



Forest School Handbook
Policies & Procedures

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Wild Edges Vision Statement

“Look deep into nature, and then you will understand everything better.”

Albert Einstein

Wild Edges Therapy brings Forest School sessions to children and young people who have had adverse childhood experiences, those with mental health difficulties and those who are experiencing trauma and bereavement. We are a small team of people with a shared passion and vision. From our backgrounds in Music Psychotherapy, Dramatherapy and Ecotherapy, we bring our diverse creative skills and knowledge to our Forest School practice. Our starting point is always to build a therapeutic relationship with children, harnessing the power of the natural world as ‘co-therapist’ in order to meet their needs.



What is Forest School?

Forest school is outdoor, nature-based learning that focuses on the holistic development of the child. It is a regular, long term process as opposed to one-off sessions and is facilitated by qualified forest school practitioners. Forest school is child-centred with a high adult to child ratio. Observation, rather than direction, is key and means that our sessions are adapted and tailored to the needs we observe in the groups we work with.

Principles of Forest School

At Wild Edges, we support and abide by the six principles of Forest School, laid out by the UK Forest School Association.

Principle One: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.

- Forest School takes place regularly, ideally at least every other week, with the same group of learners, over an extended period of time, if practicable encompassing the seasons.
- A Forest School programme has a structure which is based on the observations and collaborative work between learners and practitioners. This structure should clearly demonstrate progression of learning.
- The initial sessions of any programme establish physical and behavioural boundaries as well as making initial observations on which to base future programme development.

Principle Two: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.

- Whilst woodland is the ideal environment for Forest School, many other sites, some with only a few trees, are able to support good Forest School practice.
- The woodland is ideally suited to match the needs of the programme and the learners, providing them with the space and environment in which to explore and discover.
- A Forest School programme constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/ manager, the forest school practitioner and the learners.
- Forest School aims to foster a relationship with nature through regular personal experiences in order to develop long-term, environmentally sustainable attitudes and practices in staff, learners and the wider community.
- Forest School uses natural resources for inspiration, to enable ideas and to encourage intrinsic motivation.

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

- Where appropriate, the Forest School leader will aim to link experiences at Forest School to home, work and /or school education
- Forest School programmes aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner.

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

- Forest School opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests.
- Forest School uses tools and fires only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment.
- Any Forest School experience follows a Risk–Benefit process managed jointly by the practitioner and learner that is tailored to the developmental stage of the learner.

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

- Forest School is led by qualified Forest School practitioners, who are required to hold a minimum of an accredited Level 3 Forest School qualification.
- There is a high ratio of practitioner/adults to learners.
- Practitioners and adults regularly helping at Forest School are subject to relevant checks into their suitability to have prolonged contact with children, young people and vulnerable people.
- Practitioners need to hold an up to date first aid qualification, which includes paediatric (if appropriate) and outdoor elements.
- Forest School is backed by relevant working documents, which contain all the policies and procedures required for running Forest School and which establish the roles and responsibilities of staff and volunteers.
- The Forest School leader is a reflective practitioner and sees themselves, therefore, as a learner too.

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

- A learner-centred pedagogical approach is employed by Forest School that is responsive to the needs and interests of learners.
- The Practitioner models the pedagogy, which they promote during their programmes through careful planning, appropriate dialogue and relationship building.
- Play and choice are an integral part of the Forest School learning process, and play is recognised as vital to learning and development at Forest School.
- Forest School provides a stimulus for all learning preferences and dispositions.

- Reflective practice is a feature of each session to ensure learners and practitioners can understand their achievements, develop emotional intelligence and plan for the future.
- Practitioner observation is an important element of Forest School pedagogy. Observations feed into ‘scaffolding’ and tailoring experiences to learning and development at Forest School.

Examples of Forest School Activities

- Sensory walks – sit spots, listening to nature, playing in leaves and mud.
- Foraging
- Shelter building
- Nature trails and bug hunts
- Tree climbing
- Campfire cooking
- Basic tool use, woodwork
- Nature arts and crafts
- Team building and trust games
- Fire building and lighting
- Storytelling and imaginative play
- Mud kitchen,
- Rope play
- Natural music

Forest School Ethos and Benefits

According to the Forest School Association UK (FSA) 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” and all forest school participants should be viewed as:

- Equal, unique and valuable.
- Competent to explore and discover.
- Entitled to experience appropriate risk and challenge.
- Entitled to choose, and to initiate and drive their own learning and development.
- Entitled to experience regular success.
- Entitled to develop positive relationships with themselves and other people.
- Entitled to develop a strong, positive relationship with their natural world.

Some of the lasting benefits gained from attending forest school include:

- Developing safe risk taking and the confidence to challenge oneself.

- Space to develop creativity, imagination and learn new skills
- Improved resilience and the ability to think reflectively and strategically when working through practical problems and challenges.
- Experiencing a sense of wellbeing and peace in nature.
- Developing a deep respect for nature and the environment
- Improving gross and fine motor skills, agility and stamina.
- Building confidence, self-esteem, social skills, empathy, trust.



The Role of the Forest School Leaders

- The Forest school Leader is a trained Level 3 Forest School Practitioner and holds an up to date Outdoor First Aid certificate. They are responsible for organising the planning and running all Forest School sessions.
- The Forest School leader has the safety of the children uppermost at all times. The leader will carry out a detailed safety check before each session and comply with health and safety risk assessments.
- The leader will ensure that all documentation is relevant and up to date.
- The leader will carry an emergency pack at all times.
- The leader is responsible for all equipment and will ensure that it is checked before use and returned to the resource area after use.
- The Forest School leader will keep an accident book and keep parents fully informed of any incidents that may occur during a session, e.g., trips, falls, stings, etc.

Daily Operating Procedures

Before a session begins the Forest School leader will have completed the following:

A site risk assessment (RA)

A daily RA

Weather check

First Aid Kit

An emergency action plan – specific for site

Group Info:

Names of group members

Medical needs

Consent

Emergency Contact details

Staff/Volunteers:

Ensure they have been DBS checked

Have read and signed the FS Handbook

That one member of staff is in date with outdoor first aid training and able to attend the session

Site set up

Erect tarps for shelter

Have tree stumps in place for activities

Set up a compost toilet system or use on site toilet facilities

Set up a handwashing area

Determine if need to light a fire

Put up Boundary markers and information for the general public

Resources:

Ensure you have checklist of resources needed for the session

Confirm start and finishing times of session

Staff Ratios

Adult-child ratios Forest school sessions will take place with a minimum adult: child ratio of 1:5

Policy Statements

Behaviour Policy

We believe that if you create a nurturing and safe environment then you should see most children/clients begin to thrive within the Forest School environment. It is important that children are allowed to take ownership in creating their own group 'contract' for behaviour while at forest school. Ideas can be drawn out in the first session and put together in a form that is easy for children to remember and visualise. Our behaviour policy, for example is:

F*riendship: act as a friend to all in the woods*

O*wnership: While you are at forest school, you will be encouraged to take ownership and responsibility for your choices and behaviour.*

R*espect: have respect for the environment and all other people*

E*quality: all will be treated equally regardless of any differences*

S*afe: Even when taking risks, we do our best to be safe for ourselves and others. We will stay safely within the agreed boundaries on the forest school site.*

T*rust: we will trust each other to make the right choices and support each other with those choices.*

S*ensitive: We will look out for one another and be sensitive if someone is feeling sad or having a hard day.*

C*onfidentiality: Whatever happens within our forest school group will remain confidential within the group and not discussed with anyone else.*

H*onour: We will honour each other's personal space and boundaries.*

O*bservant: it's good to be observant and pay attention to our own feelings and those of the group. We also need to be observant of the environment we are in and take care of it to the best of our ability.*

O*pen: Sometimes things won't go the way we might like. Be open to change and to learn new things.*

L*eave no trace: It is really important to love and look after the forest school environment and nature in general. At Wild Edges we follow a leave no trace ethos, caring for our space and leaving no sign of human damage or presence.*

By aspiring to these qualities, we aim to create a fair, happy and enjoyable space for all of us. If boundaries, safety and behaviours are repeatedly disrespectful however, individuals concerned will be unable to take part in sessions.

A verbal warning will be given initially and will be followed by a second official warning. If behaviour persists, children will have to remain in the hammock/quiet area with an adult and will be unable to use any tools or equipment for the duration of the session.

Parents/guardians – during the initial consultation/assessment with Wild Edges, you will be asked to sign a behaviour agreement stating that you accept and understand these behaviour rules and will collect your child immediately if their behaviour falls short of our expectations, and if they are a danger to themselves, to other children or staff members.

If behaviour is consistently unacceptable and unsafe, we will meet with you to discuss whether your child is able to continue attendance at Wild Edges.

Environmental Policy

It is impossible to avoid total environmental impact when running forest schools in a woodland. The presence of young people will of course impact the site in some ways. However, at Wild Edges, we will strive to minimise the harm caused to local plant species and wildlife on the site. During sessions, the participants will be encouraged to be observant and responsible for the protection of plants and wildlife in the woodland and aware of their surroundings. In each session, children will be involved in site checks. At Wild Edges we fully abide by the seven principles of Leave No Trace Ethos, which are:

- **Plan ahead and prepare**
- **Travel on durable surfaces** – Select areas of durable vegetation, or sparse vegetation that is easily avoided. Dry grasses tend to be resistant to trampling. Wet meadows and other fragile vegetation quickly show the effects of trampling.
- **Dispose of Waste properly** – “Pack it in, Pack it out” is a familiar mantra to seasoned wildland visitors. Any user of recreation lands has a responsibility to clean up before he or she leaves. Inspect your site for rubbish or spilled foods. Leave none in the woodland.
- **Leave what you find** – Allow others a sense of discovery by leaving rocks, plants, and other objects of interest as you find them. Avoid damaging plants and trees.
- **Minimise Campfire Impact** – A true Leave No Trace fire shows no evidence of having been constructed.
- **Respect Wildlife** – Learn about wildlife through quiet observation. Do not disturb wildlife or plants just for a “better look.” Observe wildlife from a distance so they are not scared or forced to flee. Quick movements and loud noises are stressful to animals. Travel quietly.
- **Be considerate of other visitors** – Many people come to the outdoors to listen to nature. Excessive noise and damaged surroundings take away from the natural appeal of the outdoors.

Equality Policy

At Wild Edges, all persons are treated equally.

We aim to provide a secure environment in which children can flourish and in which all contributions are valued.

We ensure that our service is fully inclusive in meeting the needs of all children, particularly those defined in The Equality Act 2010 such as: from their ethnic heritage, social and economic background, gender, ability or disability.

Equal opportunity requires that everyone has an equal chance to develop themselves to their full potential and be safe and free from harm. The Early Years Foundation Stage states that 'Children should be treated fairly regardless of race, religion or abilities', it includes,

- Equality of access for all
- Social Inclusion for all
- Life choices are widened, not restricted
- Talents are fostered, not suppressed
- No one experiences disadvantage or discrimination
- Stereotypes are challenged by staff
- All forms of bullying and harassment are condemned and challenged
- Individual and community needs are responded to in a sympathetic and imaginative manner.
- Individuals and groups are allocated appropriate levels of support to ensure that their potential is fulfilled.

At Wild Edges, we are open to all members of the community.

We ensure all of our parents/guardians/referees are aware of our equal opportunities policy and all other relevant policies. We do not discriminate against a child or their family and will not prevent entry to our setting on the basis of colour, ethnicity, religion or social background. We do not discriminate against a disabled child or refuse a child entry to the nursery for reasons relating to disability. We take action against any discriminatory behaviour by staff or parents or other children. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable in our forest school and will be dealt with in the strongest manner.

Health & Safety Policy

Wild Edges Therapy supports children to develop responsibility for themselves and others.

We encourage early risk management strategies that will ensure that young children start to consider the impact of their actions on themselves, on others and on the environment. We will ensure that we do all that is reasonably practicable to achieve the highest standards of Health, Safety and Welfare when carrying out our activities. The forest School leader is responsible for the immediate safety of the children on the forest school site and will undertake the necessary site risk assessments both daily and seasonally (see risk assessments). Risk assessments will be carried out for each activity. Any hazards noted on site will be taken account of and the necessary action recorded. It is their responsibility to check the safety of equipment and tools that will be used and maintain safe storage of these on site and in between sessions. They will also oversee that the necessary protective clothing is provided and worn and give adequate safety information in sessions as required; Clear instructions and warnings will be given to students verbally as often as may be necessary.

They are responsible for ensuring that any accidents are recorded in the Incident/Accident Report Book.

First Aid Policy

Everyone in the Wild Edges team holds a current and up to date Outdoors First Aid certificate so there will always be at least one adult present with this qualification. In the event of illness or injury to any child or adult during a Forest School session, first aid will be administered by a qualified first aider. All accidents will be recorded in the Forest School Incident/Accident Report Book and parents/guardians will be notified and asked to sign the record.

Emergency First Aid Policy

In the event of an emergency, the following procedure will be followed:

- The area will be secured and made safe
- First aid will be administered by the Forest School Leader or a first aid qualified assistant
- The Forest School Leader or a first aid qualified assistant will stay with the casualty and monitor their condition
- A team member will be asked to call the emergency services, giving an exact location and as much detail as possible
- A team member will gather the children for a headcount and keep them calm
- A team member will be asked to call children's parents/guardians to arrange for children to be collected
- An accident report form will be completed

In the event of an injury to the Forest School Leader, first aid will be administered by another qualified first aider using the same procedure described above.

Emergency Procedure and Details

In the event of an emergency occurring the following will happen:

- A signal will be made to stop what you are doing
- Gather with a member of staff, 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 anyone sustains an injury or illness which cannot be treated by first aid on site and requires medical assistance:
- 999 should be dialled using a mobile phone carried by the Forest School Leader
- The school will be notified of the incident and details given
- 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
- One member of the staff will meet the ambulance at the site entrance and direct the crew to the incident site
- If the injured child 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 child so they can be collected and taken to the hospital, doctor, or home.
- An incident report will be completed later by the Forest School Leader
- When requiring Emergency Services take the following steps:
- Dial 999 and ask for the emergency services
- Speak clearly and slowly and be ready to repeat the information if asked
- Be ready with the following information:
- Telephone number (mobile number if call is made on a mobile – see above)
- Details of your location and grid reference

- A brief description of the problem (for example, if you are requesting an ambulance, you will need to describe the symptoms of the person who is injured/ill)
- Access point for ambulance
- Nearest landing site for air ambulance
- Designate a meeting place to meet the emergency services

Location Name Vista Allotments 54 Ballyhanwood Road Belfast BT5 7SN	Site Name Plot 50 Site Grid Ref or Postcode BT5 7SN
Nearest Main Road Junction Old Dundonald Road / Comber Road, Dundonald, Belfast	Designated Meeting Place to meet Emergency Services Carpark 2, 54 Ballyhanwood Rd, Dundonald Grid Reference/Postcode BT5 7SN
Type of Access on site 4 wheel drive	
Nearest A&E/Hospital Ulster Hospital, Upper Newtownards Road, Dundonald BT16 1RH Telephone 028 9048 4511	
Site Owner/Manager Contact Details David Martin Vista Main Office 54 Ballyhanwood Road Belfast BT5 7SN Telephone 028 90485455 or 07740 511208 Mobile Phone Reception Excellent	Nearest Landline Vista Main Office 028901 485455
Local PSNI 15 Barrack Street, Lisburn, BT28 1TJ	Phone 101

Contact Details of Leaders Michelle Wooderson 07876 654617 Rachel Smith 07957474643	
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In the case of an emergency an ambulance should be called immediately without undue delay attempting to contact parents or guardians.

- The forest school leader will stay with the injured person and administer first aid.
- The other children on site will be called together and supervised by a team member away from the injured person.
- Another team member will go to the site access point to await ambulance.
- If the injured child/adult is mobile then he/she should be taken for emergency treatment to the nearest hospital. In this instance the Forest school leader is responsible for arranging for an adult to transport the individual to hospital. The adult taking the injured person should stay with the injured person and return with them following treatment or stay with the injured person until the parent/guardian arrives at the hospital.

Missing Child Policy

In the event of a child found to be missing after a head count, all children will be called and gathered together. One adult will remain with the children while the other team members will begin a search of the immediate area calling for a response.

- Once this has been completed, if the child is still missing the police will be called.
- Parents/guardians will be contacted at this stage and asked to collect their children immediately.
- The team will then return to continue the search.
- The forest school leader will remain on site and await police.

Cooking and Food Hygiene Policy

At Wild Edges, the team are required to obtain a Safe Food Hygiene certificate. We aim to have the highest standards of food hygiene by implementing the following:

- Clean disposable kitchen towel and antibacterial spray and/or wipes are used for all cleaning
- There are two hand washing methods: one wash station in the toilet outhouse (for hand washing after toileting) and the other station to be set up and used before food handling.

- The temperature of the water for hand washing is checked regularly to make sure it remains as close to body temperature as possible. It should be topped up, as required using water boiled that morning and transported to the site in thermos flask;
- Soap will be dispensed from a non-touch unit and worked over both sides of hands and between fingers for a good lather. Hands are washed and then rinsed thoroughly and dried.
- All staff handling food will wash hands before handling food and wear gloves/aprons
- We will ensure that food preparation areas are kept clean.
- Check all food at the time of use to ensure that it is still in date.
- Food being used during Forest School will be stored in a hygienic manner.
- Food cooked on the fire will be consumed within 4 hours of preparation
- All utensils, crockery etc will be checked to ensure they are clean before use
- Waste food will be disposed of in a bin and taken off site where it will be composted or disposed of
- The Wild Edges team will model excellent food hygiene standards when preparing and cooking food on the fire which children will be expected to follow.
- Parents/Guardians will be contacted prior to sessions to ensure that no food item or ingredient is given to a child with an allergy to it.
- Dietary requirements and preferences will be respected and catered for with the utmost care and consideration.
- Washing up will be done with hot soapy water or taken away from the site to be cleaned.

Wild Food Policy

Forest School recognises that developing awareness and relationships with nature necessitates that participants develop the ability to recognise and interact appropriately with trees and plants.

Huge benefits result from learning how to forage for wild food. With safe and professional guidance, participants are shown some uses of the plants for food, medicine, and other practical uses.

This greatly enhances their appreciation of their environment and leads to motivation to protect it.

The benefits of Wild Food Foraging include:

- gathering the plants and processing them together
- promotes teamwork and sense of community
- increased understanding of indigenous people and their values

- an appreciation for our own heritage uses of native plants
- gain self-confidence in being able to correctly identify plants and trees
- self-reliance
- ecological awareness of inter-connectedness of the natural cycles of nature
- understanding risk
- enhance knowledge (naturalist)
- empathy
- development of sense (safe, successful gathering requires all physical senses)
- education about sustainability
- practical skills used in foraging include pruning and coppicing
- important and valuable supplement to modern diet as wild foods are rich in minerals, vitamins and nutrients quality largely absent from the modern diet. Many of these plants also help the body to detox

Risks of Wild Food Foraging:

- The most obvious risk is the ingestion of poisonous plant:
The very presence of poisonous species naturally enhances the sensory and observational skills, necessary to make accurate identification. The presence of these species means that we must be constantly vigilant and respectful in this activity.
- Another risk is over harvesting of wild plants and the damage to the ecosystem thereby. Once again, the risk presented by the activity offers very valuable learning opportunities

Steps taken to minimise the risk of ingesting poisonous species:

- Expert guidance giving clear tools for accurate identification are given by the Forest School leader or expert practitioner
- Children will be reminded of the “No Pick No Lick” Policy during Forest School sessions
- Plants are only ever picked as a specific activity and then under adult supervision
- Participants will be clearly and precisely shown poisonous look-a-like species
- There will be a variety of teaching techniques for assuring the differences are understood

Steps taken to minimise the risk of over harvesting wild plants:

- Education and awareness of ecological impact is an important value of forest school
- Participants are taught how to harvest sustainability with care and respect protected and less common species of plants
- Basic ecological surveys of the area where activities will be carried out will be made before the sessions
- The main leader in charge of leading the sessions on gathering wild plants will have good knowledge of protected species and know which species are abundant in the environment
- Gathering will be minimal and will consider animals, birds and insects which may be reliant on particular species
- Never harvest more than a small percentage of a species in one area
- Protected and less common species will not be used
- When opportunities arise species may be harvested to increase their numbers e.g., plant their seeds

Other considerations when foraging for wild plants:

- There may be possible pollution in area for foraging when there is doubt, no harvesting will be carried out. Usually the landowners will have knowledge of the chemicals used on or near their land.
- Always avoid harvesting from roadsides
- Avoid harvesting from areas of heavy dog walking or only harvest from higher branches
- Wash foraged food thoroughly

Tools Policy

Tools will only be used under supervision from members of the Wild Edges team. See below for our general rules:

- Tools will be kept maintained and in good order
- Tools will be inspected before each session
- Children and adults will not use tools until they have been shown how to use them
- Tools will be kept in the toolbox or designated area when not in use
- Tools will be removed from the toolbox only by the Forest School Leader
- We never run with tools
- Tools will be counted at the beginning and end of each session

- Permission to use tools can only be given by the Forest School Leader
- Permission to use tools may be withdrawn at the Forest School Leader's discretion if the rules are not followed
- The working area should have sufficient space (at least two arms and a tool away from anyone else) and be clear of trip hazards

Bow Saw rules

- Bow saws must have a blade guard on when not in use
- Supervision ratios are 1:2
- Bow saws are used to cut anything larger than a 2 pence piece
- A glove must be worn on the helping hand (children and adult sizes are available)
- Wood being sawn must be supported on a safe cutting bench
- The crossed hands method must be used to start sawing

Lopper rules

- Supervision ratios are 1:2
- Loppers are used to cut anything smaller than a 2 pence piece
- Loppers are used with bare hands

Knife rules

- Knives must have a sheath on when not in use
- Supervision ratios are 1:1
- Knives are always used on the outside of the body and away from the body
- A glove must be worn on the helping hand (children and adult sizes are available)

Weather Policy

Forest School sessions take place in all seasons and in all weathers – sun, rain, snow, ice, etc. We always aim to be outside as much as possible. Staff will be checking the weather forecast prior to the session and will decide on the appropriateness of activities outside, the need to adapt activities, whether to move inside or in rare occasions cancel the session.

We will aim to have access to a sheltered or indoor space when possible where children can be warm and dry.

If a session needs to be cancelled every attempt will be made to reschedule this session.

Dealing with different types of weather conditions:

Heavy Rain:

In the case of torrential rain, which is set to last a while, the session may be cancelled by the forest school facilitator at the earliest opportunity.

Wind:

We follow the **Beaufort Scale** to decide whether the session is safe to go ahead in windy conditions. **We normally cancel/relocate sessions if the wind is Force 7 with gusts above that level.**

The final decision is made by the Wild Edges facilitator who knows the site and will consider factors such as the type, size, and age of trees, if trees are in leaf, if there are any overhanging branches, age of group working with.

Beaufort Scale:

The Beaufort Scale				The Beaufort Scale			
The Beaufort Scale measures wind speed, by observing the effect the wind is having on the sea or land. The scale ranges from force 0 (calm), to force 12 (hurricane).				The Beaufort Scale measures wind speed, by observing the effect the wind is having on the sea or land. The scale ranges from force 0 (calm), to force 12 (hurricane).			
Force	Type of Wind	Speed	Observed Effects	Force	Type of Wind	Speed	Observed Effects
0	Calm	Less than 1mph	Smoke rises vertically. Trees are still.	6	Strong Breeze	25-31mph	Umbrellas are difficult to use. Whistling heard in wires.
1	Light Air	1-3mph	Smoke drifts. Wind vanes are still.	7	Near Gale	32-38mph	Resistance felt when walking against the wind. Whole trees sway.
2	Light Breeze	4-7mph	Leaves on trees rustle. Wind felt on face.	8	Gale	39-46mph	Whole trees shake. Twigs break off trees.
3	Gentle Breeze	8-12mph	Flags flap. Leaves and twigs move constantly.	9	Strong Gale	47-54mph	Branches break. Slates blown from roofs. Damage to chimneys.
4	Moderate Breeze	13-18mph	Small branches move. Dust and loose paper are lifted.	10	Storm	55-63mph	Shallow-rooted trees are pushed over. Broken branches cause damage.
5	Fresh Breeze	19-24mph	Small trees begin to sway. Flags are fully extended.	11	Violent Storm	64-72mph	Windows may blow out. Widespread structural damage.
				12	Hurricane Force	73mph or more	Mature trees uprooted. Walls and roofs torn off. Cars moved and lifted.

Extreme heat:

In the case of extreme heat, children will be encouraged to drink plenty of water, wear suitable clothing and seek shelter from the sun when necessary. Staff will monitor the situation and provide/move activities into the shade.

Extreme cold:

In the case of extreme cold, if children have appropriate clothing the session will often go ahead. Where possible a fire will be lit, and hot drinks will be provided. Staff will monitor the situation and if necessary, relocate or finish the session early.

Thunder and Lightning:

Lightning strikes the best conductor on the ground, whether it has been struck before or not. When you hear thunder, you are already within range of where

the next ground flash may occur; lightning can strike as far as 10 miles away from the centre of a storm.

In the case of a lightning storm groups will seek shelter in buildings or vehicles. Where this is not possible, we will shelter under our existing cover (tarp/tents) and wait for the storm to pass.

Further risks to avoid may include:

- crossing open or exposed areas to reach shelter
- crossing /walking on roads where rain has seriously reduced visibility
- exposure to torrential rain increasing the chance of hypothermia.

Met Office Warnings:

How the new system works



Yellow: Be aware.

Severe weather is possible over the next few days and could affect you. Yellow means that you should plan ahead thinking about possible travel delays, or the disruption of your day-to-day activities. The Met Office is monitoring the developing weather situation and Yellow means keep an eye on the latest forecast and be aware that the weather may change or worsen, leading to disruption of your plans in the next few days.

Amber: Be prepared.

There is an increased likelihood of bad weather affecting you, which could potentially disrupt your plans and possibly cause travel delays, road and rail closures, interruption to power and the potential risk to life and property. Amber means you need to be prepared to change your plans and protect you, your family and community from the impacts of the severe weather based on the forecast from the Met Office

Red: Take action.

Extreme weather is expected. Red means you should take action now to keep yourself and others safe from the impact of the weather. Widespread damage,

travel and power disruption and risk to life is likely. You must avoid dangerous areas and follow the advice of the emergency services and local authorities.

Useful weather links:

<https://www.metoffice.gov.uk/weather/maps-and-charts/surface-pressure/>

<https://www.bbc.co.uk/weather>

Fire Policy

Campfires are an important part of Forest School and are used in many sessions. At Wild Edges, we take fire safety very seriously and aim to ensure that all children and adults participating in Forest School sessions with fires will do so with as little risk to their health as possible. Our fire protocols are as follows:

Considerations before having a fire:

- Wind direction.
- No combustible materials nearby/over-hanging branches.
- Soil type – ensure not too peaty

Fire procedures:

- The fire will be contained within a circle of logs
- The logs will be pegged to stop them rolling
- Seating logs will be placed in a circle a safe distance away from the fire.
- No hair/Jewellery dangling – hair tied back.
- No gloves on when placing materials.
- The seating circle will have a clear entrance and exit
- Seating should be positioned 2m away from fire, allowing gaps in between seating for escape routes.
- Ensure the area between the seating area and fire pit is free from debris and trip hazards.
- Walking within the seating circle is not permitted
- The 'respect position' should be used when kneeling by the fire
- Water will be available to put the fire out
- A fire glove will be available nearby
- The fire will be lit with a Swiss fire steel
- The fire will never be left unattended
- A burns kit is available
- There should be no trace of the fire left behind
- If there is a clear wind direction, seating in the line of smoke is to be avoided.

- If wind direction is variable, the leader should rearrange the seating if at all possible.
- Children are not permitted to throw anything onto the fire

Extinguishing Fires

- All fires must be extinguished at the end of a session.
- Water should always be to hand during campfire sessions.
- Whenever possible, all fuels should be burnt off to ash.
- Forest School Leaders should ensure that any large remains of wood are separated from one another.
- At the end of the session, the fire must be doused down with water and stirred until all smoke and steam has ceased.
- Large build ups of potash, from several fires, need to be dispersed. This must only be done when it has totally cooled, preferably the following day. It should be finely scattered throughout the woodland to enable natural decomposition.
- There should be no trace of fire left behind

Welfare Policies:

Clothing

- All children to wear sensible footwear, ideally wellies, snow boots or trainers. No sandals, crocs or other open shoes to be worn during sessions. Socks to be worn to protect legs.
- Children to wear long trousers to protect their legs from scratches and stings.
- During cold and damp weather children to wear waterproof tops and trousers. Staff to assess whether they think the children are wearing sufficient layers of warm clothing and provide spares when necessary.
- Children to wear sun hats or caps during hot weather.
- If a child is not wearing the appropriate clothing and spares cannot be found the child will need to remain in the hammock area supervised by a member of the team. In cases like this the parents should be informed at the end of the session so that they are able to provide the appropriate clothing for the next session.

Toileting

- Children will be accompanied by an adult when walking over to the toilet outbuilding.
- Children use the toilet on site.
- Warm water and soap and paper towels are available in the toilet block to clean hands.

Food and Drink

At Wild Edges, we operate a strict no eating rule, unless it is a specific activity led by one of the team to prepare and cook food. Initially, when children are ready, they will participate in simple cooking on the fire activities.

Anti-Bullying Policy

Bullying is an action taken by one or more person with the deliberate intention of hurting another person, either physically or emotionally and where the relationship involves an imbalance of power. Bullying is not an isolated incident but continual or repetitive. At Wild Edges we aim to create a positive environment and develop relationships between children. We do not tolerate bullying of any kind.

Insurance Policy

Our insurance is with Birnbeck and covers us for Forest School activities with the following requirements:

Forest School Activities Guidelines and Requirements are:

- General Policies, procedures and risk assessments for each location and activity must be completed.
- Leaders must have a Level one Forest School qualification for basic Forest School (FS) activities. For certain activities – e.g. Fire making and use of tools – a level 3 qualified leader must lead the session. See below for further details.

You should obtain written parental consent for “forest school activities”, giving parents examples of the type of activities that would be included.

Approved and Agreed Activities A. The following activities are automatically covered subject to normal statutory adult to child supervision ratios:

- Digging, Exploring, Hikes, Woodland Walks, Treasure Hunts, Orienteering, Map Making, Bug Hunting, Hide and Seek, Shelter Making, Den Building.

The following are automatically covered subject to enhanced conditions as specified below.

- Whittling 3+ only. Whittling to be by potato peeler or suitable knives. 1:2 supervision ratio Glove to be worn on non-tool hand. Use of Saws 3+ only Hand saws only, no power saws and must be type and age appropriate. 1:1 supervision ratio for children 3-8, 1:2 supervision ratio for over 8s. If working in pairs, then 1: one pair for under 8s and 1: 2 pairs for over 8s. Glove to be worn on non-tool hand. A Forest School Skills level 3 required for supervision of use of saws. Fire Making 3+ only A Forest School Skills level 3 required for supervision of making and using fires. Fire to be lit and extinguished by adults only, children to be kept outside a one metre fire circle. (See NB below) Supervision

ratio 1:4 NB: If children are to light fires and/or put them out, this to be referred to Morton Michel. The minimum age and supervision ratio requirements will be increased in these circumstances.

- Cooking on Fires 3+ only
 - For cooking with pots and pans and the like, 1:2 supervision ratio for under 8s and 1:4 for over 8s. All other cooking, 1:4 supervision ratio.
 - A Forest School Skills level 3 required for supervision of making and using fires.
 - Children not cooking to be kept outside a one metre fire circle.
 - Tree Climbing 3+ only
 - Supervision ratio 1:1 for under 8s with adult standing directly below child. Supervision ratio 1:2 for over 8s with adult standing directly below child. Maximum height 5ft for under 8's, 6ft for over 8's. Other Activities
- Underwriters may consider other activities but will require full details of the type of activity, supervision ratios and ages of children involved before considering them on a case by case basis.

Risk Management and Assessment

Risk management is an important part of Forest School. It is concerned with the identification of significant risks of harm and is based on the likelihood of an incident occurring and the severity of any injury or harm if it does. There are four different types of risk assessment used:

Site assessment

- This assesses the risks associated with the Forest School site itself. Each layer of the woodland site is assessed at least once each half term and more frequently following adverse weather conditions.

Daily assessment

- This is carried out before the start of each Forest School session and includes a review of the site and current weather conditions.

Activity assessment

- An assessment of each planned activity will be carried out before the activity takes place. This will include activities using tools or fire.

Ongoing assessment

- This is a dynamic, on-the-spot, assessment carried out continually during each session to take account of changing situations such as a change in weather conditions or a change in planned activities.

Risk is worked out by first identifying a hazard, the potential accident. The severity of the consequence of the hazard is then graded 1-4. The likelihood of it occurring is also graded 1-4. Risk is likelihood multiplied by the severity as shown in the table below:

Likelihood		Hazard Severity		Risk Factor (likelihood x hazard severity)	
1	Very unlikely	1	Minor injury, scratches, bruises, burns etc.	1-3	Low
2	Unlikely	2	Moderate injury, cuts, grazing, burns etc	4-7	Moderate
3	Likely	3	Serious- Person requires hospital treatment or time off school/work	8-12	High
4	Very likely	4	Significant, risk of death or loss of limbs/ eyesight etc.	13-16	Very High

Once the risk factors have been worked out. Steps will be put in place to reduce risk. Where the risk factor still remains high the activity will not take place. The process of risk assessment and management should be shared with the children so that they can develop the awareness skills and decision making required to assess and manage risk independently. Supporting and enabling children to take responsibility for their actions and choices can empower them to care for themselves and each other.

Communication Policy

Excellent communication is at the heart of a well-run Forest School. Prior to each Forest School session, there will always be a meeting with all volunteers to check ratios, share the plan for the session, daily risk assessments and any other health and safety issues. All adults volunteering for Forest School will be given a copy of the Emergency Action Plan, which will also be kept in the Wild Edges Forest School Handbook.

All children and adults need a clear understanding of all safety rules in order for the sessions to be successful and enjoyable for all. Therefore, prior to each Forest School Session there will be reminders for all adults and children of the agreed safety rules for Forest School sessions.

Safeguarding Policy

Given that in the Forest School environment, children are often more relaxed and open to sharing with the adults around them, we recognise that disclosures may occur during Forest School sessions. As such, and in addition to our

safeguarding policy, at Wild Edges, we will ensure that all Forest School volunteers read our policy and understand what to do in the event of a child making a disclosure.

All adults assisting with our Forest School will have an enhanced DBS check prior to volunteering. In accordance with the policy, any adult who receives any disclosure from a child will be asked to report the disclosure to Rachel Smith the Wild Edges Designated Safeguarding Lead who will decide if a referral is necessary. All volunteers at Wild Edges will be fully DBS checked prior to joining the team.

Confidentiality and Data Protection at Forest School

All discussions with participants of Forest School are confidential and must not be discussed with anyone outside of the Forest School establishment unless there is a Child Protection issue.

Any discussions of participants at Forest School are confidential and must not be discussed with anyone outside of the Forest School establishment.

When publishing evaluation forms of participants all names are changed to protect the individual's identity.

All parental consent forms and medical details for each group are held by the Forest School Leader in charge of every session and accompany the group for each Forest School session. When the group are not attending Forest School their medical details and parental consent forms are kept within a locked cabinet within the Wild Edges office.

All other documents (i.e. evaluations) containing young people's personal details are kept within a locked cabinet within the Wild Edges Forest School office at all times.

The general rule is that staff will make clear at the beginning of the conversation that there are limits to confidentiality. These limits relate to ensuring children's safety and well-being. The young person will be informed when a confidence has to be broken for this reason and will be encouraged to do this for themselves whenever this is possible.

When concerns for a child or young person come to the attention of the team, for example through observation of behaviour or injuries or disclosure, however insignificant this might appear to be, this should be discussed with Rachel Smith, the Designated Safeguarding Lead as soon as possible. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

Safeguarding, Child and Vulnerable Adult Protection Policy

Child abuse is never acceptable and a commitment to children's rights in general also means a commitment to safeguarding the children who attend any Wild Edges Forest School sessions. We aim to:

- provide a safe yet challenging space in the natural world with Forest School activities that enable participants to flourish and thrive
- provide Forest School Sessions in schools or as community well-being events
- enhance well-being in individuals and the collective group
- encourage environmental awareness and stewardship

Wild Edges Forest School is committed to safeguarding all children that attend any Forest School sessions.

How will we achieve this?

Awareness: Ensuring that all staff, volunteers, members, and officers are aware of the problem of child abuse.

Prevention: Ensuring, through awareness and good practice, that staff and others minimise the risks to children.

Reporting: Ensuring that staff and others are clear of what steps to take where concerns arise regarding children's safety

Responding: Ensuring that action is taken to support and protect children

To meet these standards, the following procedures will occur:

- Ensure that all staff and volunteers are subject to satisfactory enhanced checks by the Disclosure and Barring Service (DBS). If concerns and issues are raised as a result of such checks:
 - a. The person in question will be informed in writing.
 - b. No appointment will be made until such time as the issues and concerns can be addressed in full and to the satisfaction of the necessary authorities.
- Staff and volunteers will be subject to careful selection and vetting process that includes identity checks and references.

- Take seriously any concerns raised.
- Take positive steps to ensure protection of children who are the subject of such concerns.
- Support children, staff and other adults who raise concerns or who are the subject of concerns.
- Act appropriately and effectively in instigating or cooperating with any subsequent process or investigation.
- Guide through the child protection process by the principle of “best interests of the child”.
- Listen to and take seriously the wishes of and views of children.
- Work in partnership with parents/guardians and/or other professional to ensure the protection of children.
- All activities are planned beforehand to ensure appropriateness, meeting of health and safety standards, and staff awareness of necessary precautions.
- All staff and volunteers sign an agreement that among other responsibilities ensures that they read, understand, and follow the Policies and Procedures, including Health & Safety, Equal Opportunities, Code of Conduct, Child Protection and Confidentiality included in this Handbook
- Policies and procedures will be reviewed on a yearly basis.

It is generally accepted that there are four main types of abuse:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

Dealing with Disclosures and how to raise concerns:

If you are concerned about the safety of a child, see or suspect abuse, an allegation of abuse is made, or a child discloses abuse you must do the following:

- Discuss your concerns with your line manager/person in charge/main contact.
- If it is this person who is suspected of abuse, discuss your concerns with:
- the next most appropriate person, e.g., a senior staff member, school head or other management committee representative.

Discussions should focus on:

- Nature of concerns
- Risks to child/children
- Action/next steps

1. Disclosures made to staff by participants will be reported to the Lead Forest School Facilitator on the day who shall ensure that the appropriate persons/agencies are informed in line with the child protection policy and as required by law.
2. Concerns should normally be reported within the same day.
3. Ensure detailed written records are made of all events and what the child has said (where this applies).
4. Records of concern will be kept in a locked box and remain confidential.
5. The person in charge/ main contact must:
 - Inform the most senior staff or representative of the management committee of the concerns and then...
 - Act locally in line with the action plan agreed with the management committee and established local procedures.
6. Where possible the matter should be discussed with the management committee as a way of assessing staff concerns, accessing support, and planning any subsequent action.
7. Where serious concerns exist and there is immediate risk to the child, ACT! It is essential to avoid delay as inaction may place the child at further risk.
8. Where for any reason it is not possible to discuss the matter with the management committee, or where it is essential to take immediate action due to the risk to the child/children, the management committee should be informed as soon as possible after the event.
9. If any staff has continued concerns, then it will be reported to social services.

Physical Contact with Participants Policy

- Physical contact is an essential human requirement. Positive, safe, and appropriate touch and closeness between a child and their primary carers is necessary for the development of self-confidence and assurance.
- During Forest School sessions all staff are to be aware of providing appropriate physical contact with participants whilst remaining vigilant around child protection.
- All Wild Edges Forest School staff are to adhere to the following:
- Acknowledge/praise by placing a hand on a child's shoulder/upper arm (between shoulder and elbow)
- Shake hands with children as a form of meeting and greeting or recognition
- If a child is clearly distressed, hug a child, keeping our hands around their shoulder and our waists apart
- Place our arm around the shoulder of a child to provide support following an injury or incident.

Code of Conduct

It is important for all staff and others in contact with children to:

- Be aware of situations, which may present risks and manage these
- Plan and organise the work and the workplace so as to minimise risks
- As far as possible, be visible in working with children
- Ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed
- Ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behaviour does not go unchallenged
- Talk to children about their contact with staff/others and encourage them to raise their concerns
- Empower children – discuss with them their rights, what is acceptable and unacceptable, and what they can do if there is a problem.
- In general, it is inappropriate to:
 - Spend excessive time alone with children away from others
 - Take children to your home, especially where they will be alone with you.
- In general, appropriate conduct is to:
 - Avoid physical expressions of emotion with children such as kissing or hugging
 - Avoid intrusive forms of play (e.g., tickling, rough and tumble)
 - Avoid any physical contact when alone with a child
- If a child persists in physical contact that is inappropriate, it must be explained that staff should not kiss/hug people that they work for or with and the matter should be brought to senior staff.

Staff and others must never:

- Hit or otherwise physically assault or abuse children
- Develop physical/sexual relationships with children
- Develop relationships with children, which could in any way be deemed exploitative or abusive
- Act in ways that may be abusive or may place a child at risk of abuse.
- Staff and others must avoid actions or behaviour that could be construed as poor practice or potentially abusive. For example, they should never:
 - Use language, make suggestions, or offer advice, which is inappropriate, offensive, or abusive
 - Behave physically in a manner which is inappropriate or sexually provocative. Avoid initiating physical contact with children
- Have a child/children with whom they are working to stay overnight at their home unsupervised
- Sleep in the same room or bed as a child with whom they are working
- Do things for children of a personal nature that they can do for themselves
- Condone, or participate in, behaviour of children which is illegal, unsafe, or abusive
- Act in ways intended to shame, humiliate, belittle, or degrade children, or otherwise perpetrate any form of emotional abuse

- Discriminate against, show differential treatment, or favour particular children to the exclusion of others.

Disclosure/Accusation Procedure

Wild Edges Forest School is determined to make all efforts to prevent discrimination and other unfair treatment against any of its staff, potential staff or users of its service regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical disability or offending background that does not create a risk to children and vulnerable adults

To that end we will ensure that:

- any criminal record information given by an individual is kept confidential and according to the requirements of the Data Protection Act, and where appropriate, DBS Code of Practice.
- All recruitment will follow our set policies and procedures and according to our recruitment Code of practice.
- Having a criminal record will not necessarily bar you from working with The Honeybees Forest School. This will depend on the nature of the position and the circumstances and background of your offences.

Social Media Protocols

Social media refers to online technologies and practices that are used to share opinions and information, promote discussion, and build relationships. Social media is an accessible tool that enables anyone to publish or access information. It is a way to network with other people and companies with similar interests.

Social media is a platform to reach a vast audience. Do not be afraid to use social media for its positive benefits for communication and interacting but do be aware of the consequences of its inappropriate and negative use.

The number one priority of Wild Edges with regard to social media is to respect the privacy and anonymity of staff and participants when posting any information.

The Do's and Don'ts of the world of Social Media:

Do:

- Post positive, interesting, articles that will engage your target audience regarding Forest School and deep nature connection
- Think before you post
- use your common sense
- take a moment to think about how your comment might be received
- Report any comment or post that you think is inappropriate immediately
- Get involved in interesting discussions that are appropriate
- Ensure that, if posting a photo, that consent has been given

Do not:

- Post or respond to anything that is offensive, obscene, defamatory, threatening, harassing, bullying, discriminatory, hateful, racist, or sexist
- Disclose any confidential information

- If posting about a child participating in a programme, do not use their full name
- Post any photos of children or young people without their permission
- Post or comment on any material that could damage the reputation of Wild Edges
- Rush to respond to a comment that you feel is inappropriate, consider the situation and report it to a member of staff if you feel it needs attending to
- Respond to a young person or child who may have posted a worrying comment, report the comment to an appropriate adult/teacher/parent/guardian
- Exchange social media information with the young people you have been working with, for example, do not add them as a friend on Facebook.

Cancellation Policy

At Wild Edges, we will endeavour to run sessions if possible, but on the rare occasion sessions may need to be cancelled.

All cancellation decisions will be made as early as possible, however may be cancelled on the day.

Sessions may be cancelled for the following reasons:

- Staff illness (which would affect staff/client ratios)
- Severe weather conditions that create a Health and Safety issue
- Any unforeseen situation, which creates a Health and Safety issue.

The client group and all staff and volunteers will be contacted by phone.

Covid 19 Policy.

Following the outbreak of COVID-19 the following policy will be implemented at Wild Edges:

Current information shows that COVID-19 can spread easily from people who have symptoms or are asymptomatic. It also can spread to some degree from an infected person even before they develop any symptoms. For these reasons, this risk benefit assessment is based on two key parts:

1. Do whatever is practical to make sure that people with symptoms of COVID-19 do not attend Forest School sessions:
 - COVID-19 guidance to followed by staff and participants in line with national policy
2. Take all practical precautions to reduce the chance of spread of virus all of the time just in case an infectious person with no symptoms is in attendance. This includes greater attention to hand hygiene, respiratory hygiene, and cleaning. It also means limiting contact between people, keeping groups as small as possible and limiting mixing of people between the different groups. If someone who is not sick is shedding the virus, but they only mix with

one fairly small group the number of people exposed to risk of infection is smaller.

The benefits for children and adults of spending time in a natural setting such as a wood are well-researched. It can be restorative, reducing stress, improving concentration, and ensuring everyone is physically active. There is space and freedom. It offers a place where children can enjoy playing and learning in nature. Measures will be taken to ensure the safe introduction of Forest School activities and enable participants and staff to gain benefits of working and being in the natural woodland setting whilst living through a global pandemic and help preventing the spread of the virus.

Wild Edges will follow national guidance and therefore the following measures will be taken:

1. **Risk Assessments:**
 - update RA's to ensure follow national guidance
 - **See Appendix: Risk Assessments COVID-19 specific**
2. **Hand Washing:**
 - Wash your hands – follow national guidance regarding handwashing DNHS
 - A handwashing facility will be set up on the site of Forest School
3. **Social distancing:**
 - Keeping safe is a mutual responsibility
 - Your children/adults will need to practice measures such as how to move to one-side to allow other users to pass by safely
 - ensure your activities are at least 2m away from paths, to enable other users to safely use them. If a path cuts through the space you use, work with your group, to manage this sensibly.
 - Social distancing will apply to any member of the public who stops to chat
 - Follow updated national guidance
4. **Child: Adult Ratios:**
 - We will follow national guidance for cohorts and ratios
5. **Equipment:**
 - All equipment will be cleaned before and after use in line with DNHS non-healthcare setting
 - As required quarantine an item for 72 hours
6. **Personal belongings:**
 - Bring your own backpack with drink and snack
 - Label bag so does not get mixed up with others
 - Keep spare clothing in backpack
7. **Toileting:**
 - The Wild Edges toileting protocol remains in place
8. **Key Touch Points:**
 - Walk the FS site and note key contact points
 - Handwashing and hand sanitiser will be available at FS sessions
 - Follow national guidance for hand washing

9. Emergency Procedures:

- The emergency action plan (EAP) will remain in place
- Double check that the designated safe place will still be able to accommodate the group working with. If not, you will need to find an alternative.

10. PPE:

- Follow national guidance

The advice changes very rapidly at the moment from national government as the research, information and infection rates change. Keep checking the national guidance regularly and amend your procedures and risk benefit assessments accordingly.

The most up to date national guidance is available from the following links:

DNHS: <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak>

<https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

Staff Declaration Form

Staff will be required to read the Wild Edges Handbook prior to working and sign that they fully understand policies and procedures and agree to follow them at all times.

Staff Name:	Date:	Signature:

