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# Bakewell Methodist Academy



## Forest School

# Handbook

Version 1 April 2024

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*Bakewell Methodist Academy Playground – Play shed in the woods.*

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Name	Role	Date	Signature
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### Our Vision Statement for Forest School

Underpinned by our drivers of diversity, resilience, aspiration and creativity, we aim to provide all children with an engaging outdoor experience. We believe that children should learn through the outdoors in order to build independence and life-skills

and about the outdoors in order to build and develop a relationship with the environment so that they can preserve it for the future. We would like children to be able to experience risk in a safe and managed way. Throughout our forest school program, we aim to get children to further develop relationships with their peers, with the staff and with nature.

## Behaviour Policy

At Bakewell Methodist Academy, we want all members of our school community to work closely together to be kind. To promote high standards in both the children's work and behaviour, recognising how and where improvements can be made, be mindful of all the people that contribute to our school community and use praise and positive reinforcement at every opportunity. In our Christian environment it is important that we create a calm attitude of hope, love and dignity throughout our schools.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to enable all members of school to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, to promote good behaviour, rather than merely deter anti-social behaviour.

***To create a happy, inclusive, caring community built on Christian values where we prepare today's children for tomorrow's challenges.***

- To behave in a considerate way towards each other.
- To treat each other fairly, regardless of age, ability, race, gender, cultural heritage and religion and to apply this behaviour policy in a consistent way.
- To help children to grow in a safe and secure environment.
- To become positive, responsible and increasingly independent members of the school community.
- To reward good behaviour in order to develop an ethos of kindness and cooperation.

At Bakewell Methodist Academy, learning about appropriate behaviour, including understanding right and wrong, is rooted in Christian teaching. Children and staff are mindful of conflict and disagreement being dealt with calmly, fairly and compassionately drawing on the Christian principles of forgiveness and a fresh start ensuring that our children of all faiths and none can flourish.

At Bakewell Methodist Academy, we have a duty to prepare our children for life in modern Britain, teaching them to be mindful of values that demonstrate good citizenship, such as:

- respect and tolerance for those of faith and those of none
- fairness and the rule of law
- honesty and integrity
- responsibility and democracy
- acceptance of others and individual liberty Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.

- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.

Promoting a culture of praise and encouragement in which all pupils can achieve. The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

**Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

**Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing

**Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

During Forest School Session, we praise and reward good behaviours. We remind children to behave as well as they can using only positive language and in a calm and positive way. If unwanted behaviour can be ignored, it will be and a positive example of how to behave will be pointed out. If the behaviour is dangerous, the leader will ask the child to stop immediately. The leader will use incidents to promote learning and teamwork.

For further information about our behaviour policy please visit our website at:

<https://www.bakewell-jun.derbyshire.sch.uk/>

## Environmental Policy

The site at Bakewell Methodist Academy has been used as school grounds for nearly 60 years. Previous to this it was likely to have been farmland. The land is owned by the Methodist Church and used by the school- its children, staff and governors.

The site comprises school buildings, a tarmacked play area, large grass areas, shrubs and trees of differing ages. The site sits on a limestone plateau (at the end of 'Stoney Close!') and has large limestones in the soil. Some trees were planted on the site originally and these remain as large trees. Planting of trees and shrubs 25 and 18 years ago (funded by the National Lottery) now forms a healthy canopy and shrub area. Newer planting six years ago (Woodland trust 'whips') forms a very new area of grasses, and shrubs. Initially the site was mainly grass and kept for sport and play. In recent year the management has changed and planting of shrubs and trees and leaving areas to go wild is encouraged. We have a variety of trees and shrubs, including black poplar, larch, horse chestnut wild cherry hazel, ash alder, black walnut, apple crab apple, Austrian pine Scots pine, field maple, hornbeam, silver birch and sycamore are found on site.

The site is visited by badgers and small mammals. Many bird species, native to Derbyshire can be found. We are regularly visited and are home to magpies, pheasants, long tailed tits, blue tits, jackdaws

Few species are classed as important with the exception of the great crested newts in our pond area. This is fenced off and not used by staff or pupils. The area is overgrown and left deliberately to go wild.

The policy consists of:

- Ecological Impact – Score: 1=Low 5 = High
- Landowner`s Agreement
- Woodland Management

### Ecological Impact

	Wild Life	Bird Life	Soil	Ground Layer	Field Layer	Shrub Layer	Canopy Layer
People Pressure - Trampling	1	1	2	2	2	1	1
Fire directly on the ground	1	1	2	2	2	1	1
Fire in a fire pit or container	1	1	2	2	2	1	1

Removing deadwood	3	3	3	3	3	2	2
Use of onsite deadwood	4	4	4	4	3	2	2
Cutting of live wood	4	5	2	2	2	3	4
Using trees for support	2	2	1	1	1	1	2
Using shrubs for support	2	2	1	1	1	1	2
Bringing organic materials on site (dead)	3	3	3	3	3	1	1
Collection of live herbaceous material	4	4	2	2	2	1	1
Bringing non-organic materials on to site	4	4	4	4	4	4	4
Mini-beast hunt	4	4	2	2	2	1	1

Woodland Management Plan

The leaders of the school wish to maintain a healthy and diverse site for the all-round education of the community. They understand the importance of such a large site and are committed to ensuring its health and diversity. This has included delaying of mowing to allow dandelions to grow for the benefit of bees in early spring.

The site is used weekday in term times by 50 – 70 children.

Children will be involved in planting species that are appropriate to the site and by studying flora and fauna will contribute to the diversity of the site.

The site will be regularly monitored by the landowner for the safety of the trees and by the leadership to ensure the site remains healthy and contains a diversity of species.

<b>Factors having an impact (activities, resources, access)</b>	<b>Level of impact (high, medium, low)</b>	<b>How will this affect the woodland? (compaction, denudation, pollution, corruption)</b>	<b>How will you manage this?</b>
People trampling	Medium	<ul style="list-style-type: none"> <li>▪ Soil compacted, eroded.</li> <li>▪ The other biological components of the woodland would be impacted as the ground layer struggled to flourish.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Keep to pathways as much as possible.</li> <li>▪ Consider meshing, gravel, and woodchips to provide appropriate load bearing capacity and minimise erosion throughout the winter.</li> </ul>

Fire	Medium	<ul style="list-style-type: none"> <li>▪ Deadwood is destroyed; the soil around the fire compacts; tree roots and the shrub layer are harmed.</li> <li>▪ The effect on wildlife (perhaps fatal, habitat damage).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Light a fire when appropriate - cooking and for warmth on a cold day.</li> <li>▪ Harvest low value coppice product.</li> <li>▪ Use off site materials.</li> <li>▪ Use a dedicated area.</li> </ul>
Removing and using deadwood.	Medium	<ul style="list-style-type: none"> <li>▪ Effect on wildlife - loss of small mammal and minibeast habitats.</li> <li>▪ Decomposition prevents valuable nutrients from renewing in the soil.</li> <li>▪ Prevent ecology from growing and regenerating.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Removing as little deadwood from the site as possible.</li> <li>▪ To promote other trees, coppice low-value species like cherries.</li> <li>▪ Plant birch trees on the property to increase the woodland's diversity.</li> <li>▪ Import deadwood from a trustworthy, thoroughly-researched local source.</li> </ul>
Cutting live wood.	High	<ul style="list-style-type: none"> <li>▪ Removal of habitats for animals (birds etc.)</li> <li>▪ Small mammals heavily impacted because they use the trees to make connections and travel throughout the woodland.</li> <li>▪ Pollination and the self-seeding/general development of forest areas are prevented by ecological corruption.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plant trees on site to the diversity of the woodland (birch).</li> <li>▪ Coppice low value trees like cherry to encourage other trees to grow.</li> <li>▪ Minimise the use of live wood where possible.</li> </ul>

Using trees and shrubs for support	Medium	<ul style="list-style-type: none"> <li>▪ Damage to trees if they are not able to support tarpaulin or other natural materials being used.</li> <li>▪ Erosion of the bark on the live tree.</li> <li>▪ Disruption to habitats.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Check the area for signs of habitats.</li> <li>▪ Ensure the tree or shrub is capable of holding a tarp or other natural materials.</li> <li>▪ Rotating the shelter building area.</li> <li>▪ Check for signs of wear on the trees.</li> </ul>
Bringing organic materials on site (dead)	Medium	<ul style="list-style-type: none"> <li>▪ Introduction of foreign materials to the area.</li> <li>▪ Possible risk of a diverse effect on all wildlife from fungus.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collect materials from local reliable areas.</li> <li>▪ Check on potential species.</li> <li>▪ Do not bring any species that are known to have fungus on.</li> <li>▪ Regular evaluations of materials.</li> <li>▪ Limit the amount of off site materials collected.</li> </ul>
Collection of herbs	Medium	<ul style="list-style-type: none"> <li>▪ Pollination and the self-seeding/general development of forest areas are prevented by ecological corruption.</li> <li>▪ Disrupting habitats and food sources.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Limit the usage on site.</li> <li>▪ Encourage germination.</li> <li>▪ Plant extra herbs.</li> <li>▪ Monitor the growth of herbs.</li> </ul>
Bringing non-organic materials on to site	High	<ul style="list-style-type: none"> <li>▪ Introduction of foreign materials to the area.</li> <li>▪ Possible risk of a diverse effect on all wildlife from fungus.</li> <li>▪ Pollution.</li> <li>▪ Potential of injury to wildlife onsite.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not knowingly allow anything on site that could cause harm or damage in anyway.</li> <li>▪ Closely monitor the site.</li> </ul>

<p>Mini-beast hunt</p>		<ul style="list-style-type: none"> <li>▪ Habitat disruption.</li> <li>▪ Species potentially becoming extinct.</li> <li>▪ Negative effect on other wildlife.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create lots of habitats – deadwood, grasses, fallen trees, log piles.</li> <li>▪ Put mini-beasts back where they were found.</li> </ul>
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## Land Owner Agreement

As a school we have the land owner's permission to use the site as a how we see fit. The land is vast and in running a Forest School Program we will greatly improve the site, the pupil's life skills and further develop our own skills as Forest School Leaders.

## Summary of Scheduled work and 3 Year Plan

Within our school grounds we are continually trying to encourage new growth of plants, shrubs and trees, along with creating extra habitats for wildlife.

Our future plans for the school are:

- Willow arch walk-way
- Dead-wood fences
- Coppice low value trees
- Maintain mini-beast areas
- Maintain paths
- Import dead wood and stick onto site
- Establish a dedicated fire circle area
- Establish a collection of deadwoods

for shelter building

- Continually monitor all areas of the

school grounds



*Bug Hotel – Located outside Thornbridge's classroom*

We want to successfully establish a Forest School within our school curriculum and become a registered Forest School.

## Equality Policy

This Equality Policy for Bakewell Methodist Academy includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation; - advance equality of opportunity and
- foster good relations between groups.

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
- To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

It explains how we aim to listen to pupils, staff, parents and the community in achieving better outcomes for our children and young people.

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality.
- We value our fundamental similarities and universality
- Valuing difference and diversity.
- We appreciate the richness within our differences and look for ways of celebrating and understanding them better Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world.
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

Bakewell Methodist Academy seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

For further information about our equalities policy please visit our website at: <https://www.bakewell-jun.derbyshire.sch.uk/>

### Prevent Duty

PREVENT is part of a Government initiative to develop a robust counter terrorism programme – CONTEST. The UK faces a range of terrorist threats. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause.

The Prevent strategy seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, charities, the internet and health.

### **In order to fulfil our Prevent Duty, we undertake to do the following:**

- Actively promote Fundamental British Values, including mutual respect, tolerance and democratic participation, as part of our wider engagement with the public and young people;
- Respect pupil and staff diversity, encouraging freedom and openness
- Assess the risk of adults & young people in our activities being drawn into terrorism;
- Maintain robust safeguarding policies which consider the policies and procedures set out by Surrey Safeguarding Children Board and identify extremism/ radicalisation as issues to be reported promptly to the Designated Safeguarding Lead;
- Train staff so that they have the knowledge and confidence to identify young people and the public at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Conduct due diligence checks on groups/ individuals seeking to hire or use the premises and equipment
- Conduct due diligence checks on visitors to the Trust, particularly visiting speakers
- Conduct due diligence checks on contractors working on site
- Review our policies regularly

For further information please visit our website at: <https://www.bakewell-jun.derbyshire.sch.uk/>

## Health and Safety Policy

### Risk Assessments

Schol has risk assessment for the building and the site and for activities normally carried out. Forest School Leaders will pay attention to these. This Handbook contains information about the consideration of risk for specific Forest School Activities. For every Forest School session on our site, a session plan will be produced. This would detail if any risky activities, not already covered by the school's RA, are to take place. It will reference the page in this Handbook and it will note actions taken to minimise risk.

This policy statement supplements and complements the more detailed statement issued by the Derbyshire Children and Younger Adults (CAYA) Department issued on the Derbyshire Net for Learning (dnfl).

The school's Governing Body and Senior Management Team recognise and accept their responsibilities both under civil and criminal law and also under schemes of delegation for local management of schools. As responsible employers and/or persons in control of premises, the requirements to provide a safe and healthy working environment for all employees is acknowledged.

The school is committed to ensuring that risk assessments are undertaken, control measures implemented and systems of work are constantly monitored and reviewed.

In compliance with the Health and Safety at Work etc Act 1974, this school's Governing Body will ensure so far as is reasonably practicable that:

- The premises are maintained in a safe condition.
- Safe access to and egress from the premises is maintained.
- All plant and equipment is safe to use.
- Appropriate safe systems of work exist and are maintained.
- Sufficient information, instruction, training and supervision is available and provided.
- Arrangements exist for safe use, handling and storage of articles and substances at work.
- A healthy working environment is maintained including adequate welfare facilities.
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In addition to the above commitment, the Governing Body also recognises its obligation to non-employees. Where it is reasonably foreseeable that pupils, members of the public, contractors etc are or may be affected by the school activities being carried out on or within the school boundaries or otherwise, the Governor Body will make the necessary information, instruction, training and

supervision available to ensure the safety of those affected. As an education provider which must set standards by example for its pupils, this commitment is seen as especially important.

- Within financial restraints dictated by the County Council, the Governing Body will ensure through the Senior Management Team that adequate resources are set aside from the total budget allocation for the policy statement to be properly implemented.
- The Governing Body is committed to this policy and all staff are required to comply as a condition of employment. They are encouraged to assist in the Governing Body's commitment to the continuous improvement in our health and safety performance. For the policy to be effectively implemented the school must have the full co-operation of employees and others who use the premises.
- Employees are reminded of the own duties:
  - To take care of their own safety and that of others;
  - To co-operate with the Governing Body and the Senior Management Team so that they may carry out their own responsibilities successfully.

To comply with all relevant, codes of practice and standards as necessary, and point out any shortcomings in these to management.

Consultation with employees' representatives will be held as and when appropriate on all matters affecting the health and/or safety of employees concerned.

- A copy of this statement has been provided to every member of staff. Copies are also posted on the staff notice-boards. This policy statement and the accompanying organisation and arrangements will be revised as and when necessary.
- This policy statement together with the organisational structure and the following arrangements and procedures has been approved by the schools Governing Body.

For further information about our Health and Safety policy please visit our website at: <https://www.bakewell-jun.derbyshire.sch.uk/>

### Accident and Emergency

In the case of an accident or an emergency, we will follow the current school procedures. Carrying out any first aid if necessary. This will then be documented and kept in accordance with our retention policy. [Bakewell Methodist Academy School - Policies \(bakewell-jun.derbyshire.sch.uk\)](https://www.bakewell-jun.derbyshire.sch.uk/)

### Cooking including food hygiene

Our Forest School lessons frequently include snack time and cooking over a fire, with everything from bread sticks and marshmallows to a complete cooked meal. Staff will adhere to food hygiene controls in line with Food Standards Agency guidance and good practice. Including:

- When possible staff will acquire the Outdoor Food hygiene qualification.
- Food/ingredients will be stored at correct temperatures prior to the session and checked to ensure they are in-date and not subject to contamination by pests, mould etc.
- A cool box will be used to transport and store any ingredients requiring refrigeration prior to use at the Forest School site. Raw meat and fish should be stored cold separately from cooked meats, cereals, dairy products etc.
- All cooking utensils, crockery etc. will be checked to ensure they are clean before use.
- Preparation area set up ideally under tarpaulin to prevent physical contamination.
- Use separate chopping boards & utensils in preparing vegetables, seafood and meat.
- All hair will be tied back and loose clothing secured prior to cooking on a campfire.
- Food that is to be cooked must be kept cold until it is needed.
- Prior to eating of any food all participants will be required to wash their hands.
- All medical records will be checked to ensure there are no food allergies.
- Cooked food will not be re-heated.
- Waste food will be disposed of promptly and off-site to minimise the impact the group has on the site.

### COSHH Policy

#### Control of Substances Hazardous to Health (COSHH)

As a school, we have a duty under the Control of Substances Hazardous to Health Regulations 2002 to prevent employees and participants of our Forest School sessions from coming into contact with substances Hazardous to health. During our sessions NO substances hazardous to health will be used. Any substances or materials that will be used during our Forest School sessions are all within the Schools COSHH Policy and are kept away and out of reach of children.

If substances or materials need to be used staff will wear the correct PPE (Personal Protective Equipment) and follow the guidelines we have at school.

For further information about our COSHH policy please visit our website at:

<https://www.bakewell-jun.derbyshire.sch.uk/>

## Extreme Weather

There's no such thing as bad  
weather, only inappropriate clothing

— *Ranulph Fiennes* —

At our sessions, we make an effort to ensure that everyone is appropriately dressed to take advantage of the weather for a number of hours. Consider making additional arrangements for hot or cold refreshments, snacks, and suitable shelters.

Conditions can differ from one day to another and are influenced by children as well. The leader might think about switching up the activities and/or ending the session early if the participants are not having fun because of the weather. The safety of children comes first.

Unexpectedly high or low temperatures are examples of extreme weather, but high winds are the one that affects us the most because of the increased risk of falling branches or trees. Each session will be preceded by a check of the weather prediction.

### INDICATORS FOR UNSUITABLE CONDITIONS FOR WORKING WITH CHILDREN/ADULTS IN WOODLANDS.

(These are merely guidelines; as every situation will be different, choices must be taken in accordance with those circumstances to protect everyone's safety).

Beaufort Scale	Description and wind speeds (knots)	Land signs	Comments – these are guidelines only, each situation will be unique and decisions must be made accordingly to ensure the safety of all.
0 -3	Calm to gentle breeze (less than 1 – up to 10 knots/ 0 – 19 kph)	At B.S. 3 – Light flags extended. Leaves in constant gentle motion.	Ideal conditions
4	Moderate breeze (11 – 16 knots/ 20– 28 kph)	Most flags extend full, Small branches move. Dust and loose paper may be raised	Generally fine for FS sessions to continue
5	Fresh breeze (17 – 21 knots/ 29 –38 kph)	Small trees in leaf sway. Tops of all trees in noticeable motion. Crested wavelets form on inland waters	OK to continue provided site has been thoroughly checked for lodged branches and dead trees/branches but be prepared to move off site quickly if wind increases.
6	Strong breeze (22 – 27 knots/ 38 –49 kph)	Large branches in motion. Whistling heard in wires. Umbrellas used with difficulty	Cancel session or find alternative site to deliver session out of the woodlands. Move quickly off site if out in woodland already.
7	Near gale (28 – 33 knots/ 50 – 61 kph)	Whole trees in motion. Inconvenience felt when walking against wind.	Cancel Session

(Table from Cambridge Forest Schools Website)

In case of the weather being too severe that forest schools cannot go ahead outside, we will run an adapted session in the school hall.

### Fire Management

A safe, controlled, managed, and rewarding way to introduce fires is through forest school. It can be the highlight of a Forest School session, but the Forest Leader should only introduce it when they are certain that the children can follow the fire safety instructions.

The outdoor fire procedure includes knowing where a fire can and cannot be lit, getting permission from landowners, providing proper supervision, learning how to handle a small fire, extinguish it fully, and leave no trace.

Fires should only be seen as a pastime if they are actually being used for something, such as heating water for cooking or keeping warm.

Activities may include:

- Using a fire steel
- Small campfire
- Kelly kettles
- Charcoal making
- Small fire in a pot
- Large campfire for cooking activities

### Fire, tools and Cooking Risk Assessment

Significant Hazard/Risk	Level	Control/Action	Risk Benefit
Fire lighting and camp fire	High	A safety talk is given to the children and adults helping prior to each fire session. With strict fire circle rules. Children are asked to revisit the rules before a fire is lit. Clear fire circle boundaries are created and <i>children are only to entre the fire circle if they have been invited to</i> . Water is always available next to the fire and sticks are to be collected before the fire is lit. Gauntlet gloves are to be worn when dealing with the fire or any pots/pans/Kelly kettles. Only Level 3 Forest school leaders are to light fires with children.	The children will be developing an awareness and respect for working with fire. Working together and developing deeper peer relationships. Developing self-confidence. Children are learning to be aware of danger and risk taking as well as learning how to safely light and maintain a fire. Children will be gaining new experiences. Fire lighting can also support mathematical development of sorting and ordering sticks into size.
Cooking food	High	Any food cooked on the fires will be under close supervision of the forest school leaders and supporting adults. The adults will ensure the food is cooled before the children eat it.	Children learn about cooking and about being independent. A life skill. Cooking encourages creativity.
Using tools	High	Remind the children how to use each tool, to direct the sharp edges away from themselves. To wear	Children learn how to use different tools, for example, knives.

		<p>a helping hand glove when needed. To ensure they are 2 arm lengths away from anyone else before starting to use tools. (unless they are working together)</p>	<p>Learning how to start a fire with a fire steel. To know when it is safe to light a fire. To make objects using tools. Build self-confidence, instil independence and further develop team work and co-operation.</p>
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Choosing an appropriate site to light a fire:

The site needs to:

- Have the land owner’s permission.
- Be away from low canopy branches.
- On a level ground, away from any debris.
- The site checked for holes or tree roots that may cause a trip hazard.
- Ensure the soil isn’t peat.
- If the winds are strong, consider the direction before choosing a location.

Fire Safety Equipment

Before any activity involving fire takes place the following equipment has to be easily available and (not in the fire circle):

- Fire Blanket
- Bucket of water
- Heat resistant gloves
- Burns kit



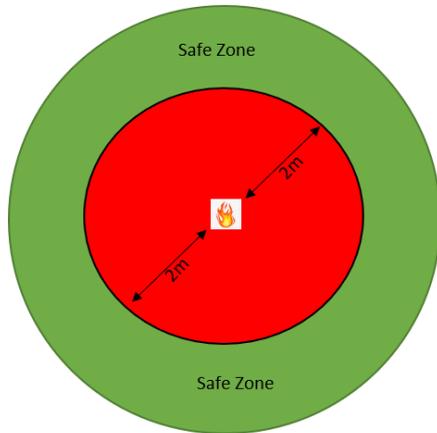
Fire triangle  
<https://www.cityfire.co.uk/news/understanding-the-fire-triangle/>

Introducing Fire Activities

It is a good idea to explain the fire triangle and the three or five "Ps" to the children. Permission, Purpose, Put it Out, and perhaps Patience and Persistence make up the "Ps."

## Fire Safety Circle

In addition to this a fire safety circle will be introduced and used at every session where fire is involved.



*Fire Safety Circle – Created by M. Hudson*

The fire circle must be at least 1.5m away from the edge of the fire and clearly marked out by a circle of sticks or logs. When the fire is in use, children are not permitted within the fire circle unless they have been invited by an adult.

Children will be taught how to change seats by standing, stepping backwards away from the fire and then around the outside of the circle before sitting down again.

They must never cross the inner area.

If a child is invited into the fire circle they will be shown how to have the correct fire stance, one knee up, one knee down, this is in order to move away from the fire quickly and safely if they need to. This stance will also prevent anyone from falling forwards into the fire.

## Fire preparation

Children will be encouraged to collect firewood. Hanging deadwood or sticks that are on the floor.

“If its snappy we are happy” or “If its bendy its unfriendly!” and to sort dry sticks (no longer than elbow to finger tips) into three piles outside the fire circle.

*Woods that are not suitable for burning will not be used.*

Fire should be constructed on layers of thick sticks and can be of any type depending on the Leader and the weather conditions. Vaseline and other natural fire aids can be used in wet conditions.

## Fire Safety Rules

- Fire should always be kept under adult supervision.
- Children are not allowed in the fire circle when the fire is in use unless they have been invited by an adult.
- Nothing may be thrown onto the fire by children.
- Children will receive advice on how to react appropriately to smoke, including how to turn to one side, place a hand across their face, close their eyes, and count to 30 (or ask an adult or peer to count for them).

### Fire Lighting

- Unless children are under the direct supervision of the Forest School Leader, only adults are allowed to start fires.
- Cotton wool and a fire steel are used to start fires.
- Flammable liquids must never be used to start or spread fires.
- Burning plastic is not permitted.
- Sticks/wood must be placed, not flung, from the side of the fire if children are adding fuel during sessions, and this must be done under adult supervision one-on-one. Never put your hand near a fire.

### Using the fire

- o Long hair, scarfs or any items of clothing that can dangle must be secured away.
- o When near the fire adopt the safe fire stance.
- o A limited number of children are to be inside the safety circle at a time.
- o Once an activity is over, children should leave the circle.

### Extinguishing the fire

- o All fires must be extinguished at the end of every session.
- o Water should always be to hand.
- o Whenever possible, fuels should be burnt down to ash.
- o At the end of the session, the fire must be doused down with water in a circular motion, outside to in, until all smoke and steam has ceased.
- o 'Feeling' for the heat should be used to ensure no heat is present, if so further douse with water.
- o All traces of the fire should be removed.

### Using a Fire Steel

Children will practice using fire steels to create sparks and light fires. They will be taught to do this in a safe and controlled way:

- o Practice striking a fire steel down and away from themselves and others
- o Practice striking onto a fluffed-up cotton ball
- o Once a flame has been established, that child is responsible for the mini fire until it has burnt out



*Cotton wool ball on fire.*

Storm (Kelly) Kettles

- o Unless children are directly supervised by the Forest School Leader, only adults should light the fire in the fire pan.
- o The storm kettle needs to be set up on a slab of paving stone or level, clean ground, with a clear safety circle for the children to sit behind.
- o With one-on-one supervision, children can feed the fire, but they must first have been instructed how to do so securely. (stick dropped into kettle from side; never put hand over top of kettle; stick held at end)
- o Kettle should be moved from the fire by an adult wearing gauntlet gloves. (Using the handles to lift it clear of the fire).
- o Fuel should burn itself out, but if it doesn't it must be extinguished with water.
- o **Storm kettles should never be boiled with the cork in.**



*Pouring of a Kelly kettle.*

First Aid



This is to certify that  
**Sarah Elizabeth Owens**  
 has successfully passed  
**ITC Level 3 Award in Outdoor First Aid**  
 Qualification Accreditation Number: 601/7616/7 Qualification Credit Value: 2

The learner has been awarded credit(s) for the following unit(s):

Unit Title	Code	Level	Credits
Outdoor Emergency Action	Y/507/7797	3	1
Outdoor Incident Management	D/507/7798	3	1

This certificate is valid for 3 years from the date of issue

**Centre Details:** Gritstone Adventure Activities  
**Venue:** Wildlife Discovery Room, Ashbourne

**Certificate Number:** WBS03U9Q  
**Date of issue:** 23/05/2023  
**Expires:** 23/05/2026

Signed:   
 Bernie Hartshorn  
 (ITC Awards Manager)

To check the validity of ITC certificates please visit [www.itcfirst.org.uk/certificates](http://www.itcfirst.org.uk/certificates)





This is to certify that  
**Megan Hudson**  
 has successfully passed  
**ITC Level 3 Award in Outdoor First Aid**  
 Qualification Accreditation Number: 601/7616/7 Qualification Credit Value: 2

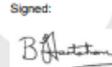
The learner has been awarded credit(s) for the following unit(s):

Unit Title	Code	Level	Credits
Outdoor Emergency Action	Y/507/7797	3	1
Outdoor Incident Management	D/507/7798	3	1

This certificate is valid for 3 years from the date of issue

**Centre Details:** Gritstone Adventure Activities  
**Venue:** Wildlife Discovery Room, Ashbourne

**Certificate Number:** WBLPZ09  
**Date of issue:** 23/05/2023  
**Expires:** 23/05/2026

Signed:   
 Bernie Hartshorn  
 (ITC Awards Manager)

To check the validity of ITC certificates please visit [www.itcfirst.org.uk/certificates](http://www.itcfirst.org.uk/certificates)




## Insurances

At Bakewell Methodist Academy, we are insured via Derbyshire County Council.

## Manual Handling

The aim of this policy is to establish procedures and offer training aimed at making sure that when performing jobs and operations that need manual handling, our personnel adopt an ergonomic approach in order to prevent damage.

Responsibilities of Employees:

- Follow appropriate systems of work laid down for their safety;
- Make proper use of equipment provided for their safety;
- Co-operate with their employer on health and safety matters;
- Inform employer if they identify hazardous handling activities;
- Take care to ensure that their activities do not put others at risk.

Common Tasks and Operations involving Manual Handling Operations include; lifting and moving indoor play equipment, lifting and moving outdoor play equipment, lifting and moving furniture, lifting and moving supplier's deliveries, lifting and moving stores equipment, maintenance tasks involving the upgrading of fixtures and fittings.

Wherever it is reasonably possible, lifting and moving objects should always be done with mechanical equipment rather than by hand. The tools employed should be suitable for the work at hand.

- The object that is being lifted or moved needs to be checked for any moist patches and sharp edges.
- The path that the load is to be raised over should be examined to make sure it is clear of obstacles.
- Workers shouldn't try to move or lift anything that is too heavy for them to manage comfortably.
- If there is a risk of stress, employees should request support.
- Employees should enter a squatting position while lifting something off the ground, keeping their backs straight. Straightening the knees rather than the back is the proper way to lift the weight.
- Staff members shouldn't try to access products on shelves that are out of their reach. utilise a ladder or stepping stool instead. Employees shouldn't utilise chairs or any other homemade equipment.

## Guidance for good handling techniques

Staff members must follow the following before beginning any task or operation that includes lifting or moving:

1. *Plan the lift.*
2. *Lifting technique.*
3. *Adopt a good posture.*
4. *Get a firm grip.*
5. *Keep close to the load.*

### Risk Management

Children's risk awareness and self-assurance in risk management are actively developed through participation in the forest school. Taking an adult around the site's perimeter to show them everything we need to be aware of is one of the first things children do in Forest School. They can think, observe, feel, and communicate their judgements of risk using all of their senses during this activity.

Children may therefore approach danger with their whole being and can consider it as a direct experience before selecting what course of action to follow, unlike risk, which is an abstract idea that adults are asking them to understand. This is a risk education strategy used throughout Forest School that is highly comprehensive. This risk management strategy is always being improved because Forest School is so heavily child-led. The adults are in a position to compassionately promote contemplation of the hazards, to facilitate opportunities for children to engage with and experience risk, while children initially stay close to them, tentatively investigating and seeking reassurance. Children are able to explore more independently and put risk management skills into practise as their self-assurance and risk management skills increase. Within certain boundaries Forest School encourages and facilitates such situations.

### Safe Use of Tools

Rules:

- No using a tool without permission and a safety briefing from a staff member
- Tools should be used whilst under supervision of a trained staff member
- After use, tools must be returned and counted
- Tools must be stored safely and well maintained
- Gloves must be tick and protective for hands

	Safe Use	PPE	Storage
Bow Saw	-Only remove guard when ready to use the saw. -Replace into guard once finished.	Glove on helping hand.	-Keep blade in guard when not in use.

	<ul style="list-style-type: none"> <li>-Check the correct blade is attached.</li> <li>-Kneeling position with legs out of the way of the blade and wood off the ground.</li> <li>-Saw with dominant hand.</li> <li>-Three started cuts.</li> </ul> <p>When not sawing, place on the ground, with the blade towards yourself to reduce risk to others.</p>	If sawing in a pair, both people need a helping hand glove.	<ul style="list-style-type: none"> <li>-Dry the blade before putting it away.</li> <li>-Check blade for rust regularly.</li> <li>-Replace blade when necessary.</li> </ul>
Pruning Saw	<ul style="list-style-type: none"> <li>-Keep blade folded until ready to use.</li> <li>-Ensure blade is locked before use.</li> <li>-Kneeling position with legs out of the way of the blade and wood off the ground.</li> <li>-Saw with dominant hand.</li> <li>-Three started cuts.</li> </ul> <p>When not sawing, place on the ground, with the blade towards yourself to reduce risk to others.</p>	Glove on helping hand.	<ul style="list-style-type: none"> <li>-Dry the blade before putting it away.</li> <li>-Check blade for rust regularly.</li> <li>-Replace blade when necessary.</li> <li>-Store with the blade folded away.</li> </ul>
Loppers	<ul style="list-style-type: none"> <li>-Carry loppers in closed position, tucked under the arm and hold the lower handle.</li> <li>-Do not cut anything thicker than 4mm in diameter.</li> <li>-Hold the handles when cutting.</li> <li>-When not cutting place the loppers flat on the floor with the blades closed.</li> </ul>	No glove on hand not in use holding secateurs, but glove on the hand holding the wood.	<ul style="list-style-type: none"> <li>-Dry the blade before putting it away.</li> <li>-Check blade for rust regularly.</li> <li>-Replace blades when necessary.</li> <li>-Store with the blade folded away.</li> </ul>
Secateurs	<ul style="list-style-type: none"> <li>-Keep the secateurs locked when closed.</li> <li>-Do not cut anything thicker than 2mm in diameter.</li> <li>-Keep fingers away from the blades.</li> </ul>	-Glove on helping hand.	<ul style="list-style-type: none"> <li>-Dry the blade before putting it away.</li> </ul>

			<ul style="list-style-type: none"> <li>-Check blade for rust regularly.</li> <li>-Replace blades when necessary.</li> <li>-Store with the blade folded away.</li> </ul>
Hand Axe	<ul style="list-style-type: none"> <li>-Only remove guard when ready to use the saw.</li> <li>-Replace into guard once finished.</li> <li>-Check the correct blade is attached.</li> <li>-Kneeling position with legs out of the way of the blade and wood off the ground.</li> <li>-Saw with dominant hand.</li> <li>-When not sawing, place on the ground, with the blade towards yourself to reduce risk to others.</li> </ul>	<ul style="list-style-type: none"> <li>-Glove on helping hand.</li> </ul>	<ul style="list-style-type: none"> <li>-Dry the blade before putting it away.</li> <li>-Check blade for rust regularly.</li> <li>-Replace blades when necessary.</li> </ul>
Billhook and Mallet	<ul style="list-style-type: none"> <li>-Keep blade guard on until ready to use</li> <li>-Wood being cut must be on a solid billhook surface that will stop the blade if missed</li> <li>-Stand with legs and body out of the path of the blade</li> <li>-Hold billhook vertically and strike with mallet</li> <li>-Can work in pair: one person holds billhook steady while other person uses mallet – before</li> </ul>	<ul style="list-style-type: none"> <li>-Glove on helping hand.</li> </ul>	<ul style="list-style-type: none"> <li>-Dry the blade before putting it away.</li> <li>-Check blade for rust regularly.</li> <li>-Replace blades when necessary.</li> </ul>

	every strike, verbally confirm both people ready		
Knives	<ul style="list-style-type: none"> <li>-Only remove guard when ready to use the saw.</li> <li>-Replace into guard once finished.</li> <li>-Check the correct blade is attached.</li> <li>-Kneeling position with legs out of the way of the blade and wood off the ground.</li> <li>-Saw with dominant hand.</li> <li>-When not sawing, place on the ground, with the blade towards yourself to reduce risk to others.</li> </ul>	-Glove on helping hand.	<ul style="list-style-type: none"> <li>-Dry the blade before putting it away.</li> <li>-Check blade for rust regularly.</li> <li>-Replace blades when necessary.</li> </ul>
Drills and Drill Bits	<ul style="list-style-type: none"> <li>-Drill bits are sharp, take care</li> <li>-Place wood in a stable place before drilling</li> <li>-Work in a pair</li> <li>-Check both people are ready before starting</li> <li>-Press firmly down on top of the drill and turn the handle, reverse to remove drill bit</li> </ul>	-Glove on helping hand.	<ul style="list-style-type: none"> <li>-Dry the bit before putting it away.</li> <li>-Check bit for rust regularly.</li> <li>-Replace drill bits when necessary.</li> </ul>

### Transport and Toileting

At Bakewell Methodist Academy, we are going to provide Forest Schools on site, therefore we do not need any transport and the children and staff will have access to all the school facilities.

### Clothing and PPE

Forest School Situation	Personal Protective Equipment
Winter	<ul style="list-style-type: none"> <li>▪ All winter school uniform</li> <li>▪ Extra jumper or fleece</li> <li>▪ Raincoat</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Waterproof trousers</li> <li>▪ Wellington boots or walking boots</li> <li>▪ Gloves</li> <li>▪ Hat</li> <li>▪ Scarf</li> </ul>
Summer	<ul style="list-style-type: none"> <li>▪ All summer school uniform</li> <li>▪ Arms and legs must be cover whilst in the forest.</li> <li>▪ Sturdy shoes</li> <li>▪ Sun hat</li> </ul>
Fire Lighting	<ul style="list-style-type: none"> <li>• Non-flammable/fire resistant clothing.</li> <li>• Sturdy footwear</li> </ul>
Using tools	<ul style="list-style-type: none"> <li>• Long trousers to protect legs</li> <li>• Long sleeves to protect arms</li> <li>• Helping hand glove</li> </ul>

### Safeguarding and Confidentiality

This child protection/safeguarding policy outlines how Bakewell Methodist Academy will safeguard and promote children's welfare to keep our learners safe from abuse, neglect, and exploitation.

The policy applies to all adults, including volunteers, governors/trustees, supply staff and contractors working in or on behalf of the setting.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- Taking action to enable all children to achieve the best outcomes

Children includes everyone under the age of 18.

We help to keep children safe by:

- Providing safe environments, with secure access, where children can learn and develop
- Acting in the best interests of children to protect them online and offline, including when they are receiving remote education
- Identifying children who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by other children), grooming or exploitation
- Taking timely and appropriate safeguarding action for children who need extra help or who may be suffering, or likely to suffer, harm. This includes, if required, referring in a timely way to those who have the expertise to help
- Using safe recruitment processes and managing allegations that may meet the harm threshold and allegations/concerns that do not meet the harm threshold, referred to as low-level concerns

We will ensure that parents/carers and our partner agencies are aware of our child protection/ safeguarding policy by ensuring that it is on the school website. There is a child-friendly policy which has been shared with parents and children.

The school website will also have information about how parents/children/other agencies can contact the designated safeguarding lead and their deputies and include their availability during out of school hours and school holidays.

Safeguarding and child protection policy statement:

Bakewell Methodist Academy operates a whole school approach and ethos to safeguarding and protecting children. Where safeguarding is concerned, we maintain an attitude of *“it could happen here”*. We recognise that everyone in the school has a role to play to keep children safe; this includes identifying concerns, sharing information, and taking prompt action. Safeguarding and child protection is incorporated in all relevant aspects of processes and policy development. All systems, processes and policies operate with the best interests of a child at their centre.

We ensure that all children are safeguarded while on or off school premises and are proactive about anticipating and managing risks that children face in the wider community and online. To support this the school assesses the risks and issues in the wider community when considering the well-being and safety of its learners. Due to the context of our school, our children may be at greater risk of domestic abuse, drug-related abuse and radicalisation.

To protect our learners, we have a Prevent action plan/risk assessment and are part of the Stopping Domestic Abuse Together (SDAT) initiative.

The school recognises we have an important role to play in multi-agency safeguarding arrangements and contributes to multi-agency working as set out in [Working Together to Safeguard Children](#) (2018). As a relevant agency, the school understands its role within local safeguarding arrangements and operates in accordance with the [Derby and Derbyshire Safeguarding Children multi-agency procedures](#), including the local criteria for action (known as the [Threshold document](#)) and local protocols for assessment in [Derby and Derbyshire](#) (*note: this is currently under review*). The school is also aware of and implements any local learning where appropriate, such as those as outlined in DDSCP Briefing note: safeguarding school age children and learning from case reviews and other DDSCP briefing notes located in the multi-agency safeguarding children procedures document library. We work with other agencies to support vulnerable children including the School Health Team, a domestic abuse charity, Lady Manners Changing Lives Team, our Methodist Church and Social Care.

The school understands that strong processes, good inter-agency coordination, and a team that is capable of handling child protection problems are necessary for effective child protection work. Our Safeguarding Policy is fully described and available at

<https://www.bakewell-jun.derbyshire.sch.uk/page/?title=Policies&pid=64>

Our Designated Safeguarding Lead is: Mrs Sarah Owens, the deputy Safeguarding Leads are: Mrs Catherine Donovan and Miss Leanne Holmes.

### Anti-bullying

Bullying happens in all schools from time to time. It also occurs out of school. Wherever children come together, there is a potential for bullying. Bullying can cause misery, pain, underachievement and truancy, affecting relationships at home as well as at school. At Bakewell Methodist Academy, we believe that every pupil has the right to enjoy their time here free from intimidation. Our school will not tolerate any form of bullying.

The new Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5<sup>th</sup> April 2011. It replaces the three previous public sector equality duties for race, disability and gender and also covers age, disability gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

- Foster good relations between people who share a protected characteristic and people who do not share it.

School are now required to comply with the new Equality Duty.

Bullying is:

- considered a safeguarding issue
- a deliberate act carried out to cause distress, solely in order to give a feeling of power, status or other gratification to the bully
- repeated over a period of time
- systematically aimed at one child or a group of children

It is accepted it is difficult for those being bullied to defend themselves.

Forest School sessions will take place as part of the school day and as such any incidents of bullying will be referred to appropriate teacher and dealt with accordingly in line with school policy which can be accessed at:

<https://www.bakewell-jun.derbyshire.sch.uk/page/?title=Policies&pid=64>

### Child and Vulnerable Adults Protection

Bakewell Methodist Academy, Forest Schools is committed to safeguarding and promoting the welfare of all children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

All staff working with children are trained to the appropriate level in safeguarding and training is repeated at the set intervals to ensure that new staff are fully aware of their safeguarding responsibilities.

If we have a concern about the wellbeing of a child or vulnerable adult attending Bakewell Methodist Academy, Forest School we will be speaking to the parents or carers about our concerns.

Information sharing is vital to improve outcomes for children and vulnerable people, protect their rights, deliver better and more efficient services and is sometimes essential to keep people safe.

We will follow the school policy. For more information please visit our website at:

<https://www.bakewell-jun.derbyshire.sch.uk/page/?title=Policies&pid=64>

### Data Protection and Personal Data Handling

We treat any personal information (which means data from which you can be identified, including your name, address, e-mail address, etc.) that you provide us, or that we obtain from you, in accordance with the provisions of the Data Protection Act. Under this Act, we have a legal duty to protect any information

we collect from you. Any amendments to this policy will continue to be in accordance with the provisions of the Data Protection Act 2018 (DPA 2018)

We will follow the school policy. For more information please visit our website at: <https://www.bakewell-jun.derbyshire.sch.uk/page/?title=Policies&pid=64>

**DBS**

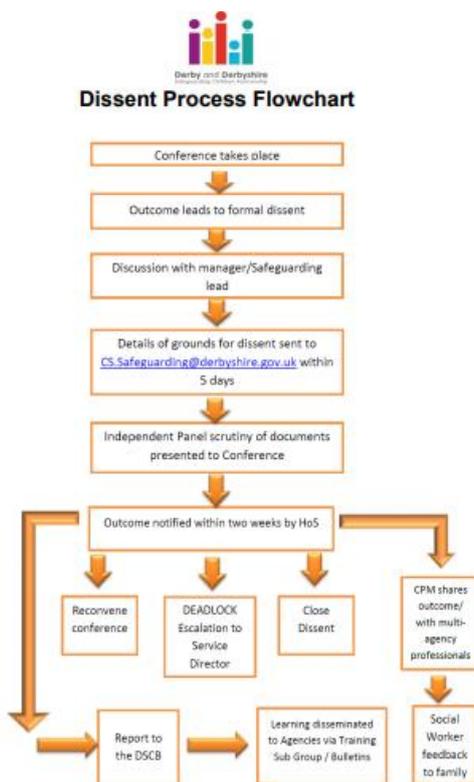
All members of staff and volunteers will be subject to an enhanced Criminal Records Bureau (CRB) check. Disclosure and Barring Service is referred to as DBS. This is the government agency that conducts DBS checks. The Criminal Records Bureau (CRB) used to conduct them. Therefore, you might still hear or see them referred to as "CRB checks." These checks will be made prior to starting.

We will follow the school policy. For more information please visit our website at: <https://www.bakewell-jun.derbyshire.sch.uk/page/?title=Policies&pid=64>

**Disclosure**

If we have a concern or have had something disclosed to us about the wellbeing of a child or vulnerable adult attending Bakewell Methodist Academy, Forest School we will be speaking to the parents or carers about our concerns and following the relevant steps after a disclosure has been made.

Our Designated Safeguarding Lead is: Mrs Sarah Owens, the deputy Safeguarding Leads are: Mrs Catherine Donovan and Miss Leanne Holmes.



We will follow the school policy. For more information please visit our website at:  
<https://www.bakewell-jun.derbyshire.sch.uk/page/?title=Policies&pid=64>

### Lost or Missing Child

At Bakewell Methodist Academy, we are always alert to the possibility that children can go missing during the school day. To minimise the risk of this happening staff will carry out periodic head counts, particularly when transporting children between locations.

If a child cannot be located, the following steps will be taken:

- All staff including Head Teacher will be informed that the child is missing.
- Staff will conduct a thorough search of the premises and surrounding area.
- After 10 minutes the police will be informed. The manager or Head Teacher will then contact the child's parents or carers.
- Staff will continue to search for child whilst waiting for the police and parents to arrive.
- We will maintain as normal a routine as possible for the rest of the children at the Club.
- The manager will liaise with the police and the child's parent or carer.

The incident will be recorded in the **Incident Log**. A review will be conducted regarding this and any other related incidents along with relevant policies and procedures. We will identify and implement any changes as necessary.

If the police or Social Care were involved in the incident, we will also inform Ofsted.

We will follow the school policy. For more information please visit our website at:  
<https://www.bakewell-jun.derbyshire.sch.uk/page/?title=Policies&pid=64>

### Social Media

We will follow the school policy. In this case we do not use any form of social media.

For more information please visit our website at:  
<https://www.bakewell-jun.derbyshire.sch.uk/page/?title=Policies&pid=64>

## Staff Ratios, Roles and Responsibilities

### Forest School Leader Responsibilities:

- o Making sure that all children and adults on the property are safe at all times, including completing risk assessments for all planned activities and dynamic risk assessments on the day. Making sure that other adults are aware of and understand their responsibilities.
- o To have a current First Aid certification and the necessary insurance coverage.
- o To provide all staff with an updated and complete handbook; • To regularly review the handbook and its policies to ensure they are pertinent and up to date.
- o To consider the individual needs and abilities of the participants when planning sessions in order to make the activities as appropriate as possible.
- o To ensure effective communication with staff regarding the handbook's policies.

### Supporting Staff Members Responsibilities:

- o To share responsibility for discipline during Forest School sessions
- o To have read the Handbook and be familiar with the emergency procedures
- o To ensure that the children are adequately dressed for the weather
- o To ensure that required medication (e.g. EpiPen/inhalers) and is available at every session and assist with any first aid incidents
- o Accompany any children wanting to go the toilet

### Children's Responsibilities:

- o To take personal responsibility for their own safety as well as the safety of others
- o To listen to and follow safety information given to them
- o To bring appropriate clothing and footwear to Forest School session

### Visitors Responsibilities:

- o Be familiar with and adhere to the Visitors Protocol and policies outlined in this Handbook and follow the school rules

### Staff Ratios:

Following FSA guidelines, we will be working towards having a maximum ratio of 8 children to 1 supporting adult, where no high-risk activities are taking place i.e. fire/tools or have no children with Special Educational Needs (SEN). We will strive to always have 2 staff members at every Forest School session.

## Visitor Protocol

All visitors will be required to show a form of identification to prove who they are, have a valid reason for being at the school and sign in and out of the visitors log book. Once signed in, a visitor must wear a badge which can identify that they are not a staff member.

We will follow the school policy. For more information please visit our website at: <https://www.bakewell-jun.derbyshire.sch.uk/page/?title=Policies&pid=64>



*Bakewell Methodist Academy -Hard playground and benches.*