

# Ely and Caerau Children's Centre



## Forest and Beach School Policy and Procedures

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## Ely and Caerau Children's Centre Forest and Beach School Policy

By providing a Forest and Beach School ethos, we aim to give all children and practitioners the best possible learning experience and one which is authentic, challenging and long lasting. The Forest and Beach School learning environment supports the development of the whole child, their interests and their talents. Through small achievable tasks and controlled risk taking, opportunities are provided for children to develop self-confidence, self-esteem and increased well-being. This in turn improves their social skills and ability to work cooperatively with others. Children are free to express feelings and emotions about the sensory world around them whilst increasing their knowledge of the natural environment. Children are inspired to learn and become independent learners. Using a 'freedom with guidance' approach children will gain increased concentration; self-motivation, and a drive to learn through following their interests and fascinations and building connections with nature.

All staff are checked with the Criminal Records Bureau and need an Enhanced Disclosure and required to disclose any convictions. All leaders must have gained the level 3 OCN award in Forest and Beach School leadership and hold a current first aid certificate. Under the Children's Act 2004 and The Protection of Children Act (1999) children are supervised by a ratio of 1:3.



## Forest School Vision Statement

The ECICC Forest School is in the woodland area off Drope Road just past St Fagan's Primary School, halfway down Nant-Y-Rhos and Falonwood Drive. Grid reference number ST1183375687.

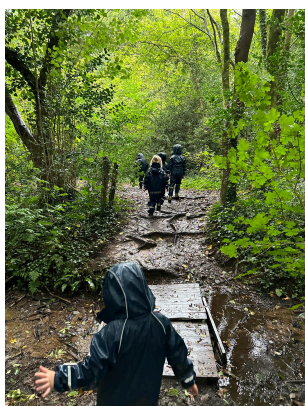
A child-led learning process that provides, through regular sessions, opportunities for play, exploration and supported risk taking that supports children's holistic growth. The freedom of the environment allows children to develop socially, emotionally, spiritually, and physically in a nurturing way that will increase their well-being, confidence and resilience.

Children's confidence and well-being is at the forefront of our sessions giving them the space, time and freedom to explore the natural world increasing their confidence and well-being levels.

Forest School offers natural opportunities for children to problem solve, through activities such as den building, raft making, and navigating their way through the woodland. In turn, such activities are physically challenging, developing children's fine and gross motor skills as well as perseverance. Children also learn to cope with and learn from failure, building their resilience and developing their self regulation skills.

By identifying trees, plants, animals and working together within our activities, children extend their vocabulary and communication skills, supporting them to build positive relationships with adults and their peers whilst extending their knowledge of the woodland and their local environment.

Children also gain a respect for nature, helping them to become responsible citizens of the future. Through these learning experiences Forest School promotes awe and wonder as children see how the woodland changes throughout the seasons. Providing Forest School sessions allows children to understand and appreciate the wider world whilst encouraging a life long relationship with nature.



## Beach School Vision Statement.

Beach School has the same ethos as Forest School whereby it is used as a platform to connect children with nature, in nature to support their holistic development, well-being and confidence. Beach School will consist of a small group of 6 children with 2 adults. At least 1 adult will be Beach School trained to level 3. The sessions will take place once a week over a six week period covering a variety of beaches along the Vale of Glamorgan coastline.

The coast provides children with a whole new learning experience and opportunities to appreciate the different coastal elements that some children have never experienced. Like Forest School, each session is child-led that builds on the children's interests and their intrinsic motivation to explore, create and be curious about the world around them. Adults use their observations to interact in the children's play using 'teachable moments' and 'sustained shared thinking' to enhance their knowledge and understanding. This is done in a way that meets the children's learning styles and developmental pace.

Beach School provides an environment of awe and wonder that will inspire them to become independent thinkers with their own questions and ideas. Children will be encouraged to work in groups and individually to explore their surroundings, this in turn, helping to support and develop their social skills. Exploring their environment will provide children opportunities for safe risk taking. By allowing risk taking within a freedom with guidance approach, children can take their play, development and learning to where they want, whilst increasing their confidence and resilience.

Where appropriate, children will be able to bring 'treasures' they find back to our nursery lab to investigate further. Here the children can use a variety of resources to facilitate their learning and deepen their understanding and knowledge. Beach School aims to provide our children with knowledge about our local beaches, their habitats and encourage them to care for the coastal environment, sparking a life-long relationship with the natural world.



## Beach School beaches and directions.

Below are the clear directions to each coastal site and the 'What3Words' that will give emergency services the precise meeting location.

### Barry Island - **dishes.logic.create** (Marco's Cafè)

- Turn right out of Ely and Caerau Children's Centre onto Michaelston Rd.
- In 0.4miles turn right at the light onto Cowbridge Rd West.
- 800ft at the roundabout, take the 2nd exit onto Port Rd.
- 0.6 miles at the roundabout, take the 2nd exit onto Port Rd.
- 0.3miles at the roundabout, take the 2nd exit onto Port Rd.
- 0.6 miles at the roundabout, take the 2nd exit onto Port Rd.
- 0.3 miles at the roundabout take the 2nd exit onto Port Rd.
- 0.8 miles at the roundabout, take the second exit onto Port Rd East.
- 1.5 miles at the roundabout, take the first exit onto Colcot Rd.
- 0.8 miles at the roundabout, take the 2nd exit onto Collage Rd.
- 450ft take a slight right turn onto Jenner Rd.
- 0.5 miles at the roundabout, take the 1st exit onto Park Crescent.
- 0.5 miles turn left onto Park Avenue.
- 500ft turn onto A4055.
- 600ft keep left on A4055.
- 0.5 miles turn right.
- 25ft arrive at Barry Island.

### Barry Harbour - **square.knee.saving** (Steps at the end of the wall)

- Turn right out of Ely and Caerau Children's Centre onto Michaelston Rd.
- In 0.4miles turn right at the light onto Cowbridge Rd West.
- 800ft at the roundabout, take the 2nd exit onto Port Rd.
- 0.6 miles at the roundabout, take the 2nd exit onto Port Rd.
- 0.3miles at the roundabout, take the 2nd exit onto Port Rd.
- 0.6 miles at the roundabout, take the 2nd exit onto Port Rd.
- 0.3 miles at the roundabout take the 2nd exit onto Port Rd.
- 0.8 miles at the roundabout, take the second exit onto Port Rd East.
- 1.5 miles at the roundabout, take the first exit onto Colcot Rd.
- 0.8 miles at the roundabout, take the 2nd exit onto Collage Rd.
- 450ft take a slight right turn onto Jenner Rd.
- 0.5 miles at the roundabout, take the 1st exit onto Park Crescent.
- 0.5 miles turn left onto Park Avenue.
- 500ft turn onto A4055.

- 600ft take a slight right turn onto The Parade.
- Prepare to park your vehicle.
- Walk 90ft and take a right.
- Arrive at Barry Harbour.

Ogmore Beach - **fended.difficult.assets** (Pen-y-Bont surf life saving club)

- Turn right out of Ely and Caerau Children's Centre onto Michaelston Rd.
- In 0.4miles turn right at the light onto Cowbridge Rd West.
- 0.2 miles at the roundabout, take the 4th exit for A4232.
- 3.3 miles take the exit for (M4).
- 8.2 miles take exit 35 onto A473.
- 0.3 miles at the roundabout, take the 1st exit onto A473.
- 0.4 miles at the roundabout, take the 1st exit onto A473.
- 1.4 miles at the roundabout, take the 3rd exit onto Waterton Rd.
- 1.2 miles at the roundabout, take the 2nd exit onto A48.
- 0.3 miles at the roundabout, take the 1st exit onto A48.
- 0.4 miles at the roundabout, take the 1st exit onto Ewenny Rd.
- 0.9 miles turn right onto Ogmore Rd.
- 2.6 miles keep right.
- 0.4 miles the beach is on your right.

Merthyr Mawr - **large.eating.villager** (Car Park)

- Turn right out of Ely and Caerau Children's Centre onto Michaelston Rd.
- In 0.4miles turn right at the light onto Cowbridge Rd West.
- 0.2 miles at the roundabout, take the 4th exit for A4232.
- 3.3 miles take the exit for (M4).
- 8.2 miles take exit 35 onto A473.
- 0.3 miles at the roundabout, take the 1st exit onto A473.
- 0.4 miles at the roundabout, take the 1st exit onto A473.
- 1.4 miles at the roundabout, take the 3rd exit onto Waterton Rd.
- 1.2 miles at the roundabout, take the 2nd exit onto A48.
- 0.3 miles at the roundabout, take the 1st exit onto A48.
- 0.4 miles at the roundabout, take the 2nd exit onto A48.
- 0.6 miles turn left onto Merthyr Mawr Rd.
- 0.4 miles turn right onto New Inn Rd.
- 150ft turn left onto Merthyr Mawr Rd.
- 1.6 miles arrive at Merthyr Mawr Nature Reserve.

## Role and Responsibilities of a Forest and Beach School Leader and Accompanying Adults.

The leaders are responsible for the children in their care including children who attend with their parents. They will carry out necessary risk assessments and take action, plan sessions and staffing ratios. There will always be at least two members of staff and at least one member of staff will carry a fully charged mobile phone. The leaders are responsible for evaluating and planning sessions, but this should be done where possible with the children to ensure sessions are child-led. Communication is essential between all staff. Under the Health and Safety at Work Regulations (1999) everyone involved in Forest and Beach School must be up to date on health and safety, risk assessments and policies and procedures.

Leaders, trainees and volunteers are an integral part of Forest and Beach School in ensuring the safety and well-being of the children attending. They are responsible for the following:

- Up-to-date enhanced DBS certificates.
- Up-to-date first aid certificates.
- Up-to-date food hygiene certificates.
- Gain parental consent to attend Forest and Beach School.
- Gain photo consent for learning journals, social media and training.
- Ensure all kit is clean and safe to use.
- Setting up the site and transporting the kit.
- Make observations, evaluations and plan future sessions.
- Participate in all activities and sessions.
- They must accept the restrictions of their responsibility.
- Any conflict of interest should be discussed after the session.
- The leader is also responsible for the emergency bag containing emergency equipment and supplies.
- The leader is also responsible for replenishing the contents of the bag when items have been used. Inside the emergency bag should contain the following:  
First aid kit, Medical information and medication for individuals, Mobile phone (fully charged), Emergency contact details, Wet wipe and/or antibacterial gel, Drinking water, hot chocolate and snacks.

In addition to the roles and responsibilities outlined above, the Beach School leader will also be responsible for the following:

- Monitoring tide times to ensure the safety of all children and adults.

- Safe travel to and from the beach.
- Setting boundaries for safe exploration.
- Ensure children are aware of marine hazards.
- Demonstrate and encourage children to protect and respect the coast, wildlife and their habitats.

Forest School Leaders should adhere to the Forest School Association's six principles to ensure good practice. These are outlined below.

### Forest School Association Principles

**Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.**

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

**Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.**

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

intrinsic motivation.

**Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.**

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

**Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.**

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

**Principle 5. Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.**

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

## **Principle 6. Forest School uses a range of learner-centred processes to create a community for development and learning.**

- A learner-centred pedagogical approach is employed by Forest School that is responsive to the needs and interests of learners.
- The Practitioner models the pedagogy, which they promote during their programmes through careful planning, appropriate dialogue and relationship building.
- Play and choice are an integral part of the Forest School learning process, and play is recognised as vital to learning and development at Forest School.
- Forest School provides a stimulus for all learning preferences and dispositions.
- Reflective practice is a feature of each session to ensure learners and practitioners can understand their achievements, develop emotional intelligence and plan for the future.
- Practitioner observation is an important element of Forest School pedagogy. Observations feed into 'scaffolding' and tailoring experiences to learning and development at Forest School.

Forest School Association (no date) 'Full principles and criteria for good practice'. Available at: [Full principles and criteria for good practice | Forest School Association](#) (Accessed: 09.10.23)



## The Seashore Code

When visiting a stretch of coastline, we will always be mindful of the beach safety code, this tells us how we can be safe, as well as how to look after our coast. Below are our do's and don'ts when visiting any beach.

### **Do's:**

- Check weather before visiting any beach, as high winds can bring in the tide very quickly
- Wear appropriate clothes – it is often colder at the coast than inland.
- Check tide times so you don't get caught out.

- Keep a watch on the water's edge to allow time to get back safely.
- Take notice of any warning signs and abide by them.
- Keep both hands free when climbing over rocks as seaweed can make them very slippery.
- Have fun!

### **Don'ts:**

- Don't go near cliff edges, work underneath them or climb on them as they can be unstable.
- Don't throw anything off a cliff or at people or animals.
- Don't go into the sea in rough water as waves can easily sweep you away.
- Don't go into the sea deeper than knee height.
- Don't walk on rocks in bare feet as they can cut your feet. It is advisable to always wear footwear on the beach because of jellyfish, glass and other sharp objects.
- Don't touch any bottles, drums or unusual containers on the beach in case they contain toxic substances. Report them to your local authority.

### Conservation code

- Return seashore life to its own place – always put any plants, animals or even rocks found on the shore back where you found them; never take living animals home with you
- Keep seaweeds alive – never pull out living or attached seaweed as they are home to lots of small animals, plenty of loose seaweed can be found on the strandline.
- Do not disturb any mammals or birds found on the beach – they could lose valuable feeding time or desert their young.
- Keep the beach clean – take all litter home with you or put it in the appropriate bin.
- Leave the beach as you found it so others can enjoy it after you.



## Travelling to Forest and Beach School

To attend Forest School we will walk the short distance from the Centre to the woodland area. The children will have a 'walking partner' with one leader leading the way at the front and one at the rear. Leaders will model good walking behaviour, use the zebra crossing where possible and check roads before crossing to ensure the safety of the children.

To travel to the different beaches we will use the Centre's minibus. The driver of the minibus will have completed the Local Authority Driving Assessment prior. All children will be seated in a car seat with a 3 point harness at all times to and from the Centre and specific locations. The driver will be responsible for ensuring the minibus is fully charged and safe to use.

## Accidents and Injuries Policy

Under the Health and Safety at work (First Aid) Regulations (1981) the Forest and Beach School leaders will hold a current first aid certificate and be able to apply basic first aid. The First Aid Kit should be easily accessible and fully stocked. All accidents must be entered in the accident book and parents will be asked to sign the form on collection.

The Forest and Beach School leaders must ensure the first aid kit conforms to the legal requirements. As soon as items are used from the first aid kit they should be replenished. The first aid kit should contain a first aid guidance leaflet; 20 adhesive dressings (waterproof plasters); two sterile eye pads; two large sterile dressing pads; six medium and two small sterile dressings; six triangular bandages; six safety pins and disposable gloves. Useful additional items may include guidance cards; gauze swabs; roll of surgical tape; pair of blunt scissors; alcohol-free antiseptic wipes; face shield; cotton wool and one tubular finger bandage with applicator. The contents of first aid kits and first aid procedures regularly change and practitioners should keep up to date with these changes.

## Accidents and Injuries Procedure

It is expected that minor cuts and bruises will be taken care of by staff in a caring and sympathetic manner. For major accidents qualified first aiders should apply first aid and life support techniques. An ambulance should be called providing details of the injury, the location of the Forest and Beach School area and the child's name and age. The child's parent/carer will then be called. If they have not arrived by the time the ambulance gets there a member of staff will accompany the child to hospital. An incident form should be completed as soon as possible after the accident and signed by the parent/carer.

## Child Protection Policy

All children have a right to protection from violence, abuse and neglect as stated in Article 19 of the UN Convention on the Rights of the Child. Under the Children Act (2004) all staff must receive child protection training. Child protection procedures must be adhered to at all times. If any person has knowledge, concerns or suspicions that a child is suffering, has suffered or is likely to be at risk of harm, it is their responsibility to ensure that the concerns are referred to the Head of Centre and refer to the Centre's Safeguarding Policy.

## Child Protection Procedure

The ECICC treats the safeguarding of their children in their care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. Our Forest and Beach School leaders are made aware of their duty to safeguard and promote the welfare of all the children.

Any suspicion of abuse will be promptly and appropriately dealt with in accordance with the Centre's Safeguarding Policy.

When a child makes a disclosure that raises the suspicion of abuse staff **will not**:

- Promise not to tell anyone – this is a promise that they cannot keep.
  - Talk to anyone other than those highlighted in the Centre's safeguarding procedure.
  - Quiz, question or lead the child as this may affect future court action.
  - They will simply listen to the child.
- 
- MASH: 02920 536490 (opt 3)
  - Emergency Duty Team 02920 788570
  - MASH Email: [CSMash@cardiff.gov.uk](mailto:CSMash@cardiff.gov.uk) – if unable to get through to MASH on the telephone please email
  - Practitioner Concerns Team (PCT) [ProfessionalStrategy.Meetings@cardiff.gov.uk](mailto:ProfessionalStrategy.Meetings@cardiff.gov.uk)

The Ely and Caerau Children's Centre is committed to equal opportunities for all and we aim to provide an environment in which all children can attend Forest and Beach School sessions. During Forest and Beach School sessions all persons are treated equally. We aim to provide a secure environment in which children can flourish and where all contributions are valued. We promote the individuality of all, irrespective of ethnicity, attainment, age, disability, gender or background. Where possible adjustments will be made to accommodate individuals including

seeking expert advice to allow us to fully support children with additional needs, additional adult helpers and/or adapting activities.

### Emergency Procedures Policy

There will always be two Forest and Beach School leaders at all times, one with a fully charged mobile phone at hand to use in case of an emergency. The leaders will have an agreed point of contact.

All staff will hold an up to date first aid qualifications. The leaders will ensure that all children's medical needs are known, and that staff are competent to handle them. If the emergency is a major accident, leaders will follow the accident and incident procedure and report in accordance with RIDDOR (F2508) if necessary. An incident form should be completed as soon as possible after the accident.

In the case of an emergency, a call will be used to get the children to all come back to the leader. The word for the call will be established at the beginning of the sessions with the children and will be practiced throughout the sessions to familiarise the children with the procedure. Children will be taught '1, 2, 3 where are you?' in Forest School and boundaries will be set at the beginning of each Beach School session.

### Emergency Procedure

In the event of an emergency, persons involved will remain calm and act with speed.

The Forest and Beach School leaders will take control of the situation and ensure that the child/adult is reassured and made comfortable. The Forest and Beach School leaders will assess the situation and decide upon relevant action and who will perform the necessary tasks, e.g., first aid, call for assistance, call parent etc... One adult must always stay with any non-injured children, reassuring them and keeping them calm.

### Missing Child Procedure

A child could go missing in a number of limited situations. A child may wander off from the Forest School area, Beach School boundaries or they may be hiding. A child may be taken from the area by an unapproved adult.

In this situation enquiries should be made with another leader as to when the child was last seen and where. Leaders should remember the safety of other children with regard to supervision and security. 1 leader should stay with the remaining children while the other leader should search the immediate vicinity and wider area. If the child cannot be found within

15 minutes, then the police and parents must be informed. Staff should continue to search, opening up the area and keeping in touch by mobile phone. An incident form will be completed explaining exactly what happened stating all the staff that were present, the child's parent/carer and the police should read and sign it. When the situation has been resolved, members of staff should review the reasons for it

## Fire Safety Policy

Within the framework of the Fire precautions Act 1971, Staff must familiarise themselves with the fire safety policies and procedures. Staff should also be aware of COSHH Regulations 1994.

## Fire Safety Procedures

The Forest and Beach School resource bag is always taken out at the log circle along with a bucket of cold water, wet towel and first aid kit before the session begins. Before the leader starts a fire, a check is done for any loose items such as hanging branches and rock close to the fire pit.

Training the children before in 'fire safety' before having a fire....

- Each child stands behind a log at the log circle.
- Each child steps over and sits down immediately without taking any steps into the circle. Repeat this until the children understand that they need to 'step over and sit.'
- Children swap places by standing up, stepping over, walking around the outside of the log circle, stepping back in again and sitting down immediately.
- Repeat 'swapping places' until the children understand that they must never walk inside the circle.
- At snack time each child must stand up, step out and walk around each time they need to collect something from an adult, e.g., to get a wet wipe, cup, biscuits etc. This will give each child plenty of opportunity to practice the safety procedures.
- Praise each successful attempt to safely enter and leave the circle.
- After a few weeks it will be natural for the children to step out and walk around. Use this as an indicator of their readiness for a fire.
- Do not have a fire until each member of the group is ready.
- Children will be seated approximately 1.5 meters from the fire.
- The first fire should be very small and simply observed by the children. Do not attempt to have a cooking activity.
- When tending to the fire children must always adopt the 'respect position' with one knee on the ground and then the other, firmly flat on the ground.

The leader must ensure that the fire is put out correctly, pouring water onto the fire and raking it through to ensure that all embers are distinguished. All evidence of a fire should be cleared away as much as possible in an attempt to leave no trace.

### Medical and Dietary Policy

All medical care plans and dietary needs and requirements are available at the Centre. The Forest and Beach School leader is responsible for ensuring all children can access the provision and are up-to-date with any child and adult attending, individual dietary and medical needs. When attending Forest and Beach School, if any child requires medicine such as an adrenaline auto injector or diabetic medication, leaders should be fully trained to administer. All medications should be placed in a box with the child's name clearly labeled. If the medication is used, leaders should fill in the medication form correctly stating the date, time, dosage and by whom.

### Hygiene Policy

Good hygiene is essential in maintaining a healthy and safe environment and is compliant with the Health and Safety at Work Act (1974) and Management of Health and Safety at Work Regulations (1999)

Leaders should hold a basic food hygiene certificate. Good food handling is essential in the prevention of food poisoning. Leaders should always wash hands with soap or use antibacterial gel before preparing food and any time they come into contact with germs. If practitioners are feeling unwell, they should not prepare food as this may cause cross infection. Food will always be handled, stored, prepared and served under such conditions as to prevent food contamination. Food for Forest and Beach School should be stored correctly and dates on food should be checked before use.

The leaders will encourage children to maintain their own personal hygiene. Prior to eating, drinking or leaving the beach the children will be asked to wash their hands at the local public toilets. Where this is not possible hand sanitiser will be available and children will wash hands on their return to the Centre.

If there has been an accident it is very important to prevent cross infection (transmitting germs or contracting an infection) and leaders should protect themselves from infection at all times. When dealing with bodily fluids leaders should always wear gloves and wash their hands with soap before and after wearing the gloves. If there are not any gloves available, where possible

ask the casualty to dress the wound and handle clothing as much as they can themselves.

## Cooking and eating at Forest and Beach School

When cooking and or food is provided in Forest and Beach School it must comply with the Food Safety Act 1990 and the Food Hygiene Regulations 1995. Leaders will hold an up-to-date food hygiene certificate. Any symptoms of food poisoning must be reported to the Local Environmental Health Department. This also comes under Reporting Injuries, Diseases and Dangerous Occurrences Regulations 1995 and all records must be kept for at least three years. Leaders will check on all the dietary requirements of the children ensuring they are aware of any allergies or preferences. Leaders must beware of any child that has any allergies requiring medication. If a child needs an adrenaline auto-injector due to allergies, training must be provided.

When cooking it is the leaders responsibility to ensure the following:

- Hygiene must be maintained to a high standard.
- All food should be stored correctly following food hygiene guidelines.
- Due to the activities and exploration within Forest and Beach School, wet wipes and anti-bacterial gel will be provided.
- When children are cooking on the fire, the fire safety procedures must be followed.
- Leaders should reinforce the log circle rules and only have one child cooking at a time, highly supervised by the leaders.

## Wild Toileting Policy

Due to the natural environment children will be encouraged to use the toilet before leaving the Centre.

If a child needs to use the toilet during a Forest School session they will be encouraged to use a tree at least 5 meters away from our activity area and 30 meters away from open water, streams or rivers. They will be accompanied by a leader in case help is needed, however, privacy and dignity will be of highest priority. We are equipped with hand trowels for digging small holes for human waste disposal. Deposits are then re-covered with soil to seal in any contaminants.

This is the same in Beach School. However, where there are public toilets available children will be taken to and from the toilet by a leader. Hand sanitiser, antibacterial wipes are provided to

enable best practice hygiene.

### Extreme/Sudden Changes in Weather Policy

The Forest and Beach School leaders will check the local weather and tide forecast and make an informed decision on appropriate clothing and activities. The Forest School philosophy 'there is no such thing as bad weather, just bad clothing' applies. Forest School can go ahead in most weather conditions. However, strong winds can be very dangerous. Branches could fall from trees and even up turn a whole tree. In these conditions' Forest School will be cancelled. Lightning and thunder storms would also result in a cancellation.

Although our aim is to enable children to experience the coastal environment in all weathers, at times the weather may become adverse which is unsafe for our children. Cancellation of Beach School may occur on these occasions. Tides may become too high for any access onto the beach which may also result in cancellation of Beach School or shortening of session.

### Cancellation Procedures

In the event of a session being cancelled, parents/Carers will be notified via Seesaw or face to face when dropping off/collecting their child.

### Tides

Our tides are controlled by the gravitational pull of the moon as it orbits Earth. There are two extremes of the tide; spring tide and neap tide. Spring tide essentially is the two tides where the sea is at its most extreme; the highest and lowest. Spring tides travel faster and further up the shoreline. A spring tide occurs when the Sun, Moon and Earth are directly in line with each other.

In contrast, a neap tide is one where the difference between the high and low tides is at its lowest. Neap tides travel slower than a spring, and don't travel as far up the shore. They occur when the Sun, Moon and Earth are not in line with each other.

Considerations will be made, as to where the tide will be and if it is a spring or neap tide. It is the responsibility of the Beach School Leader to ensure that the beach they will be visiting is safe for all children and adults.

### Seasons

The Beach School leader will be responsible for considering the weather and the geomorphology and how this will affect the delivery of Beach School and the learning that can be provided.

During Autumn and Winter the weather will generally be rainy and cold. It is important that all children are dressed appropriately in layers, waterproof clothing and wellies or beach shoes. On days where visibility is poor and hearing adults may be difficult, additional measures will be considered such as hi vis vests and whistles. When the weather has been particularly windy, the sea may travel slightly more in than it would normally. During the colder months, many animals, such as crabs, tend to hide to avoid the cold.

During Spring and Summer, the weather should be becoming warmer with less rain and wind. Again, children need to be dressed appropriately for the weather, and when hot, suncream will be applied. Due to the warmer weather, it is more likely that the rock pools will have more creatures to discover. When the weather starts warming up the creatures begin to move back towards the shore where they can be washed up into the pools.

### Loose Dog Policy

The Forest and Beach School leaders should have their mobile phone on them at all times in case of any emergencies and have appropriate emergency numbers on the phone, in this case the dog warden. In the case of an emergency a call will be used to get the children to all come back to the leader. The word for the call will be established at the beginning of the sessions with the children and will be practiced throughout the sessions to familiarise the children with the procedure. The children will be trained in dog safety.

- Never approach a dog.
- If a dog approaches you, keep quiet and stand still.
- Use the 'call' to notify others of a situation.
- If the dog continues to bother the group, ask the owner politely to put the dog on the lead.
- If the owner cannot be seen and the dog is becoming a problem, call the dog warden. One member of staff must always stay with the children whilst the other one goes for help.
- If the dog is violent, never approach from the front of the dog.
- Always report and record the incident.

**Dog Warden Tel: 02920 711243**

## Manual Handling Policy

Under the Health and Safety at work Act (1974) and Management of Health and Safety at Work Regulations (1999) leaders are encouraged to attend a manual handling course to ensure safety when lifting children and equipment. Leaders should carry out the correct lifting methods to avoid injury or permanent long-term damage. Leaders should not pick up any equipment or child that they find too heavy and in such cases should seek assistance from another leader. Where possible, lifting heavy objects should be avoided unless necessary and lifting equipment should be used if available. When lifting is necessary leaders should bend their knees and keep their back straight. The legs should be used to power the lift not the back.

## Personal Protective Clothing Policy

Under the Personal Protective Equipment (PPE) Regulations (1992) adults and children are required to wear appropriate protective clothing. Parents are advised on appropriate clothing prior to attending sessions. Waterproof trousers & jackets are provided if needed and wellies are advised. Appropriate clothing protects adults and children from getting wet and cold. The waterproof clothing also protects the children's own clothes from getting too dirty, giving them the freedom to explore without worry.

In warm climates, children should keep their fluid levels high to avoid dehydration. Lightweight clothing, sun hats and glasses will be worn along with a highly factored sun cream. Children will wear safety gloves when using tools.

## Tool Policy

Under the Personal Protective Equipment (PPE) Regulations (1992) tools should always be stored safely, ensuring all safety catches and covers are on and that they are in the appropriate bag. The Forest and Beach School leader will carry an inventory of the tools to ensure they are all returned and in the correct place.

- The tools will be maintained regularly and checked before and after every use.
- The children will be taught how to use the tools.
- The forest and Beach School leader will teach the children how to use and carry the tools safely and will work with the children with a 1:1 ratio.

- The children and adults will always wear appropriate personal protective clothing and equipment when using tools.

### Communication Strategy

Who needs to be communicated with?	What information is shared?	What methods of communication?	When?
Parents	<ul style="list-style-type: none"> <li>• What Forest and Beach School is.</li> <li>• When and where sessions take place and for how long.</li> <li>• The benefits of Forest and Beach School on children's learning and development.</li> <li>• Appropriate clothing.</li> <li>• Risk benefits.</li> <li>• Updated information - phone numbers, medical information.</li> </ul>	<ul style="list-style-type: none"> <li>• Forest and Beach School flyer to be sent home and posted on seesaw with all relevant information.</li> </ul>	2 weeks prior to sessions beginning.
Parents and the child's teacher	<ul style="list-style-type: none"> <li>• How their child is progressing in Forest and Beach School.</li> <li>• Achievements.</li> <li>• Learning taking place.</li> </ul>	<ul style="list-style-type: none"> <li>• Face to face.</li> <li>• Seesaw.</li> </ul>	Weekly
Practitioners attending.	<ul style="list-style-type: none"> <li>• Any updated information.</li> <li>• Session plans.</li> <li>• Policies and procedures.</li> <li>• Available training.</li> </ul>	<ul style="list-style-type: none"> <li>• Face to face.</li> <li>• Email.</li> </ul>	Weekly and when appropriate.
Council	<ul style="list-style-type: none"> <li>• When using the beach over a long period of time.</li> <li>• Changes/dangers in the woodland or on the beach.</li> </ul>	<ul style="list-style-type: none"> <li>• Email</li> <li>• Phone</li> </ul>	When necessary.

## Forest School Environmental Impact Survey

It is important to consider the environmental and ecological impact of our Forest and Beach School sessions. We teach the children about sustainability and to respect the flora, fauna and species.

Identify the impact ↓	What is the nature of the impacts? ↓	What can you do to minimise/avoid the impact? ↓	What further action to take? ↓	How will this information inform your management plan? ↓
Campfire	Scorching of soil, altering acidity of soil, encouraging unwanted fires.	Use a designated site for fire lighting.  Limit the number of fires, and remove evidence of fire.	Monitor area used for fire.	Create a log circle/fire area.  Take pictures to monitor the area.  Purchase of campfire equipment.
Walking in woodland	Trampling ground flora.  Disturbing leaf litter and habitats of insects.	Use the different pathways to allow regrowth and minimal disruption to habitats.	Monitor the pathways.	Planting - putting back into the woodlands where possible.  Improve pathways by laying wood chipping where possible.  Take pictures to monitor the areas.
Den building	Trampling of Flora/Fauna.  Braking of leaves and branches during building.	Use leaves and branches that have fallen to the woodland floor/use the trunk to tie ropes to.	Monitor trees used. Take care not to trample on flowers on the forest floor.	Den building area.  Den building equipment -ropes, tarpaulin, clamps.
Snack/litter	Leftover food can alter natural feeding habits.  Fire risk (food wrappers) harmful to the	Collect any rubbish/food and discard in the bin or take it back to the nursery.	Reinforce to place rubbish/unwanted food in a bin/bag.	Ensure rubbish bags are taken with us.

	wildlife.			
Toileting	Used toilet paper and wet wipes will have an ecological impact.	Place tissue paper/wet wipes in a nappy bag and dispose in nappy bin back at the nursery.	Monitor areas used.	Consider a portable toilet/potty.

### Beach School Ecological Impact Survey

Activities ↓	Species ↓	Impact ↓	How to minimise ↓
Rock Pooling (Middle- Upper zone)	Crabs, Shells, Anemones, Muscles, Limpets, Starfish	Human impact - damage to habitat.  Overheating.  Causing harm/death to animals.	Teach children not to stand in the rock pools to limit damaging habitats and wildlife.  Model how to pick up or hold with minimal damage.  Model how to respect the seashore creatures.  Always return creatures to where you found them.  Teach children to place rocks back when looking for creatures underneath to avoid the plants and creatures from drying out.  Teach children about the honeycomb worm and how to limit standing on them.  Use white buckets/trays when collecting the different species to avoid overheating.  Teach children why we don't pick up starfish from water due to them dying by intoxication and human touch.
Shell Collecting	Variety of animals.	Animals used shells as homes.	Teach the children that we only collect damaged shells and to leave intact shells on the beach for the animals to use as homes.

Strandline - Sea combing	Driftwood Beetle, Sand hoppers.	Disturbing their habitats.	Teach children we don't remove driftwood from the beach.  Also teach the children we don't take from one beach and relocate to another.
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## Risk benefits

We involve the children as much as possible in the consideration of risk and benefit. It is a part of the Forest and Beach School ethos that children learn to manage risk for themselves so we involve the children in planning, have clear guidelines on use of tools and encourage them to care for themselves, each other and the environment.

## Risk v Benefit

The benefits from engaging in Forest and Beach School activities are numerous and compelling, for the children, for the staff working with the children and for the Centre as a whole. Providing the safety procedures listed above are put into place to manage the potential risk and making the risk level low for all activities, the benefits far outweigh the risks.

Further information on the benefits of risky play can be found [here](#) and [here](#)

<https://www.froebel.ed.ac.uk/project/does-risky-play-in-outdoors-support-all-round-development/>

[https://www.froebel.org.uk/uploads/documents/Froebel-Trust-Research-Highlight\\_babies.pdf](https://www.froebel.org.uk/uploads/documents/Froebel-Trust-Research-Highlight_babies.pdf)

Signed by:

The chair of governors on behalf of the governing body: .....

The Head of Centre: .....

Date approved by the full governing body: .....

Review: June 2028

