibeasts. Once the fire is going in the Kelly Kettle base carefully add the chimney top to it by holding the handle parallel to the ground, and supported on each side by your hands. When lit, do not stand directly over, or look straight down the chimney. Never blow into the top. When pouring out the water support the base by holding the bung chain in one hand and the handle with the other. To put the fire out, pour the remaining water into the base. Older children may be taught how to use the Kelly Kettles by themselves (college).

When not in use all tools will be securely locked away in the tool shed. Tools should be checked and cleaned before they are put away. Half termly the Forest Leader will ensure that each tool is thoroughly cleaned and oiled. Wear and tear will be monitored daily.

6. Health and Safety Policies

Moon Hall College and Burys Court Schools' Health and Safety Policy (which includes Little Berries) sets out clear statements of intent regarding the Whole School's approach to the health and safety of its children, staff and visitors to the School and the School Site.

Provided below is a list of additional points and measures which relate directly to our Forest School sessions.

- 1) The Trained and Named Forest School Leader is always the person in charge of Forest school sessions.
- 2) The Forest School Leader has overall duty of care for the children in their charge. However all adults involved in the Forest School session are required to take all reasonable steps to ensure that children are safe.
- 3) All adult helpers MUST sign and date a form to show that they have read and understood this handbook and the risk assessments appropriate to the session in which they are helping. They must sign and date the form stating that they comply with the general operating procedures for Forest School (code of conduct).
- 4) The Forest School Leader or Assistant will always carry and take a first aid kit into the forest at every session.
- 5) The Forest School Leader or Assistant will always carry an Emergency Bag into the forest for every session.
- 6) The Forest School Leader will ensure that the Emergency Bag contains:
 - Essential survival equipment
 - A contact list for each child undertaking the activities: and
 - The School's telephone number (and location details for the emergency services)
- 7) The Forest School Leader will always carry a mobile phone and will ensure that there is easy access to a land line if the group is out of range.
- 8) In the event of an emergency, The Forest Leader will ensure that the School contacts the emergency services. If contact with the school is lost the Leader will contact the emergency services.
- 9) The Forest School Leader will review the risk assessments before every trip into the School's Forest Site.
- 10) When tools are used the adult child ratio will be 1:1
- 11) There is one exception to this – when using peelers for whittling the ratio can be 1:2.
- 12) The Forest School leader is responsible for the maintenance and checking of all tools and equipment to be used at Forest school, prior to their use.
- 13) The Forest Leader is responsible in training the children in how to use the tools and equipment safely and appropriately.
- 14) The Forest leader will be responsible for the pre visit check of the Forest School site prior to a Forest School session.

7. Safeguarding Children, Confidentiality and Forest School

Everyone at Moon Hall College and Burys Court (which includes Little Berries) has a responsibility in relation to child protection.

We are committed to:

- taking all reasonable measures to safeguard and promote the welfare of each child and young person (pupil) in our care
- the practice of safe recruitment in checking the suitability of staff and volunteers to work with children and young people
- protecting each pupil from any form of abuse, whether from an adult or another pupil

Our aims:

- to raise awareness of individual responsibilities in identifying and reporting possible cases of abuse
- to provide a systematic means of monitoring, recording and reporting of concerns and cases
- to provide guidance on recognising and dealing with suspected child abuse
- to provide a framework for inter-agency communication and effective liaison
- to ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay
- to ensure that safe recruitment procedures are operated
- to design and operate procedures which promote this policy and which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations
- to contribute to the operation of appropriate health and safety procedures
- to have regard to and be consistent with relevant statutory and regulatory requirements and guidance.

In addition, adults working within Forest School need to appreciate that when children feel comfortable and content, when their instinct to trust and risk take is encouraged, they may be moved to disclose information which they might have otherwise kept to themselves. Any volunteer, or member of staff, who finds that a child is telling them something that concerns them should follow the course of action set out below in simple steps:

1. **Listen** to the pupil but ask NO leading questions. Allow the child to lead the discussion but do not press for details.
2. **Keep calm and offer reassurance.** Accept what the child says without challenge.
3. **Make NO promises.** You cannot 'keep a secret'. You should make it understood that there are limits to confidentiality at the start of the disclosure.
4. **Inform** the Child Protection Officer (the Principal, Mrs Berry Baker), or the deputy CPO's (Mrs Roz Clarke, Mrs Fiona Mulliner or Mrs Angela Claxton).
5. Keep an accurate, **written record** of the conversation, including the date, the time, the place the conversation occurred in and the essence of what was said and done by whom and in whose presence. Keep the record secure and hand it to the CPO.

8. Equal Opportunities, Inclusion and Forest School

The mission statement of Moon Hall College and Burys Court Schools' (which includes Little Berries) emphasises the value placed on the individuality of all our children. We are committed to giving each child every opportunity to achieve the highest of standards, irrespective of ethnicity, religion, attainment, age, disability, gender or background. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children. We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement.

We will:

- Ensure equality of access for all children
- Employ a range of styles, including collaborative learning, so that children can value working together
- Seek to involve all parents in supporting their child's education
- Take account of the performance of all children when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of children.

Our teachers ensure that our children:

- feel secure and know that their contributions are valued
- appreciate and value the differences in others
- take responsibility for their own actions
- participate safely, in clothing that is appropriate to their religious beliefs
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that enable them to succeed
- are encouraged to participate fully, regardless of disabilities or medical needs.

Forest School does mean Forest School FOR ALL. We do have a stock of extra all weather clothing but ask that both parents and children think about the usefulness of their clothing for outdoor activities, and to be aware that they are likely to take home muddy and wet clothes after a Forest School session. We encourage a level of risk-taking, always under close adult supervision, and actively foster friendships and collaboration between all children and adults. Forest School activities are always designed to produce success and enjoyment, even when this appears to be of a transitory nature. The Forest environment is an environment to which we are all entitled and we strongly believe that the experiences we will have there will linger in the memory for years to come. Children with medical needs or disabilities will be helped so that they can take part fully in each Forest School session. Those children with challenging behaviour will be risk assessed and may need one to one supervision, but their entitlement to participate in Forest School remains the same.

9. Risk Assessment Guidelines

A **SITE** risk assessment is undertaken each week and a **DAILY** risk assessment and check is made prior to every Forest School session at our Forest site.

In addition, an **ACTIVITY** risk assessment will be established prior to any activity that may require it. These will include: whittling, cutting wood, shelter building, fire lighting and cooking on an open fire, and palm drilling.

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

The risk assessment process is detailed below:

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

10. Accident and Emergency Procedures

<p>First Aid</p>	<ol style="list-style-type: none"> 1. Follow Policy and Procedures Document. Any illness or injury to be treated by a qualified first aider. 2. Check Dr -A-B-C, Administer First Aid. 3. Remove others in group from the situation, ensuring they are safe. 4. Notify school office. And if necessary call for further assistance, or notify emergency services. 5. Have medical details available in medical bag, and notify parents/guardians as appropriate. 6. All accidents, however minor, must be reported to the Principal who will complete an accident report form. 7. Follow up to parents as usual.
<p>Missing Child</p>	<ol style="list-style-type: none"> 1. On discovery of missing child use '1,2,3, where are you?' procedure and recall rest of the group. 2. Commence immediate search of vicinity. 3. Immediately notify school office. 4. Secretary will notify the Principal and a decision will be made on whether to notify the police, then the parent or guardian.
<p>Death or serious Incident (Procedure based on work prepared by Chris Bridge, Head Teacher of Huntington School)</p>	<ol style="list-style-type: none"> 1. Follow First Aid procedures 2. Remain with causality and remove others in group from the situation, ensuring they are safe. 3. Immediately notify school office 4. School to inform emergency services, specifically the police 5. The police will notify the parents/guardians/next of kin. 6. Gain advice on follow up from the police 7. Report to RIDDOR and Ofsted.
<p>Stranger or Uninvited Person</p>	<ol style="list-style-type: none"> 1. Challenge intruder, asking them to leave immediately. Escort them from the site. 2. Inform the School's Office and Child Protection Liaison Officer. 3. If a child is involved the police must be called, and the child/children involved are to be removed from situation and made to feel safe. 4. Parents/guardian should be briefed by Forest School Leader ASAP or in accordance with advice of the Police, ASAP.
<p>Behaviour Problems</p>	<ol style="list-style-type: none"> 1. Talk child involved down. 2. Remove other children from the area of risk, if it is deemed to be necessary. 3. Inform office and call for help as needed. 4. Debrief child after calm down period. 5. Log incident. 6. Inform parents/guardian 7. Create risk assessment, if necessary 8. Close supervision and monitoring of behaviour.

11. Poor Weather Procedures

We will not go to Forest School if the conditions are deemed dangerous such as in high winds, during thunder storms, or during periods of extreme cold. We will use the BBC weather online forecast to make judgments about the expected conditions. In accordance with our Severe Weather Clause in the School's Health and Safety Policy documents the Principal, Mrs Berry Baker will ultimately make the decision deeming if the weather is suitable for Forest School.

When it is wet a shelter will be built immediately by a trained adult so that there is a sheltered area that is available from the start that can be used.

Many of our activities can be carried out inside, such as our tracking, sensory and team games so no child will miss out if conditions do not allow us to go out into the Forest.

12. Designated Person Responsibilities

Forest School Leader: HELEN BAKER

First Aider 1: HELEN BAKER

First Aider 2: NIKKI GRAY

Additional First Aiders in the school include: Ilse Roets. Kerry Baker.
Tina Howland

Child Protection Leader: HELEN BAKER

Child Protection Officer: MRS BERRY BAKER (Principal)

13. Insurance Requirements

Moon Hall Schools Educational Trust is insured through Marsh Education Practice Limited (Registration Number: 1507274).

Marsh's contact details are below:

Marsh Education Practice,
Capital House,
1-5 Perrymount Road,
Haywards Heath,
West Sussex,
RH16 3SY

Phone: 01444 458 144

Fax: 01444 415 088

Web: www.marsh.co.uk

All children have compulsory personal accident insurance. No child will be taken to Forest School until this condition has been met.

14. School Parent Agreement

The School	The Family	The child
We will aim to work in partnership with parents and carers to :-	I/we will aim to work in partnership with the school and its staff to:-	I will aim to follow the rules of the forest:-
<ul style="list-style-type: none"> ▪ provide high quality teaching & learning through a broad and balanced curriculum 	<ul style="list-style-type: none"> ▪ ensure that my child will attend school regularly and on time 	I will be gentle
<ul style="list-style-type: none"> ▪ value each child as an individual 	<ul style="list-style-type: none"> ▪ ensure that my child is equipped appropriately for Forest School 	I will be kind
<ul style="list-style-type: none"> ▪ understand that each child has their own learning style 	<ul style="list-style-type: none"> ▪ let the school know about any concerns and problems which might affect my child's behaviour or progress 	I will try my best
<ul style="list-style-type: none"> ▪ encourage each child to achieve their personal best in all areas 	<ul style="list-style-type: none"> ▪ support my child in opportunities for learning at home 	I will be honest
<ul style="list-style-type: none"> ▪ provide opportunities for children to learn and practice new skills 	<ul style="list-style-type: none"> ▪ attend parent consultations and discussions about my child's progress and school life 	I will listen to others
<ul style="list-style-type: none"> ▪ encourage collaborative learning 	<ul style="list-style-type: none"> ▪ support the school policies and their rules for promoting good behaviour. 	I will look after living things
<ul style="list-style-type: none"> ▪ encourage children to take risks in their own learning 	<ul style="list-style-type: none"> ▪ respond promptly to school correspondence 	
<ul style="list-style-type: none"> ▪ provide a high ratio of adults to children 	<ul style="list-style-type: none"> ▪ To attend the children's celebration of Forest Learning in the Forest 	
<ul style="list-style-type: none"> ▪ ensure all adults working with our children are fit to do so 		
<ul style="list-style-type: none"> ▪ Signed: _____ ▪ Dated: _____ 	<ul style="list-style-type: none"> ▪ Signed: _____ ▪ Dated: _____ 	<ul style="list-style-type: none"> ▪ Signed: _____ ▪ Dated: _____

I _____ (volunteer at Forest School)

have read and understood all that is stated in this handbook and had the opportunity to have any questions answered about its contents or my role.

I understand that the Forest Leader is in charge of the activities within the session, and have read the relevant risk assessment for the activities to take place during my session. I have provided my medical and emergency details to the Forest leader.

Signed _____ Dated _____