

Name of Policy: Outdoor Learning Policy and Procedures	Version/Last Review Date: Oct 18 (V3)
Statutory documents linked to policy:	Previous review date: April 2013 (V1) Nov 15 (V2)
Other Policies linked to this policy: Educational Visits Safeguarding Children Behaviour and Discipline Volunteers Parent Partnership (There are a number of Forest School policies which are summarised in this policy) Mini Bus/Bus Risk Assessment	Next Review Date: Oct 2021 (V4)
Governor Committee Responsible	Curriculum & Research

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self- belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

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WNA acknowledges the support and training from Richard Wood in producing this document

Section One

An Introduction to Outdoor Learning at WNA

Ethos

Outdoor Learning is an inspirational process which allows children and adults to learn together, to risk assess, to achieve, to develop confidence, communication skills and physical dexterity through practical learning in a woodland environment.

We believe that opportunities to develop outdoor skills enables children of all ages, abilities and interests to find special places and things to do in the woods. Opportunities are created to enable all children to experience success and develop new and better ways to communicate and express their feelings. This particularly benefits children with low self-esteem.

There are clear health benefits to engaging in physical activity and it is hoped that developing health habits will be continued into adulthood to counter obesity, heart disease and osteoporosis in later life.

Case studies from other settings has shown Forest Schools to be engaging, opinion changing and challenging. It raises expectations and develops insights into individual learning styles and schemas. It is personally and socially uplifting and lays the foundations for other learning. Unlike other forms of outdoor learning which generally concentrate on team-building or competitiveness, the Forest School ethos embraces an entirely different approach through the nurturing, support and development of the self-esteem of every participant.

Children who find indoor schooling difficult can excel in an outside setting. Outdoor learning activities can also help develop opportunities for family based activity and so develop communication, relationships and learning in an informal and practical setting.

At WNA we aim to provide regular opportunities for all children to engage in outdoor activities (2 days each week for the youngest children). Carefully planned activities, child initiated learning and observations are linked to learning in school and home.

Section Two

Thornley Woods

Rowlands Gill

Tyne and Wear

NE39 1AU

Tel: +44 01207 545212

<mailto:countryside@gateshead.gov.uk>

<http://www.whickham.mobi/desktop/explore/derwent-walk/Derwent.pdf>

OS Map 307 Grid Reference – (17,50)

This section is incorporated as WNA uses Thornley Woods for Forest Schools activities within Outdoor Learning. A variety of places are used to supplement this experience including Tynemouth Longsands.

Thornley woods

Thornley Woods is situated in the Dewent Walk Country Park and the area we will use is owned by Gateshead Council (Between Rowlands Gill and Consett the Derwent Walk is owned by Durham County Council.)

The visitor centre and car park at Thornley Woods is on the A694 near Rowlands Gill. Toilets, eating and changing facilities and parking is available here for the school. Wet weather protective clothing, tools and a copy of the Emergency Plan is stored here.



The Derwent Walk Country Park is a mixture of woodlands, meadows, wetlands, riverside and reclaimed industrial sites all linked by the Derwent Walk. The Derwent Walk is the track-bed of the old Derwent Valley

Railway. It is 11 miles (18 km) long and follows the Derwent Valley between Swalwell in the north and Consett in the south.



Wildlife

The ancient woodlands of the Derwent Valley hold a wide variety of wildlife and birds including green and great spotted woodpecker, nuthatch and sparrow hawk and the occasional glimpse of animals such as, fox, badger and roe deer. The flowers found in the hay meadows support butterflies like the common blue and meadow brown. The Derwent Walk is home to blackcap and whitethroat, heard singing in summer, and bullfinches and flocks of siskins seen feeding in the winter. The River Derwent supports a wide range of wildlife including kingfisher, dipper and otter.

Northern Kites Project

Between 2004 and 2006 ninety four red kites were released into the lower Derwent Valley as part of the Northern Kites Project. Kites began to breed in the north east in 2006 after an absence of 170 years. The Northern Kites Project was managed by English Nature and the RSPB in partnership with Gateshead Council, the National Trust, Northumbrian Water and the Forestry Commission with additional funding from the Heritage Lottery Fund and the SITA Environmental Trust.

Vegetation

Broadleaf woodland and some conifers. Floor of the forest springtime wood anemones and celandines, meadowlands with wild flowers and grasses

Observation (Bird) Hides

Thornley Wood - overlooks a bird feeding station.

Far Pasture Ponds and Shibdon Pond - overlook wetland areas.

All hides are kept locked and keys are available for purchase from the Thornley Woodlands Centre. Use of hides by children needs to be supervised by adults and children need to be reminded to be quiet and respectful to others who are using the area.

History of the Derwent Walk

Hollinside Manor

Hollinside Manor is a 13th century manor house situated east of the Nine Arches Viaduct. From the Manor there are commanding views of the Country Park and surrounding countryside. It was the home of the Harding family for two centuries during which time the manor became known as the 'Giant's Castle' since the men folk were very tall. The estate passed on to George Bowes of Gibside in 1730 for the sum of £10,000. Today the Manor is an Ancient Monument.

Derwenthaugh Park

Until 1986 Derwenthaugh Park was the site of the Derwenthaugh Coke Works. Opened in 1928 it took coal from the Chopwell colliery and the resulting coke was shipped from the staithes on the River Tyne at Derwenthaugh. In the 18th and 19th centuries Crowley's Ironworks dominated the site. These were the largest ironworks in Europe at the time. The workers lived in old Winlaton Mill which was situated along the lane beside the Golden Lion Inn. The village was demolished and re-built on its present site in 1937.

Axwell Hall

The Hall was built in 1758 by James Paine for Sir Thomas Clavering, an eminent politician who represented County Durham in four Parliaments.

High Forge and Swalwell Visitor Centre

The Swalwell Visitor Centre is built on the site of an old iron/steel forge which was powered by water from the River Derwent. The power for the mill came from a race, which drew water from the weir at Dam Head. The weir, known as 'The Lady's Steps', was a popular picnic spot in Victorian times. Part of the mill race can still be seen in Swalwell Village, but most of it has been covered over.

Clockburn Lonnen

Clockburn Lonnen was once the main highway from the north to Durham. It crossed the River Tyne at Newburn then passed to Winlaton via Blaydon Burn and from there to old Winlaton Mill, crossing the Derwent and following Clockburn Lonnen to Durham. Cromwell's army of 16,000 men passed this way on the 15th July 1650 on their way to the Battle of Dunbar.

Derwent Valley Railway

The Derwent Valley Railway was opened in 1867 after three years hard building work. Four viaducts were constructed and a deep, 800 metres long cutting was dug near Rowlands Gill. Stations were built at Shotley Bridge, Ebchester, High Westwood, Lintz Green, Rowlands Gill and Swalwell. At its peak the railway was carrying over half a million passengers a year with regular goods traffic of timber, bricks and coal to Newcastle and iron ore to Consett. As road traffic became more efficient the service declined until the line finally closed in 1962. The railway is commemorated in the Geordie folk song about an ill-fated train journey from Rowlands Gill, 'Wor Nanny's aMazer'.

Section Three

Environmental Impact

Each activity carried out in the outdoors will have an immediate impact on the environment; some positive and some not so. We aim to keep this impact to a minimum, although with at least two days in the wood each week this issue will need to be managed carefully.

Site Management

There are several identified 'camp' areas at Thornley Woods which will be used on a rotational basis so that impact to the area is minimised. The following additional safeguards have been put in place:

- Children will use laid paths and steps where possible to reduce erosion.
- Activities which require low levels of supervision will be completed in a wider environment to reduce impact.
- The Outdoor Learning Teachers (OLT) will complete regular inspections of the site for signs of impact and evaluate actions.
- Where necessary the OLT will maintain and repair sites and footpaths. The OLT will remain in good contact with the Rangers and Gateshead Council.
- Fires will be contained within the fire area and a Kelly Kettle will be used to boil water, this uses less fuel and will reduce the impact of smoke on nesting birds in the canopy.
- Children will not pick anything that is growing.

Conservation

One of the principles of Outdoor Learning is to promote environmental awareness and encourage sustainability. The children are taught respect and responsibility for the world around them and to be aware of the conservation issues in the woodland around them.

Reducing Waste and Recycling

Outdoor Learning activities (like other activities at WNA) will reflect best environmental practice in order to control and reduce our direct impacts on the environment. Children will be taught the importance of recycling and reducing waste and be encouraged to care for the environment for others.

Recycling bins will be available during outdoor learning activities which will be removed from site at the end of each session. We will try to minimise the amount of food waste we have on site and will compost any fruit waste. (on site?)

Where possible recycled, reclaimed or natural and sustainable resources will be used in our woodland setting.

Section Four

Forest Trained Staff

Outdoor Learning Teachers



Susan Percy (headteacher)

Level 3 BTEC Advanced Award in Forest School

Level 2 BTEC Award in Beach Schools

First Aid in the Outdoors (2 days training)

Other Staff

All other staff in school have all been trained in Forest and Beach Schools, ensuring the correct and safe use of equipment, first aid and learning and teaching in outdoor learning sessions.

Y1 teacher, Level 2 BETC Forest Schools Training

Y1 teaching Assistant, Level 3 BETC Forest Schools Training and Level 2 BETC Beach Schools

Y2 Teacher, Level 2 BETC Beach Schools

Early years teaching assistant, Level 2 BETC Beach Schools

Volunteers

Forest Schools would not be able to exist without the time, skills and commitment of volunteers in the community who help to supervise and support learning in our woodland setting. All volunteers are CRB checked and have had training in Outdoor Learning. A list of volunteers is kept on our single central register. Level 1 BETC Forest Schools Training is available for volunteers as well as staff.

Section Five

Policies

At WNA our policies are designed to reflect all aspects of our community and this includes our work in Outdoor Learning. All policies are stored in the school office and should be read and understood before embarking on

any element of outdoor learning. This document should be read in conjunction with all policies but especially the Educational Visits Policy and Emergency Plan. Principals for key policies are listed as a summary here:

Behaviour Policy

- In outdoor learning we believe that all members of a group excel when they know how they are expected to behave and when they are free to develop their play and learning without fear of being hurt or unfairly restricted by anyone else.
- We are committed to establishing a learning environment in which group members develop self-discipline and self-esteem as they take increasing responsibility for themselves and their actions, and as they consider the well-being of others.
- We actively promote positive behaviour, where children treat each other with care and respect.
- Outdoor learning activities encourages positive behaviour by focusing on activities that require sharing, negotiation and co-operation. We encourage responsibility in caring for others and for the environment.
- Outdoor learning activities require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care, good manners and courtesy. We increase children's self-esteem by enabling them to be successful.
- We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for their ages and stages of development — for example distraction, praise and reward.
- In outdoor learning we praise and reward good behaviour such as kindness and willingness to share.
- We take positive steps to avoid situations in which children receive adult attention only in return for undesirable behaviour.
- When children behave in unacceptable ways, we help them to see how to cope more appropriately, bearing in mind their ages and stages of development — for example by distraction or discussion. School behaviour strategies are used in outdoor learning including warning and a period of "time out" with an adult. We do not use techniques intended to single out and humiliate individual children. We do not shout or raise our voices in a threatening way to respond to children's behaviour. It will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Recurring problems are tackled in partnership with the child's parents

Confidentiality Policy

- We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children.
- Parents have ready access to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Personal information about children is kept securely
- Parents' permission will be sought before photographs are taken of children, either as individuals or in groups. Permission will be given in the registration form. Where a child study needs to be completed as part of staff training, the student will be obtain written permission from the parent before the study commences.
- All the undertakings above are subject to the paramount commitment of outdoor learning, which is to the safety and well-being of the child. Please see also Child Protection Policy.

Equal Opportunities

Our school aims and ethos support the idea of quality and opportunity for all. **No member of the school community will be discriminated against or excluded from activities on any basis.** Our principles are:

- Every child, parent, staff member and volunteer will endeavour to eliminate discrimination by personally contributing towards a happy and caring environment by showing respect for and appreciation of each other as individuals.
- We acknowledge the complexities of British society and wish to prepare children for life in society therefore we encourage involvement of the wider community in developing equal opportunities education.

Parental Involvement Policy

- We recognise parents as their children's first and most important educators and so we will inform all parents about Forest School sessions and outcomes.
- Any parents wishing to participate in outdoor learning activities will be made to feel welcome. Their contributions are vital, in whatever form these may take.

Safeguarding Policy

- We work within Child Protection Policy guidelines at all times.

- Volunteers for outdoor learning activities, like any other volunteers, are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Volunteers are informed of the need to carry out checks before posts can be confirmed. Volunteers do not work unsupervised.
- We to ensure that that no unauthorised person has unsupervised access to the children.
- While delivering outdoor learning we will always adhere to WNA schools child protection policy.

Special Educational Needs (SEN) Policy

- Outdoor learning aims to provide a welcome and appropriate learning opportunity for all children
- Outdoor learning provides an environment in which all children are supported to reach their full potential.
- We welcome children with special needs; changes and adaptations will be made to the programme of activities to meet children's individual needs.
- If the child has a one-to-one worker it is expected that they would accompany the child. They would not be counted within staffing ratios.
- We recognise the developmental needs of a wide range of SLD children including gifted children and endeavour to meet them within the Forest School programme
- We work in partnership with parents, the education establishment and other agencies in meeting individual children's needs.
- We aim to have regard to the DFES Code of Practice for Special Educational Needs and also the provisions of the Disability Discrimination Act 1995 (as amended by the Special Educational Needs Act of 2001)

Staff and Volunteers Policy

- Because of the nature of outdoor learning, it is important to maintain a high staffing ratio to ensure that children have sufficient individual attention and to guarantee care and education of a high quality.
- All volunteers and students assisting with outdoor learning will be supervised at all times and will not have unsupervised access to children.
- We use the following minimum ratios of adult to child: children aged four/five years of age: 1 adult: 6 children. Throughout school we aim for the ratio to be 1 adult to 8 children.
- All members of staff and volunteers carry a mobile phone number and these are recorded in a central register.

Health and Safety Policy

- We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive. Risk assessments will be created and evaluated with an understanding by all that risk is dynamic and so risk assessments should be dynamic too.
- A register of all children and adults (with emergency details) will be taken to the wood. A summary Emergency Procedure is listed in this booklet and the full Emergency Plan is kept in the coach and visitor centre. A car, driven by the OLT is kept on site in case of emergency.
- A first aid kit is kept for the treatment of minor injuries by qualified staff, this is supplemented by a burns first aid kit when using fires. A record of all incidents is kept.
- Our first aid kit: complies with the Health and Safety (First Aid) Regulations 1981; is regularly checked by a designated member of staff and re-stocked as necessary; a list of first aid equipment for 30 children and 4 adults is in this document. A mobile telephone will be carried.
- All staff hold current first aid training. Any injury requiring General Practitioner or hospital treatment to a child, parent, volunteer or visitor is logged and reported to the headteacher and governors.
- Staff understand the first aid procedures for HIV and AIDS, the disposal of sanitary waste, and uphold hygiene regulations accordingly. Protective equipment will be used by staff when dealing with spills of bodily fluids.
- Site and equipment are regularly checked for damage or hazards and are dealt with accordingly and immediately.
- Any incidents or 'near misses' are recorded in the Emergency Procedures Record (Section Six)
- Basic hygiene will be taught to children, hand washing, covering mouths when sneezing/coughing, using paper towels, disposing of tissues etc.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Only staff will have unsupervised access to the children, including helping them with toileting.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded. Children are taught to handle and store tools safely.
- All materials — including paint and glue — are non-toxic.
- Physical play is constantly supervised.
- We abide by the Health & Safety at Work Act.

Insurance is covered through Hiscock

Toileting Policy

- Children will be encouraged to go to the toilet before leaving school.
- A toilet is provided on the coach for emergency use only, children are aware of this.
- At Thornley Woods children will use the toilets within the visitors centre. Children will be encouraged to go to the toilet in small groups and will be supervised by a member of staff.
- Hand washing facilities, including anti-bacterial gel will be available on site

Lost Child Procedures

- In the event a child becoming lost while at outdoor learning, procedures will be followed which ensure that a systematic approach to find the child is taken and consideration is given to the levels of risk to the child.
- In the event that a child is lost, we will ensure a search is made for the child as soon as possible, parents will be notified at the appropriate stage, and a high level of care will be maintained to other children while procedures are followed.
- A quick search of surrounding areas will take place. While the initial search is made, the OLT will make enquiries of all adults to establish the last sighting and time, clothes that the child was wearing, and the mental state of the child (happy, upset etc.)
- The OLT will then telephone the police and report the situation and follow their advice. The parent or carer will be contacted. Telephone lines should remain as free as possible so that messages are not delayed.
- The activities for the remaining children will continue as normal and staff not involved in the search will give the children proper attention. Any incidents are recorded in the Emergency Procedures Record (Appendix Six) Please also see Emergency Plan.

Crossing Roads Policy

Roads are often crossed as part of outdoor learning activities. The A694 separates Thornley Woods from the visitor centre and car park. This road has a small island in the middle but will need to be crossed in one section as follows:

- Staff will give a safety reminder before leaving the coach and children will ensure they have their high-vis vest/jacket on.

- One adult will stand in a safe place and children will be told to go to wait near that member of staff by the person at the front of the coach. One member of staff will be last to leave the coach to check all children and resources have been accounted for.
- Children will be counted and reminded of safe procedures for crossing the car park and road.
- On approaching the road the adult at the front will stop the children and ensure they are all paying attention and ready to cross.
- When it is safe to cross two adults at the front of the line will stand in the road, stopping the traffic, whilst the children are supervised crossing the road.

Food and Drink Policy

- Outdoor learning activities use lots of energy, therefore snack and meal times as an important part of the session/day.
- Eating represents a social time for children and adults and helps children to learn about healthy eating.
- When a child starts school we find out from parents their children's dietary needs, including any allergies. This list is taken on all Forest School activity sessions.
- Fresh drinking water is constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the session/day.
- Hands will be washed before food or snacks are consumed.
- All staff and volunteers are fully informed about individual children's dietary needs. Children receive only food and drink which is consistent with their dietary needs and their parents' wishes.
- We aim to provide nutritious food, which meets the children's individual dietary needs. We will provide hot chocolate during the day (especially during winter months) and hot soup at lunch time.
- Children will be taught reasons why berries or fruit **may not be eaten during Forest Schools** activities. They will be reassured that fruit from woodland can be safe to eat, but can equally be dangerous and adult supervision is required to ensure correct berries are eaten.

Equipment and Resources Policy

- We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interests and aptitudes.
- We provide a sufficient quantity of equipment and resources for the number of children.
- We provide equipment and resources which promote continuity and progression and provide sufficient challenge to meet the needs and interests of all children.

- We plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.
- We teach children how to use equipment safely, risk assess their use and supervise children when using tools.
- We provide natural and recycled materials which are in good condition and safe for the children to use.
- We check all resources and equipment regularly and repair and clean, or replace any unsafe, worn out, dirty or damaged equipment (an inventory is used to: record the dates and results of checking the resources and equipment.)
- We ensure that a working mobile phone is accessible to all adults.

Tools Policy

Whilst using hand tools the staff to child ratio is increased and safety rules are followed (these are attached to each tool):

- Staff to child ration of 1:2 for bow saws, bill hooks and knives.
- Staff to child ratio of 1:4 for potato peelers.
- Tools to be kept in Tool Bag and only one type of tool to be removed at any time. Tools to be counted in and out.
- Tools must be used safely and following instruction ('Tool Talk').
- Staff, volunteers and children should be given a Tool Talk before using any tools. They should be informed of potential risks, hazards and working methods to minimise these.
- Appropriate training and instruction should be given to everyone (including children).
- Wood to be sawn should be supported with a saw horse constructed from natural materials.
- Everyone (children, staff, and volunteers) should be involved in risk assessing, minimising hazards and evaluating safe practices.
- Any accident or near miss should be recorded and evaluated.

Clothing and Protective Clothing Policy

- Suitable clothing and appropriate footwear must be worn at all times (long sleeves and long trousers, no open shoes or sandals).
- Clothing should be weather and season appropriate.
- Protective clothing **must** be worn when using tools or fires.
- WNA will provide warm and waterproof outer clothing for staff and children.

Dealing with Strangers, Members of the Public and Dogs

- Children are informed never to approach anyone or any animal in the woodland setting.
- If a dog is lost in the area of the group then an adult should tether the dog and look for an owner.
- In an emergency do not approach the front of the dog, grasp the tail and pull backwards.
- Any incidents are recorded in the Emergency Procedures Record (Section Six).

Risk Assessment Policy and Procedure

The OLT is responsible for everyone's safety therefore the following procedures are in place for when children are off site:

1. Look for hazards
2. Decide who may be harmed and how
3. Evaluate the risks and benefits on site and decide whether existing controls are adequate or more should be done (situations and contexts are dynamic but remaining risk should be **low**)
4. Evaluate record amendments current risk assessments (dependent on a number of factors including site visits, observations, weather and groups of children)
5. Review assessments yearly (or if circumstances change) and revise

Risk Assessment Procedures:

The following procedures should be followed:

- Full risk assessments should be carried out for each site at Thornley Woods, for every new site for each activity using tools, fire or string or rope.
- Dynamic risk assessments should be carried out during the day and with changing weather and notes should be recorded.
- Staff and volunteers should be informed of potential risks, hazards and working methods to minimise these. Appropriate training and instruction should be given to everyone (including children).
- Everyone (children, staff, and volunteers) should be involved in risk assessing, minimising hazards and evaluating safe practices.
- Any accident or near miss should be recorded and evaluated.

Fire Risk Policy

WNA aims to develop children's self-esteem, independence and motivation and keep children safe wherever they are. Campfires and use of Kelly Kettles are an important part of Forest Schools and are used regularly. Whilst using fires or Kelly Kettles the area is clearly set out, the staff to child ratio is increased and safety rules are followed ('Log Circle' rules):

Location

- Fire are only lit in the Fire Circle and are enclosed by large stones or logs to prevent the spread of fire.
- Kelly Kettles are to be used on flat open ground and leaf litter should be brushed away before use.

Fire Safety

- Fire is always supervised by the OLT and never left unattended when lit.
- Safe fire practice is always adhered to.
- There should always be a minimum of 5 litres of water and damp cloth next to the fire.
- Children, staff and volunteers will be taught and reminded the 'Log Circle' rules:

Enter the circle through the door and move around the circle in either direction until everyone is standing behind a bench

Stand behind the bench/log

Step over and sit on the bench

Children are not allowed to move, cross or step into the circle

Food and drinks should be passed to children and adults behind the benches

On leaving everyone should step behind their bench and move around the outside of the circle until they reach the door

- Children are not allowed bring anything into the fire circle and should not throw anything onto the fire.
- Advice on appropriate way to deal with smoke will be given:

Turn your head to the side

Place your hand across your face

Close your eyes and count to 30

- If there is a clear wind direction, seating in the line of the fire should be avoided.
- If the wind direction is variable, the OLT should rearrange the seating where possible.
- Appropriate training and instruction should be given to everyone (including children).
- Everyone (children, staff, and volunteers) should be involved in risk assessing, minimising hazards and evaluating safe practices.
- Any accident or near miss should be recorded and evaluated (Section Six).

Types of Fire

Different types of fires are useful for different purposes and staff have been trained in the best type of fire to lay:

- **Waffle fires** are used to provide a large amount of heat and light and are fats burning.
- **Long Log (star) fires** are good for cooking as they are slow burning and require little fuel.
- **Tepee Fires** can be used for specific purposes like boiling water as they are small with a concentrated heat spot and can be carefully controlled.

Fire Safety

- Fires are lit using cotton wool, tinder and a fire stick.
- Sticks should be placed, not thrown, from the side of the fire. The hand should not go over the fire.
- Red fire gloves should be available and used at all times.

Extinguishing

- All fires should be extinguished at the end of each session.
- Water should be poured onto the fire (using a cup) in a circular fashion, from the outside inwards.
- At the end of the session the fire should be doused with water and the top build-up of potash should be dug in. Water should be poured on until smoke and steam has ceased.

Kelly Kettles

- Kelly Kettles to be placed on a flat, clear surface.
- Children should be seated at least 1.5m away.
- Kelly Kettles should have the spout facing away from the user and should never be boiled with the cork in.
- Fuel should burn itself out, but if it doesn't it must be extinguished with water (see above).

Emergency Plan and Procedures

Emergency Phone Numbers:

Ambulance/Police/Fire 999

Newcastle Hospital: switchboard 0191 233 6161 then ask for
Freemen or Royal Victoria Infirmary

Gateshead Queen Elizabeth Hospital 0191 482 0000

School office 0191 2739477

Susan Percy 07795985427

Requesting attendance by Emergency Services

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

1. Telephone/Mobile number
2. Location
3. Description of the problem
4. Meeting place for crew (car park)

Nearest landing site for air ambulance – Grid ref (17, 59) OS Map 307

This is a brief outline for what to do if an accident occurs in an outdoor environment. The more detailed Emergency Plan is stored on the minibus.

What you need to know;

- Assess the incident and prioritise actions/injuries.
- Inform appropriate authorities at WNA.
- If necessary and you are appropriately trained offer first aid.
- Keep casualty comfortable and warm.
- Check the rest of the group. Make sure individuals are comfortable and safe.

- Don't be afraid to seek assistance.
- Contact the police, ambulance, or other relevant service, they will take the details of the young person, have their consent form ready.
- Contact the parent and explain what is happening and tell them that you will keep them informed.
- Stay where you are and wait for the Emergency Services to arrive
- Subsequent dealings with Parents should be done after consulting with the headteacher of the school.
- DO NOT SPEAK TO THE MEDIA.

Travel

See Mini Bus/Bus Risk Assessment

- If there is a road accident always call the police and follow the Emergency Procedure

Equipment Needed

- First Aid Kit
- Bin Bags
- A copy of the consent forms
- Mobile Phone
- A copy of the risk assessment
- Spare drinking water
- Spare Sun cream, spare warm top, spare waterproof
- All individual information and medication for participants
- Specific equipment for activities
- Spare water and food (biscuits, dried fruit etc.)
- Bring a Dry Bag, containing all medical and consent forms.

Daily Organisation

- Hold a briefing meeting with the other staff and adults on the trip so that everyone is aware of the policies and the timetable of the day.
- Discuss the day with your class, discuss safety issues in age appropriate terms.

- Always have a 'second in command' if you need to leave the group or anything happens to you, Make sure they are fully briefed in what to do in such an emergency.
- Ensure the group is briefed before they start running around, point out the space that they are permitted to play / learn in. All young people should be counted regularly, the children could be responsible for this (supervised).

Section Six

Proformas and Equipment

First Aid Equipment

- 5x instant ice packs
- 20x antiseptic wipes
- 5x eye irrigation sachets
- 10x jumbo plasters
- 10x medium plasters
- 20x small plasters
- 2x triangular bandage
- 3x large adhesive wound dressings
- 3x small adhesive wound dressings
- 2x crepe bandages
- 3x roll of micro pore tape
- Protective disposable gloves

Burns First Aid Kit

Tools Bag

First Aid Kit Bag

- Tarpaulin
- Small Ground Sheet
- Survival Bag
- Thermal Blanket
- Tissues and Paper Towels (in a plastic bag)
- Carrier Bags and Bin Bags
- Baby Wipes

Kit Bag Checklist

Fire Equipment

- Jerry cans and buckets
- Fire tools and cooking equipment

Fresh Water
Spare Clothing
Spare Food

Section Seven

Risk Assessments

Risk Assessments are carried out for our Forest School setting and created for each activity using our Risk Assessment proforma (see Risk Assessment Policy):

Each Risk Assessment should be reviewed after it is first used and then 6 monthly. Evaluations and amendments should be made on an on-going basis.

Risk Assessment Currently in place:

- Thorley Wood Activities
- Use of Hand Tools
- Having a Fire

Appendix

Information to be filled in for Evolve

Class/Year Group	
Visit Date	
Destination (Name and address)	
Travel Arrangements/Requirements	
Visit Leader	
Additional Adults (Staff) (Names/mobile phone numbers)	
Additional Adults (Volunteers) (Names/mobile phone numbers)	
Number of Children (it is vital that the correct names and numbers are put on the system - if you know in advance that a child will be absent please let the office know)	
Educational Aims of Visit	
Main Purpose (Subject)	
Secondary Purpose (Subject)	
Risk Assessment	Once completed this should be e-mailed to the school office so that it can be uploaded on to Evolve admin@westnewcastleacademy.org

Essential Data Form	Once completed this should be e-mailed/given to the school office so that it can be uploaded on to Evolve admin@westnewcastleacademy.org
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Tool Procedures and Risk Assessments

We check all resources and equipment regularly and repair and clean, or replace any unsafe, worn out, dirty or damaged equipment (the inventory below is used to: record the dates and results of checking the resources and equipment)

Item	Checks (dated)								Comments
Coats									
Trousers									
Boots									
First Aid Kit									
Burn First Aid Kit									
Kit Bag									
Tarpaulin									
Small Ground Sheet									
Survival Bag									
Thermal Blanket									
Tissues and Paper									
Towels (in a plastic bag)									
Carrier Bags and Bin Bags									
Baby Wipes									
Fresh Water									
Spare Clothing									
Spare Food									
Tool Bag									
Bow Saw (x2)									
Bill Hook (x2)									
Knives (x2)									
Loppers (x2)									
Glove Bag									
Fire Equipment									
Kelly Kettle (x2)									
Jerry Cans									
Plastic Buckets									



Red Fire Gloves																															
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Risk Assessment Proforma

WNA RECORD OF RISK ASSESSMENT																																																																		
ACTIVITY																																																																		
TEACHER																																																																		
Forest School - RISK ASSESSMENT FOR THE USE OF HAND TOOLS																																																																		
TO BE HANDED TO SUSAN PERCY																																																																		
Sep-13																																																																		
<p>Note: The risks must be re-assessed if there is a change in circumstances or knowledge.</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">SEVERITY</th> <th colspan="2">LIKELIHOOD</th> <th colspan="4">Review & Revision History</th> </tr> <tr> <th colspan="2">1st review due before:</th> <th colspan="2"></th> <th>Review date</th> <th>Reviewed by</th> <th>Result</th> <th>Next review before</th> </tr> </thead> <tbody> <tr> <td colspan="2">1. Minor injury -</td> <td colspan="2">1. Unlikely</td> <td>After first visit to woods</td> <td>Susan Percy</td> <td></td> <td>6 months</td> </tr> <tr> <td colspan="2">2. Injury</td> <td colspan="2">2. Possible</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="2">3. Reportable injury -</td> <td colspan="2">3. Even chance</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="2">4. Severe injury -</td> <td colspan="2">4. Highly likely</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="2">5. Death</td> <td colspan="2">5. Almost certain</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>* Increase likelihood rating by 1 where large numbers of people may be exposed to the hazard</p>											SEVERITY		LIKELIHOOD		Review & Revision History				1st review due before:				Review date	Reviewed by	Result	Next review before	1. Minor injury -		1. Unlikely		After first visit to woods	Susan Percy		6 months	2. Injury		2. Possible						3. Reportable injury -		3. Even chance						4. Severe injury -		4. Highly likely						5. Death		5. Almost certain					
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TASK/ACTIVITY	HAZARD	PERSONS IN DANGER	SEVERITY	LIKELIHOOD	INITIAL RISK RATING	CONTROL MEASURE TO DECREASE RISK (include existing control measures)	SEVERITY	LIKELIHOOD	RESIDUAL RISK RATING	NOTES																																																								
Using the Bow saw	The Bow saw has a sharp blade. As it is used to cut items that are greater than a 2p piece it could easily cause serious damage if not used correctly and treated with respect.	All - children, staff and volunteers	5	5	25	Staff will give a safety talk (Tool Talk) every time the Bow saw is used. Everyone who used the Bow saw will say the same Tool Talk (attached to the Bow saw) and will use positive language and actions to help children understand. The Bow	5	1	5																																																									
Using Knives	The knife has a sharp blade and it could easily cause serious damage if not used correctly and treated with respect.	All - children, staff and volunteers	5	5	25	See above, as for Bow saw. Knives to be carried in their sheath, around the neck when not being used.	5	1	5																																																									
Using a Bill Hook	The Bill Hook has a sharp blade. As it is used to split wood it could easily cause serious damage if not used correctly and treated with respect.	All - children, staff and volunteers	5	5	25	See Bow saw. The Bill Hook does not have a blade cover but should be placed back in its bag when not in use. When in use as part of an activity it should be laid on the ground on its protective bag.	5	1	5																																																									
Using Peelers (potato peelers)	Potato Peelers may look safe and be well known to everyone. However, they have a sharp blade which could cut or remove skin.	All - children, staff and volunteers	3	5	15	See Bow saw. *The staff to child ratio is 1:4 for potato peelers.	3	1	3																																																									
Using string or rope	String or rope needs to be used carefully and with consideration to the site. It could strangle if not used safely.	Children	5	2	10	Children to use rope or string under supervision. Staff to remind children of the potential risks and the need to choose sensible places to use rope and string. Children will be taught the uses of knots and rope and will learn to respect string and	5	1	5																																																									

NEAR MISS REPORT FORM

SCHOOL NAME: West Newcastle Academy

PART A: DETAILS OF PERSON INVOLVED

Full Name:

Mr./Mrs./Miss/Ms./Master Date of Birth:

Age:

Home Address:

Tel. No:

If School Employee: Job Title:

Status if not School Employee: (tick appropriate box)

Employee of another School

State School:

Employee of a contractor.

State contractor's name & address:

	School Pupil or Learner.		
	General Public	Service User	Other – please specify:

PART B: PERSON INVOLVED'S ACCOUNT OF NEAR MISS

Date & time of incident:	Date:	Time:	Where did it happen:
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What happened? (Describe how the incident happened and what you were doing at the time– give as much detail as you can. If fall of person or equipment state height of fall. If machine, vehicle etc. involved, state type and number)

If required please continue on separate sheet

Details of Potential Injuries (State right/left as appropriate)

Date and time incident was first reported:

Who was the incident first reported to?

Witnesses: (If colleagues state names and job titles; if not, provide names and addresses)

Signature of Person completing Part B on involved person's behalf:

Date:



Job Title:

AND / OR: Signature of Person Involved:

Date: