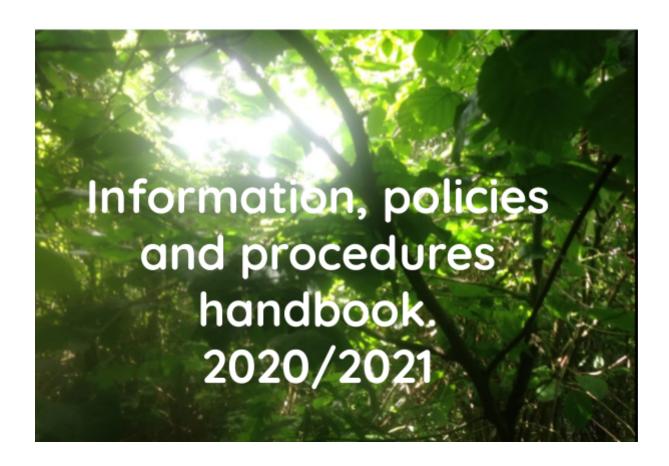


## North Elmham CEVA Primary School Stibbard All Saints CEVA Primary School

# Flourish Federation

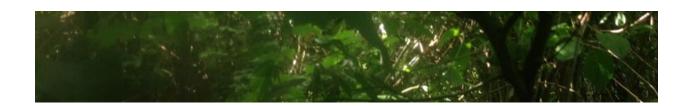






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## Introduction to Welly Days

### Our Welly Days are run on the principles of Forest School...

### What is Forest Schools?

The ethos of Forest school is based on a fundamental respect for children and young people and their capacity to investigate, test and maintain curiosity in the world around them.

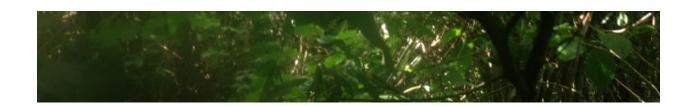
It believes in children's right to play; the right to access the outdoors (and in particular a woodland environment.); the right to access risk and the vibrant reality of the natural world; the right to experience a healthy range of emotions, through all challenges of social interaction, to build resilience that will enable continued and creative engagement with their peers and their potential.

Forest school is based more on the process of learning than it is on the content – more on the how than the what. This means that genuine forest school practice steps boldly out of the shadow and limitation of planned activities and ventures collaboratively into the realms of unexpected and ultimately unlimited. Children and young people are given encouragement to direct their own learning - this often requires catalyzing on the part of the forest school leader either through stimulating play in the outdoors or through scaffolding a child learning, but mostly through simply observing how children are in the outdoors.

Significantly, and on many levels, a woodland environment is central in supporting this very dynamic approach to learning; the passage of time from the changing of the seasons, to the contemplation of an ancient tree; an infinite source of smells, textures, sounds and tastes; a range of visual stimuli from near to far, very big to very small; and the infinite layers of historical, cultural, spiritual high to low, and mythological significance that speak of our deep relationship with trees and woodland through the ages.

(Above extracted from FSTC)

Within Flourish Federation our aim during Welly Day sessions is to build and develop children's resilience, self confidence, risk taking and independence. For them to have the opportunity to apply learnt skills and language in a practical environment and to gain new knowledge and vocabulary.



### Provision.

Within Flourish Federation, we aim to offer every EYFS and KS1 child the experience for 2 hours per week, over their school year. This will give children the opportunity to experience the changing seasons. In addition to Welly Day we encourage outdoor cross curricular learning throughout the school.

Our nurture groups offer provision to those children identified as needing support either over lunchtime or for 1 afternoon a week.

### Communication.

To enable the successful operating of Welly Days, key stakeholders (Head teacher, Governors, Staff and Parents) will be informed of the aims, objectives and outcomes in a variety of ways periodically throughout the year.

## **Environmental Impact**

Within Flourish Federation we aim to teach children about caring for the environment in a variety of ways from creating habitats to using non-native species for craft activities. There is a woodland management plan in place for each site, with objectives to minimise the impact of activities on the site. We aim to balance the benefits the woodland provides the children with care for the environment.



## Welly Day Rules.

During the first sessions the children will be involved with the setting and understanding of the Welly Day rules to ensure their safety.

At the beginning of every session there will be a quick recap of the rules.

## • We keep ourselves safe

We always walk

We keep things out of our mouths

We stay within the boundaries

We kneel near the pond

We never throw

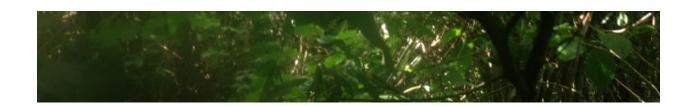
We drag sticks behind us to move them

We ask adults if we would like to use a tool and follow tool rules

- We care for the environment
- We always wash our hands after a session
- We have fun!

All adults have a responsibility to help children to understand the importance of these rules and to understand that sessions will be too dangerous if they are not followed.

Children need to understand that non compliance of these rules could result in them not being able to participate.



## Staff and helpers

### Sophie Cairns

Class teacher Forest School OCN Level 3 in Forest School Leadership First Aid in the Outdoors (2 Day) - October 2020

Amanda Delaney

Teaching assistant
First Aid in the Outdoors (2 Day) - October 2020

Rachel Pattison

Teaching assistant Paediatric first aid

When using tools, a definitive adult to child ratio is determined, please see section on tool policies. A separate activity risk assessment will be carried out for each activity, when any hazards associated with that activity are at risk of causing harm, ratios for each activity will be determined by the type of activity, the competence of the children and the level of risk involved. All staff and helpers supporting the leader are DBS checked. All Staff are first aid trained and Mrs Cairns and Miss Delaney have completed a specific outdoor Forest School first aid qualification.

All staff and adults involved in Welly Days, are required to sign and date a form to show that they have read this handbook, appropriate risk assessments and understand to comply with the safety guidelines.



Health and Safety.

At Flourish Federation, the health and safety of the children, staff and visitors is our primary concern. The following policies within this handbook are in addition to the main school policies and do not replace them. They are the minimum requirements for the safe running of Welly Day.

Welly days are held on the school premises, within the nature area (Stibbard) and school field (North Elmham), and is attended by children from the schools. It is covered by the Norfolk County Councils School's liability Insurance, which also covers each main school.

Insurance Policy number Stibbard:QLA-09AC02-0013
Insurance Policy number North Elmham: QLA-09AC02-0013

The leader is responsible for the safe running of Welly Day therefore, has a duty of care for the children. However all adults are required to take all reasonable steps to ensure children are safe. Before a session commences all staff involved in the sessions have access to activity plans and risk assessments associated with the activities.

#### Site Risk Assessment

Before a site is used a risk assessment will be carried out by Sophie Cairns. The site risk assessment will be approved by Ms Jones (Headteacher) and updated as and when there are any permanent or seasonal changes to the site which are not recorded on daily site assessment below.

### Daily site risk assessment -

A daily site risk assessment (safety sweep) will be carried out before the site is used to ensure that there are no changes to the site which could cause harm. This should be taken with extra caution following high winds and other bad weather. It should be carried out by the leader who will make the decision whether PPE should be worn when carrying out checks. Following the daily site risk assessment the leader will carry out anything that is needed to make the site safe (e.g. remove any hazards, mark off any unsafe areas). At the same time will consider specific circumstances which make it appropriate to cancel a session. In addition a group of children will be chosen each session to carry out a risk assessment and to feed back to the core of the group any hazards (ie nettles that have grown).

**Activity risk assessment -** When planning activities for Welly Day, any hazards associated with that activity, that are at risk of causing harm, should be considered. These should be recorded on an activity risk assessment with suitable control measures taken to control and minimise the risk. Due to the nature of Welly Day the children may come up with a new activity during a session and therefore reasonable steps will be taken to ensure the activity is safe. An activity risk assessment form will be completed asap following that session.



### First Aid.

A small First aid kit is accessible to the adults. In addition to this a full emergency bag is on site and can be found in The Base camp area. Access to the emergency bag is permitted only to the Forest School Leader and other teaching assistants not to volunteers, visitors or children.

### The Emergency Bag contains the following;

- First Aid Kit (see contents in column right)
- Burns Kit (cling film/scissors/latex gloves)
- Survival bivvu baq
- Blanket and Roll mat
- Fire blanket
- Torch.
- Small tarp.
- Tissues and paper towels in plastic bag
- Hand wash gel
- Baby wipes
- Fresh water in container
- Spare socks, waterproofs/trousers and hat (size appropriate for group)
- Sugary snack.
- Emergency action plan and incident book.
- Casualty monitoring card.
- Emergency 999 script.
- Sun cream (with opened date recorded on)

### Full First Aid kit will contain

instant ice packs antiseptic wipes eye irrigation solution sachets jumbo plasters medium plasters small plasters triangular bandages

large self-adhesive wound dressings small self-adhesive wound dressings

crepe bandages

pairs of protective gloves

eye pads

roll micro pore tape

CPR face shield

Foil Blanket

The forest school leader will ensure this is adequately stocked and replenished.

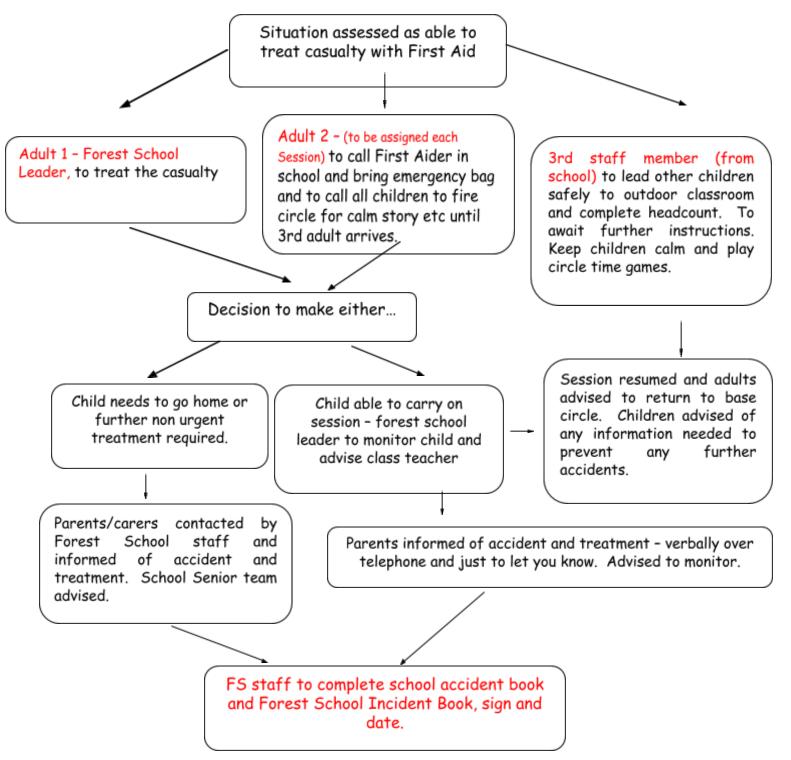
In addition to this a summary of medical information relating to each child and/or specific care plans are carried by the leader. Doors to the school are unlocked to ensure that full access is available to any medication required (e.g. inhalers, epi-pens). Staff will be advised of any specific medical information they should be aware of. The leader will also ensure a mobile phone/ walkie talkie are available in the area during each session.



## **Emergency First Aid Procedures (1)**

In the event of an emergency the following will happen;

- Emergency Whistle blown
- Children advised of tools down by other adults in surrounding areas and to await further instructions.
- Forest School Leader to assess the situation and remove any hazards.

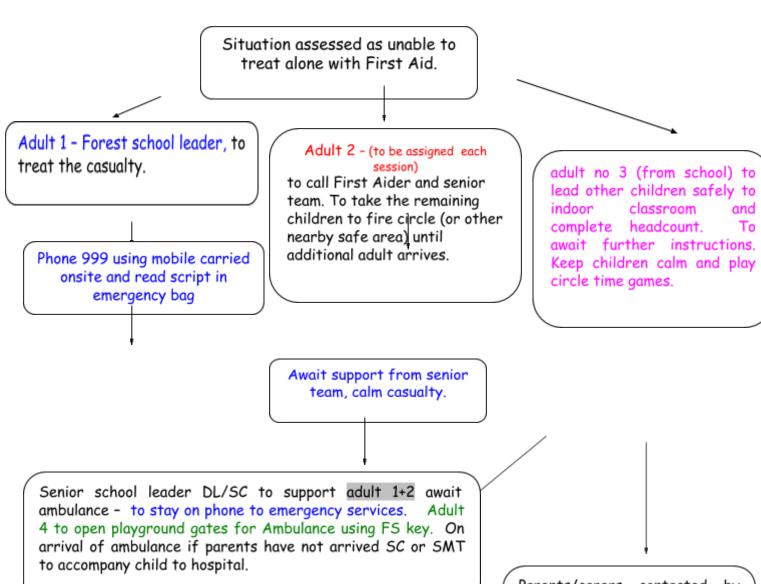




## **Emergency First Aid Procedures (2)**

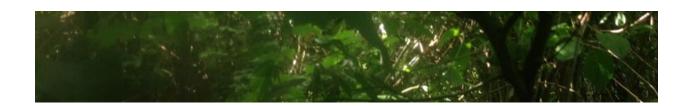
In the event of an emergency the following will happen;

- Emergency Whistle blown
- Children advised of tools down by other adults in surrounding areas and to await further instructions.
- Forest School Leader to assess the situation and remove any hazards.



FS staff and senior team to complete critical incident red book and Forest School Incident Book, sign and date.

Parents/carers contacted by Senior school team DL/SC and informed of accident and treatment. If unavailable to be done by adult 4.



## **Daily Operating Procedures.**

### What to do before the session;

Before a session takes place the Forest School Leader will carry out a daily risk assessment of the area and will take any necessary action to ensure the site is safe before use.

The Forest School Leader will list resources required for the session on the planning. The resources will be checked out by the Forest School Leader using the checklist and all tools will be checked before use by the Forest School Leader following the tool policy procedure. All tools and resources are left in locked storage until required for use at the beginning of a session. Sometimes children are encouraged to help carry and transport resources safely to the session.

The Forest School Leader will provide activity risk assessments (see risk assessments) to all staff and volunteers at the session, to ensure that staff and volunteers are aware of any hazards associated with an activity and the measures in place to control the risk. Before the session staff and volunteers will be briefed on the intended structure of the session and their responsibilities.

### Beginning of the session

Mrs Cairns will meet children in their classroom and register them with the other adults before changing into suitable footwear and waterproofs.

Nurture groups will meet Mrs Cairns in the Den (Stibbard) or Studio (North Elmham) before being registered and changing into appropriate clothing.

The beginning of each session will follow a similar pattern each time, song, recap of rules, where boundaries are and risk assessment.

### What to do during the session;

It is the responsibility of ALL adults to make on-going risk assessments. Regular head counts are carried out and if there is 'any' doubt the game 1-2-3- where are you is played to bring out children from hiding places. If any child is unaccounted for then the missing child procedure is followed. The adults should follow the roles of the adult guidance (see page 28-29).



### What to do after the session;

At the end of the session children are called using either the Forest School bird whistle or 1-2-3-where are you game. Children will be encouraged by supporting adults to work together to return resources safely, to a central location, ready for returning to storage. Children will then group in the fire circle, where a head count will take place. A reflection session or game will take place, sometimes followed by a song. Children will be led to their classroom to change out of waterproofs.

Any remaining adults will stay onsite to gather resources and take back to the locked storage, where they will be checked back in using the checklist by the Forest School Leader, who will be advised immediately if any tools/resources are missing and go and check the area.

### Evaluation for next session;

During and following a session, assistants will ensure they provide their observational notes to the Leader to enable them to plan, according to the children's needs, for the next session.



## **Cancellation Policy.**

### Weather conditions;

Following the Forest Schools ethos of......'there is no such thing as bad weather, only inappropriate clothing!' Children are advised to dress warmly and provided with waterproofs. However, there are some occasions where it may not be safe or practical to go ahead with a planned session due to extreme weather;

- In the case of high winds of 25mph or more determined by the met office online.
- In the case of extreme temperature determined by a met office amber weather warning.
- In the case of extreme cold of below '0' a session will be cancelled if it is near to this we will ensure children are appropriately dressed, sessions will be made shorter and activities will be planned to ensure children are kept moving.

### **Staff ratios:**

A session may need to be cancelled due to staff illness or other circumstances if this is going to compromise the adult to child ratios. If a staff member is unable to attend a session for any reason they should inform the leader ASAP.

Unfortunately, cancellation decisions may be on the morning of the session, but the leader will endeavour to give as much warning as possible to supporting staff and helpers. In the case of a cancellation, consultation with the class teacher will determine whether an indoor nature or skills related session (such as knot tying and crafts),or an outdoor learning session away from trees if the weather is suitable.



## **Toileting Policy.**

Children will be encouraged to use the toilet before beginning a session, firstly to avoid too many trips during the session and to avoid having to take off all the waterproofs again! Adults and children are advised that tool use will be stopped during toilet visits due to the ratio of staff remaining.

Should a child need to go to the toilet during a session they will enter the building as is usual for break times and lunchtimes. If children are able they will escort themselves to the toilet with an adult watching from the forest school gate .If an adult needs to escort a child the forest school leader will be informed.

If in the rare occasion a child should have a toileting accident on site, then the adult and child will advise the Forest School Leader who will advise adults and children that tool use will be stopped whilst an adult leaves the site due to the ratio of staff remaining. The adult and child can return to the session when they are ready and advise the leader so that a usual session resumes.



## Parental Consent and confidentiality.

Within the Flourish Federation we aim through our confidentiality policy to ensure that staff, parents, governors and pupils are aware of the schools confidentiality policy and procedures and are aware of their responsibilities in relation to it. Any confidential information regarding children/adults is followed in the same procedure as set out in the school's confidentiality policy.

In relation to Welly Day, medical information for each child is obtained at the beginning of the school year from the parents/carers and is kept in locked storage, in the schools main office with restricted access. The leader is given a summarised list of specific medical needs for individual children (e.g. Asthma, Epilepsy, allergies). At the start of the school year parents/carers are provided with information outlining the ethos of Welly Day and proposed activities. They are required to sign a consent form to allow their child to participate in Welly Day (See appendix) On the consent form as a cautionary measure parents are reminded to advise us if there are any further medical reasons or phobias that could affect their child's well being and experience. The consent forms are kept in individual files in locked storage once medical information has been summarised onto the Leaders Form.

All information about individual children is private although specific medical information that could affect a child's well being and safety is shared with staff that have a need to know, to ensure the best care and safety for children in our care. A summary of medical information and any medication required is kept in the Emergency bag at each session. Access to the emergency bag is permitted ONLY to the Leader and other teaching assistants NOT to volunteers, visitors or children. In between sessions this medical information is kept in locked storage.

Emergency contact information is kept within the school office and can be obtained quickly via radio or dashing into school.



## Clothing policy.

Welly Day leaders carry items of spare clothing in the kit bags and we are building a bank of spare wellies. As a responsible person, the leader has the right to exclude any child they think is inappropriately dressed for Welly Day activities. Children will be provided with waterproof dungarees or trousers to protect themselves and clothing from the elements. Available is a limited selection of wellies, spare clothing, coats, socks and gloves should the children not have any. However for their own comfort children are encouraged to provide their own extra layers in winter. Some possible items the children could wear in addition to their uniform.

### Winter

Vest or T-shirt
Long sleeved top
Hooded top / fleece or thick jumper
Waterproof jacket
Thick socks (thermal or two pairs of thin ones)
Tights or long johns under trousers
Wellington boots
Hat, gloves and scarf.

#### **Summer**

School uniform Socks

Trainers, sturdy shoes or Wellington boots. (Sandals, crocs and flip-flops are not suitable.)

Participants are also responsible for providing and applying their own sunscreen themselves in line with the usual school practice. If insect repellent is required the usual 'administration of medicines' procedure will be followed.



## Tool Handling policy

### Tool usage

Children will not be using tools until the children are ready in every way; emotionally and physically. Specific tool policies are in place for each tool that may be used within Forest Schools; these can be found in the appendices. The policies cover specific ratios for tool usage and any PPE required for adults or children whilst using the tools. All tools are initially modelled by the Forest School Leader to children and adults as set in the ratios determined by the tool policy. All adults participating must receive basic training on the safe use of tools before being allowed to use them with children.

#### **Tool Maintenance**

As tools are prepared for the beginning of a session, tool safety checks are completed by the Forest School Leader. If any tools are deemed unsafe for purpose, they are marked with fragile tape and are moved to the designated damaged tools area, in the locked shed so they are not used.

Through safe modeling of tools, in initial 1:1 ratios, children and adults are taught how to check a tool before use as a matter of routine. If they notice a tool is unsafe in any way they are taught to use the fragile tape to highlight a tool is unsafe. If they are unable to do this then they are taught to advise an adult so they can mark off the tool as unsafe. Children and adults are taught that if they see a tool marked with fragile tape then they are not to use the tool because it is unsafe to do so.

Following a session tools are checked back in by the leader or adults. Tools are checked against the checking out list to ensure no tools are missing. The leader will be advised immediately if any tools/resources are missing. As tools are returned they are cleaned and maintained following the specific tool policy.

#### Tool rules!

Children are taught these and they are reinforced at the beginning of each session.

Children are taught that before tool use they must first design what they would like to make.

- Ask an adult before you take a tool from the tool area.
- Shout out and check blood bubble
- 2 hands and 2 eyes



## Fire policy

Fires will only be lit b	y a Leader following this safety policy when the children are ready in everyway;		
emotionally and phy			
Considerations	Wind direction.		
before deciding	<ul> <li>No combustible materials nearby/overhanging branches.</li> </ul>		
to have a fire:	Soil type – ensure not too peaty.		
Safety -clothing	No hair/Jewellery dangling – hair tied back.		
and hair:	No gloves on when placing materials.		
Safe Sitting:	Seating should be positioned 1.5m away from fire.		
	<ul> <li>Allow gaps for between seating arrangements for escape routes.</li> </ul>		
	<ul> <li>Invite children into the inner circle.</li> </ul>		
	<ul> <li>Ensure the area between the seating area and fire pit is free from debris and trip hazards.</li> </ul>		
	Children will be taught they must never cross the inside ring and taught to		
	move by stepping over the seating log and walking outside the seating		
	area.		
	• Seating in line of smoke will be avoided. Children will be taught to turn their		
	heads if smoke is coming in their direction.		
Safe	<ul> <li>Fires will be lit by the leader and only when the leader is confident the</li> </ul>		
Management:	group is able to carry out instructions safely.		
	Fires will be lit using a fire steel, matches and firelighters can be used but		
	will be stored safely away in a fireproof box. No flammable liquids will be		
	used to light or accelerate fires.		
	Never leave the fire unattended.		
	Have a bucket of water available in case of an emergency burn/scald, a		
	fire blanket and a watering can for extinguishing available.		
	The fire will be lit in a designated area used only for this purpose. The area  will be also and of divised because a seal and the state of the second		
	will be cleared of dried leaves, wood and wet or porous rocks which might		
	explode if heated. A fire bowl/pit will be used to prevent the spread of fire on the school site.		
Safe			
Extinguishing:	<ul><li>Spread out the embers of the fire.</li><li>Pour on water gently using a watering can.</li></ul>		
LAUTIGUISTIII IG.	<ul> <li>Using the back of the hand, check for heat, and then apply further water if</li> </ul>		
	necessary.		
Emergency	School Fire Action plan will be followed in emergency – see appendix		
	control we had been plant this better than the affect general accomplished		



## Food and eating Policy.

Children during Welly Day are taught a strict NO eating rule, unless it is a specific activity led by an adult to prepare and cook food. Initially, when children are ready they will participate in simple cooking on the fire activities which include; toasting marshmallows/waffles and cooking damper bread. As skills develop, this will include cooking further meat and vegetable dishes such as vegetable kebabs, baked apples and hot dogs to name but a few! Wild food is not carried out as an activity to avoid confusion amongst children between what is safe and unsafe to eat. There is always a staff member present with food hygiene training, when food is being handled and prepared.

### Food Preparation, transport and storage;

- Hands will be washed thoroughly and any cuts/grazes covered in the correct manner (blue plaster or ideally gloves) before handling and preparing food.
- Any food needing preparation will be prepared in the school kitchen e.g. bread dough.
- Food will be stored in clean containers and transported in a cool bag to and from the site, with any clean utensils and cooking pans required. The box will remain closed in between use with food covered in bags or boxes; to avoid attracting flies and other insects.
- Raw meats will be stored separately to any other foods.
- All 'use by' dates will be checked on foods before eating.
- Water for cooking will be provided in cleaned sealed storage.

### Handling, cooking and eating Food;

- A fresh, clean, bucket of warm soapy water will be available for children to wash their hands before handling food or utensils.
- Children are taught how to cook food safely following the activity risk assessment and fire policy. All food will be checked by an adult to ensure it is fully cooked before eating.
- Children will be asked to sit still around the fire circle or to move to a designated eating area from the fire to keep numbers to a minimum near the fire circle.

### Clearing away and cleaning up;

- ALL food not eaten or cooked will be placed in black bin bags and disposed of in the school bin at the end of the session by one of the adults. The area is checked to ensure there are no food traces to avoid vermin being attracted to the area.
- ALL utensils and pans will be placed in the cool box and carried away after the session and cleaned in hot soapy water by one of the adults and stored away correctly.



## Tree Climbing Policy.

Within the Welly Day area at Stibbard there is one mature tree which is suitable for children to climb. This is marked with a yellow flag.

Before allowing children to climb, trees should be checked for loose or rotten branches, as well as the ground surrounding the tree for hazards/sharp objects and then removed.

- Adult to child ratio 1:1
- Only one child climbing a tree at any one time.
- Tree climbing is NOT allowed in high winds or wet conditions.

Children are ONLY allowed to climb up to 1.5 metres in height which will be depicted by a yellow flag.

• Adults should note that tree climbing should be carried out with extra caution when children are wearing wellies.



Safeguarding Children.

The full Flourish Federation Safeguarding policy should be read alongside this and referred to for further information.

### Safeguarding during Welly Day sessions.

Through the long term process of Welly Days, we aim to build trust and meaningful relationships between the adults and the children. Therefore, the nature of the sessions means that disclosures are more likely. Any volunteer or member of staff who finds themselves with children telling them something which concerns them should follow these steps;

- Listen, do not interrupt especially if the child is talking freely,
- If questions are needed to clarify understanding, they should be framed in an open manner, in order to not lead the child in any way.
- Remember that you must not promise to keep a secret.
- You must report orally to the designated senior person immediately.
- All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template found in the Safeguarding Policy (appendix 1) or added to CPOMs..
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.

## Safeguarding Adults.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff will have access to and be expected to know our school's Code of Conduct and policy for positive handling. There will be occasions when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that accessed Norfolk Steps training in September 2014 will be kept by the Headteacher. Please refer to the full Flourish Foundation safeguarding policy.

On Welly Days if staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts outside, who they are with and for how long. Within the area adults are asked to wear high visibility vests so that they are both clearly visible for both safeguarding as well as being easily located in the event of an emergency. Adults are asked to ensure they spread out in the area but ensure that they can clearly see another adult when possible.



## Lost or missing child policy.

### 1-2-3- where are you?

Children are taught a game from the beginning of Forest Schools which is similar to hide and seek. Children are asked to hide and then when they cannot be found on the call of '1-2-3 where are you' children have to make themselves seen by an adult and praised for hiding so well. Throughout the sessions this can be played and also used as a call back to the base at the end of the sessions.

### Boundaries:

Boundaries are established with the children at the beginning of a session and children are taught the rule of asking an adult if they wish to go beyond the boundary. In Forest Schools boundaries begin as smaller areas, marked by marker tape, until trust can be developed between the adults and the children and boundaries widened. This enables us to establish trust that children understand how to stay within boundaries. If a child leaves the Forest School boundaries, the outer school gates are locked during the school day.

### Headcounts;

At the beginning, during a session and at the end headcounts take place. The number of children and adults participating, can be found at the top of the daily risk assessment where the ratio of adults to children has been calculated for the session. It is the responsibility of all adults participating to ensure they are aware of the headcount for the session and to be involved in the monitoring of this.



## Missing Child Emergency Procedure.

Adult 1 – Forest School Leader
To call 1-2-3 where are you
Headcount
If still not appeared to blow emergency whistle.

If still not appeared take action.

Adult 1 - to radio immediately to reception to advise school secretary and radio all other staff to be aware - await support from senior team and begin search of surrounding area.

Adult 2 - to lead children to outdoor classroom / fire circle and supervise children, remain calm and ask other children where they last saw named child. Keep children safe and calm await further instruction.

Adult within school to check toilets and then to help to search area

Senior team,school TA's and Forest School adults 1,2,3 to search school grounds perimeter of fence and possible hiding places.

School calls police (and parent/guardian).
Follow School critical incident procedure by Senior team.

If the child is found or appears, IMMEDIATELY radio this information to all staff and reception.

Incident recorded in critical incident Red Book at School main office.



## **Equal opportunities**

Flourish Federation is committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity. Our schools strive to promote equality in all dimensions of school life; irrespective of ethnicity, attainment, age, disability, gender or background.

## Please refer to Equal Opportunities Policy, SEN policy and Anti Bullying Policy alongside this information.

Welly Day aims to be mainly child led and enables children to develop their independent learning skills at their own pace through their own interests. Linking with the Schools SEN policy allowing children to acquire, assimilate and communicate information at different rates.

### Welly Day is a long term process;

Within Flourish Foundation we aim to promote equality of opportunity for all members of the school community and promote good relations between people of different racial groups. As a long term process, welly day allows time to build meaningful and effective relationships consisting of genuineness, trust, acceptance and empathy. Through a range of activities we develop trust between adults and children as well as children with other children. We aim in to create an all equal environment with a sense of community and belonging to make children feel safe, secure and valued. Adults within the Welly Day environment are in control of this dialogue, ensuring that the messages we communicate both verbal and non verbal help young people to feel respected and valued. The United Nations Convention Rights of the Child (UNCRC 1989) article 12 and 13 recognises the competences of children and their views should be listened to and respected. If children recognise they are a valued member of the community with an important contribution to make, then it becomes reality when your thoughts and views are both sought after and respected.

### During Welly Days we aim to build an inclusive ethos by;

- Using reflection talking about feelings, emotions. Teaching children to become emotionally literate and aware of feelings, becoming aware of who we are.
- Setting up opportunities for children to work together; developing social skills, sharing resources, trying new activities.
- Discussing and sharing historical cultures and beliefs through a range of stories and activities.
- Ensuring that activities and resources are accessible for all. For example, A frames for sawing built at the correct height, tool size appropriate for users.
- Ensuring that the area is accessible for all users. The area has clear pathways through allowing wheelchair users or children with less mobility access to the area.
- Allowing the children to choose to take their learning in a way that is appropriate and individual to them. Giving them time and space to do this.



### Nurture group

A selection of pupils who emotionally require more support to develop academically, will sometimes be given the opportunity to receive additional time in our dedicated outside Welly Day areas. The ratio of staff to pupils in these sessions is higher and enables these children additional support to build relationships and develop their emotional intelligence, as well as scaffold their learning to ensure they achieve to develop their self esteem and independent learning skills. Sessions take place weekly and these children are given the role as the Outdoor School Parliament. Progress of their development is recorded in their School Learning journeys and discussions are held between teaching staff to discuss the impact of these sessions on their learning in class.



### Behaviour.

### During Welly Days we encourage positive behaviour and learning through;

- Building relationships and trust; It is vital for children to trust adults if the experience is to be a positive one. Through building relationships in Forest Schools, adults can gain an understanding of children's emotional difficulties (frustration/anger, etc) and the triggers which may cause behavioural changes of fight or flight. As trust is built, we can teach children coping strategies and use reflection opportunities to talk about feelings and emotions enabling children to become emotionally literate and aware of feelings and aware of who we are.
- Adult's model positive behaviour and create a positive site atmosphere where everybody is treated as equals.
- Consistent boundaries give children security, and enable them to know what to expect.
   A good way is to involve and engage the children in setting the rules and boundaries.
   Rules and boundaries are reinforced at the beginning of each session.
- Setting up opportunities for children to learn to work together; developing social skills, sharing resources, trying new activities.
- Being in the natural environment naturally creates a calming environment, green is thought to be a calming colour.
- Setting up activities enabling children to achieve.

#### Rewards:

We aim to build children's self esteem and confidence through self appraisal and own sense of achievement, through the completion of activities. Adults facilitate learning to ensure that children achieve. Achieving a task will lead to a positive learning experience and children recognising a sense of personal competence. Children with low self esteem find it difficult to receive praise and only hear what they want to hear (biased scanning). When giving praise it should be for recognising skills and asking how it made the child feel. We will share items made (with permission of the children) with the rest of the group to celebrate individual success.

### Sanctions

If a child's behaviour becomes unsafe to himself or others then that behaviour needs to be stopped, and every measure taken to prevent a situation escalating. If needed the child will be removed from the area. The 'Step Up' approach will be followed allowing the child recovery time and the incident discussed once all calm with possible resolutions. This may need to take place during the start of the next session.

Incidents will be recorded in the incident book and the class teacher informed (for information only). The behaviour is dealt with in the Welly Day setting and no further sanctions carried out. If repeated unsafe behaviour then further discussions to involve the head teacher to establish the next course of action.



## Bullying;

Bullying is an action taken by one or more person with the deliberate intention of hurting another person, either physically or emotionally and where the relationship involves an imbalance of power. Bullying is not an isolated incident but continual or repetitive.

We aim to create a positive learning environment and develop relationships between children. The school does not tolerate bullying of any kind and has an anti-bullying policy, please refer to this. All cases of bullying are referred to the Headteacher.



### Roles and responsibilities of adults.

It is expected that all adults will take an active part in all the activities; this will involve getting muddy and experiencing a range of unusual circle time activities! Where possible, Welly Day aims to be child led using a range of activities, adults are expected to support the children (not take over) to enable them to achieve a task and develop their self esteem. Adults will demonstrate how to do things, take an active role and extend their learning through open ended questioning, modelling new skills (e.g. knot tying) and sharing their enjoyment of their new experiences. Getting to know the children, developing relationships and building trust is vital to understanding and developing the children's emotional needs.

### Other roles and responsibilities include:

- Ensure before taking part you have read the Welly Dayl Handbook and signed the policies and procedures in place.
- Before the session takes place take time to read the plans for that session and refer to any related risk assessments contained in the red file associated with the activity.
- Alert the Leader immediately if anyone (adult or child) requires first aid, or has an accident no matter how minor.
- ONLY use tools if the Leader has said it is okay to do so. Follow the appropriate tool policy and lead by example when handling and using tools. Report any concerns about the state of equipment immediately.
- Lead by example and follow the Welly Day Rules and reinforce them to children throughout the session.
- Be aware of the location of the First Aid kit.
- Only tend the fire to extinguish in an emergency, or if agreed beforehand with the Leader and you feel comfortable doing so.
- Stay within the boundaries and let the leader know if you need to leave the activity or area you are supervising.
- Be aware you are duty bound under the Health and Safety at Work Act to work safely, take responsibility for your own safety and the implications of your actions, and report or remove hazards as they occur - this means use your initiative.
- Discretely gather observational notes on children according to criteria provided a good system is to work with another adult (one to interact, and one to take notes).
- Ensure you wear appropriate waterproof clothing and footwear, including high visibility vests which are provided to ensure adults can be easily identified.
- At the end of sessions ensure you all support the leader with tidying away resources.



Roles and responsibilities of Welly Day Leader.

- To plan and lead all Welly Day activities.
- To ensure that planned activities and resources available are within the capabilities of the children taking part, amending plans to provide an inclusive curriculum enabling the children to achieve.
- To take responsibility for discipline during sessions (see Behaviour Policy)
- To have an up to date First Aid qualification.
- To ensure that medication (e.g. epipens/inhalers) and appropriate First Aid is available at every session.
- To ensure that all participants are adequately dressed for the weather.
- To ensure that adults participating understand their role in promoting emotional intelligence, self esteem and learning during Welly Day.
- To carry out daily risk assessments as described in the Risk Assessment Policy
- To ensure all policies are regularly reviewed and that review is informed by observations and developing knowledge of the setting.

### Roles and responsibilities of children.

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



## Evaluating, monitoring and assessing.

In order to develop the Welly Day program and to ensure good practice is maintained, evaluation of activities will be undertaken.

### During a session;

Across all R and KS1 classes evidence is gathered using the following criteria; self esteem/confidence, behaviour, relationships, independence/self care, communication/language, exploration/curiosity, creativity/imagination, physical/practical skills, participation, taking appropriate risks and other general observations.

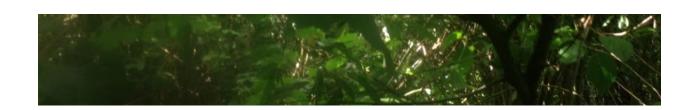
The evidence collected, in the form of notes and photographs, of children's learning is collated primarily to plan for future sessions and to develop the children's progression in different areas. Periodically the children's learning journeys will be updated. However due to the nature of forest school observations', these need to be carried out as subtly as possible (children behave differently when being observed.) Interaction and support for the group should always come before evidence collecting. Children will at times add outdoor learning experiences to their Learning Journeys. These can be used for reflection with children and as a record of personal development and achievements.

### Following each session;

The leader will write a reflection/evaluation of the session and plan accordingly for the next session based on the children's interests and learning in order to develop their skills and learning further.

### Following a block of sessions;

There will be opportunities for Parents/Carers to contribute their own responses about Welly Day; through parent's evenings, end of year report parent's comments. Further monitoring is carried out by the School Governing Body, informal drop-ins by the Head teacher and by Ofsted.



# **APPENDICES**



## **Parental Consent Form**

Name of Child
Medical Information
Medical information will be obtained from the medical information you provided at the start of the school year. However, if there is further information that you would like to make us aware of that might affect your child's involvement in Welly Day activities (e.g. phobias, complaints) or any other allergies (e.g. material, food, medicine, pollen, dust, etc.) Please write below.
Please give the Date of your child's last Tetanus Jab//
Consent
As a parent/guardian of the child named above, I agree to my child participating in the Welly Day activities taking place.
I understand that activities may include, walking, craftwork, pond dipping, tool use, flint fire lighting skills, den building, campfire cooking and other related activities. I give my consent for the equipment and tools necessary for the activity to be used by the young person mentioned above. I understand that a strict code of practice for working with children will be followed and all activities will be risk assessed and I will be informed of any extra details of activities that are out of the ordinary pattern.
Signed:Date:
Name (in print):
Relationship to child:

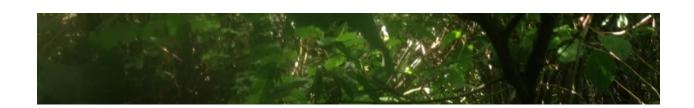


# **Equipment safety checklist**

Name of equipment	Total in stock	No taken for session	No checked back in
Mallet			
Dibbers			
Hammers			
Nails			
Hand trowels			
Hand forks			
Knives			
Bow saw			
Potato peelers			
Tape measure			
Drills			
Large rope			
Small rope			
String			
Scissors			
Tarps			
Magnifying glasses			
writing kits			
Identification sheets			
Burns kit			
Fire blanket			
Binoculars			

ALWAYS TAKE 1ST AID KIT, MEDICATION AND PHONE (WALKIE TALKIE?)

Tools checked back and cleaned by :



Tool Handling Policy - Axe		
Tool used for:	For a purpose Purpose - Chopping wood (possibly to make a point at the end of wood to make an A frame)	
Transporting to FS:	In a secure bag/box with the blade guards on. On site carry by handle down by side of body.	
Safety Checks:	Visual observation of tool by Forest School Leader Check for splits/cracks in handle. Check metal pin which joins axe head and handle intact. Grasp handle and head and twist to ensure no movement Check blade straight and not cracked or damaged in any way. Check sharpness of blade (using thumb horizontally to feel drag). Ensure user has no gloves on or jewellery / scarves / hair dangling	
PPE needed (and for whom):	Steel toe cap/Kevlar footwear for user to protect feet from potential axe slip.	
Additional Safety Equipment to be used:	None.	
Ratio Adult/Child	1:1 (although Axe complex tool only advisable to be used by forest school leader unless children have high skill level with other tools).	
Safe Body Stance:	Get into 3 point stance before removing blade sheath. Remain in 3 point stance whilst using axe. Move to the height of the block level. Blood bubble – ensure nobody in front or behind in your blood bubble, the safe zones are to the sides.	
How to Clean and store.	Use a stable, level chopping block of wood.  Use the axe ensuring to keep it straight/level in up and down motion. To avoid slipping chipper cuts could be made in the wood first to give the axe points to grab. Angle and move the wood accordingly, not the axe.  Keep hand holding wood safely up high out of the way of the axe  Hold the axe at the end of the handle to ensure maximum force but if struggling move hand closer to blade making smaller movements. If using another person to support wood ensure good communication. Additional person must be in a safe position at 90°. This person can also be used as a spotter to check for safety. Position wood to the back of the chopping block when chopping and when axe not being used embed into the back of the block (to avoid trip hazard. To release the axe; push down to create leverage to pull away safely without the need to tug up and cause injury.  Wipe with oily rag. Store in dry, locked storage.	



Tool Handling Policy - Loppers & Secateurs				
Tool used for:	Purpose; For cutting wood which is thumb thickness diameter or smaller. Loppers good for children to use instead of secateurs because of their long handles and non spring closing action.			
Transporting to FS:	To site in secure bag /box. Loppers -On site carry down side of body, horizontally and hold bottom arm to ensure the blades do not open. Secateurs – carry down by side with blades locked pointing down.			
Safety Checks:	Visual observation of tool by Forest School Leader; Loppers - Open loppers, with curved (smiley) blade up, and rest one handle on shoulder and other in groin to avoid accidental closure whilst checking. Secateurs - open and rest on tree branch to avoid any possible closure whilst checking. Check for splits/cracks in handle. Check blade straight and not cracked or damaged in any way. Check sharpness of blade (using thumb horizontally to feel drag). Check moving mechanisms not stiff or damaged.			
PPE needed (and for whom):	Hard hat – if there is a risk of overhead cutting and wood falling and causing head injury to user or supporting helper.			
Additional Safety Equipment to be used:	None.			
Ratio Adult/Child	1:1 (this ratio can be increased at the decision of the forest school leader depending upon the skill level of the users).			
Safe Body Stance:	If chopping low down in 3 point stance. If standing legs apart. Ensure that there is no over-reaching and the user on level ground.			
Safe Action:	Ensure user has no gloves on or jewellery / scarves / hair dangling Ensure the blood bubble is length of arm and tool length.  Loppers - Ensure when using the blades are open fully with the curved face (smiley) facing upwards and the user cuts as far into crotch of the blades for maximum leverage using two hands. Ensure when working in pairs to cut wood that children are at 90° angle.			
How to Clean: Storage:	Clean with an oily rag.			
Storage.	Store in clean, dry tool box. In locked storage when not being used.			



	Tool Handling Policy - Mallet		
Tool used for:	Correct purpose. e.g. hammering in pegs to secure shelter, hammering A frame into ground,		
Transporting to FS:	In a secure tool box/bag. Carry down by side holding handle.		
Safety Checks:	Visual observation of tool by Leader; Check for splits/cracks in handle. Check metal pin which joins mallet head and handle intact. Grasp handle and head and twist to ensure no movement Check head not cracked or damaged in any way. Ensure user has no gloves on or jewellery / scarves / hair dangling		
PPE needed (and for whom):	None		
Additional Safety Equipment to be used:	None.		
Ratio Adult/Child	1:1 (this ratio can be increased at the decision of the leader depending upon the skill level of the users).		
Safe Body Stance:	Move to the correct height. Get into 3 point stance if hammering low. If standing have legs apart.  Blood bubble – ensure nobody in front or behind in your blood bubble, the safe zones are to the sides.		
Safe Action:	Use the mallet ensuring to keep it straight/level in up and down motion. Keep hand holding item being hammered safely out of the way. Hold the mallet at the end of the handle to ensure maximum force but if struggling move hand closer to the head making smaller movements.		
How to Clean:	Wipe with a dry cloth to remove any debris.		
Storage:	Store in dry conditions in locked storage when not being used.		



	Tool Handling Policy - Bowsaw
Tool used for:	Sawing up pieces of wood for various purposes; e.g tree cookies, wood for den building/whittling.
	Triangular Bowsaw good for coppicing.  NOTE; two types of blades – Peg tooth (regular shaped teeth) used for dead wood/both but Raker tooth blade for living wood only.
Transporting to FS:	In a secure box/bag with blade guards on. Carry down by sides.
Safety Checks:	Visual inspection by forest school leader. Check metal handle for wear/damage/bends/cracks Check teeth of blades for damage. DO NOT CHECK SHARPNESS OF BLADE BY TOUCHING only by using. If blunt throw away safely do not get sharpened as not worth it.
PPE needed (and for whom):	None needed
Additional Safety Equipment to be used:	Advisable to have bow saws with knuckle protectors.
Ratio Adult/Child	<b>1:1</b> (initially this can be increased based on trust and skill level decision with leader).
Safe Body Stance:	Left food forward, Body and eyes in line with saw Hand not on saw to support wood other side of sawing cross away from saw.
Safe Action:	Draw the saw towards you initially 3 or 4 times (less likely to jump out) to create a groove in the wood.  Use long strokes and pull the saw rather than push.  Set up children to support by holding wood rather than rotating or the wood falling to the floor.  Ensure keep looking down the length of the saw to keep the cut straight and level.
How to Clean:	Clean using an oily paintbrush.
Storage:	In dry conditions with blade guard on. In locked storage.



	Tool Handling Policy - Fixed Blade Knife
Tool used for:	Whittling sticks; ideal for hazel, sweet chestnut, sycamore.
	NOTE: yew, laurel and laburnum may be whittled but must not be cooked as they contain toxins.
Transporting to FS:	Secure box with knives in sheaths.
Safety Checks:	Visual inspection by Leader. Along the blade of the knife for dinks, cracks. Check the blade is not wobbly. Check no movement in handle. Check sharpness of blade using thumb horizontally (not vertically!)
PPE needed (and for whom):	None
Additional Safety Equipment to be used:	To identify unusable tools with bright electrical tape to alert others the tool is unsafe to use.
Ratio Adult/Child	1:1 (but can be adapted later built on trust and confidence of tool users – decision made by leader)
Safe Body Stance:	3 point stance on ground level. 1 knee raised to support arm holding wood still and secure. The position must be safe, stable and secure.
Safe Action:	Model first- Knife direction away from body. Fist grip on knife keep knife initially vertical. Then when bark stripped angle knife (smaller angle easier) Use the part of the blade closest to the handle.
How to Clean:	Wipe blade against wood to remove residue. Clean with an oily rag at end of the session.
Storage:	Store in clean and dry conditions with knives in sheaths. In tool box in locked storage.



#### **Emergency Script Stibbard**

#### REQUESTING ATTENDANCE BY THE EMERGENCY SERVICES

1. Dial 999 and ask for the emergency service. Speak slowly and clearly and be ready to repeat any information.

# Telephone number:

School: 01328 829228

#### **Location details:**

All Saints CE VA Primary School, Fulmodeston Rd, Stibbard, Norfolk, NR21 0LT

#### **Grid Ref:**

TF982284 X 598223 Y 328465

# Vehicular access: Main entrance, through car park across playground and straight over playing field towards fence.

- 1. Give a brief description of the problem (for example, if you are requesting an ambulance, give a description of the injury or illness).
- 2. State the ambulance will be met at the entrance gate to the playground by a member of staff.

The nearest landing site for the Air Ambulance is in the main school playing field.



### **Emergency Script North Elmham**

#### REQUESTING ATTENDANCE BY THE EMERGENCY SERVICES

1. Dial 999 and ask for the emergency service. Speak slowly and clearly and be ready to repeat any information.

Telephone number: School: 01362 668318

**Location details:** North Elmham Primary School, Holt Rd., North Elmham, Dereham, Norfolk, NR20 5JS

Grid Ref; TF987212 X 598718 Y 321245

Vehicular access: Main entrance, through car park head across playground and across field towards bottom left hand corner.

- 1. Give a brief description of the problem (for example, if you are requesting an ambulance, give a description of the injury or illness).
- 2. State the ambulance will be met at the entrance gate to the carpark by a member of staff.

The nearest landing site for the Air Ambulance is in the main school playing field.



#### Casualty Monitoring Card.

Time (24 hour clock)			
Pulse	Rate (per min)		
	Character		
Breathing	Rate (per min)		
J	character		
Temperature	Warm/dry		
'	Hot/wet		
	Hot/dry		
	Cold/wet		
	Cold/dry		
Colour			
Consciousness	А		
	V		
	Р		
	$\Box$		

Pulse character can be described as strong(s) weak(w) bounding(b) regular(r)) irregular(i) Breathing character can be described as deep(d) shallow(s) wheezy(w) bubbly(b) noisy(n)

Date	Time	Location
Name of casualty	Address	
History of incident		
Name of first aide	Contact no	

Indicate injury site on diagrams and add any comments



Site risk assessment

Please see specific activity policies for ways to reduce risk

Hazard	Who can be harmed	Level of risk	Control measure	New level of risk
	-	Fire circle	•	•
Burns from fire	Adults and children	High	Children taught where to sit and how to keep out of the danger area  Seating to be at appropriate distance away from fire (1.5 m)  Fire policy to be followed	Low
Tripping leading to injury	Adults and children	High	Children taught how to move around the fire - ie Woodland Creatures walk around the outside.  Daily risk assessment to check for trip hazards	Low
Falling into fire when cooking etc	Adults and children	High	All to use 3 point stance to ensure that are stable and able to move away safely at speed	Low
	Pa	thway to woodland	d site	
Falling into pond leading to death or injury	Adults and children	High	Gateway to pond/ woodland area locked until adult ready to take children through.  Path to pond blocked by barrier tape  Children taught barrier rhyme - you don't go over it, you don't go under it uh oh you don't go through it!	Low
Stings caused by nettles	Adults and children	High	Children taught to identify nettles  Children to wear waterproof trousers to protect from stings  Overhanging nettles to be cut back	Low
Scratches from	Adults and children	High	Children taught to	low

|--|

brambles and branches			identify plants which could cause risk. Children to wear waterproof trousers and wellies	
			Overhanging branches etc to be cut back	
Animal faeces leading to infections	Adults and children	Medium	To be removed during daily risk assessment	Low
		Woodland area		
Scratches from brambles and branches	Adults and children	High	Children taught to identify plants which could cause risk.	Low
			Children to wear waterproof trousers and wellies	
			Overhanging branches etc to be cut back	
Animal faeces leading to infections	Adults and children	Medium	To be removed during daily risk assessment	Low
Falling into pond leading to death or injury	Adults and children	High	Gateway to pond/ woodland area locked until adult ready to take children through.	Low
			Path to pond blocked by barrier tape	
			Children taught barrier rhyme - you don't go over it, you don't go under it uh oh you don't go through it!	
Stings caused by nettles	Adults and children	High	Children taught to identify nettles	Low
			Children to wear waterproof trousers to protect from stings	
			Overhanging nettles to be cut back	
Poisonous plants	Adults and children	High	Strict no eating of anything rule.	Low
			Strict no picking rule (unless guied by adult) Children taught about poisonous plants and how to respect them.	
			Please see list of poisonous plants in appendix	

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Stick related injuries	Adults and children	High	Children taught to walk within area  Children taught to drag sticks behind them  No running with sticks  Remind children of we keep safe rule	Low
Injury from falling branches	Adults and children	Medium	Site not to be used during high winds  Canopy to be checked during daily risk assessment	<low< td=""></low<>
Injury from tripping	Adults and children	High	Children reminded rule re walking in site.  Daily risk assessment to check for new risks	Low



# Daily Site Risk Assessment Check List

DATE:	Check carried out by
TIME:	
RATIOS:	Weather

Hazard checklist	Checked	Action taken:
Canopy/Shrub Layer Deadwood in trees Fallen/loose branches		
Field layer eye level branches, poisonous plants , thorns etc		
Ground Layer Hidden logs in grass, broken glass & rubbish , holes/ditches,		
Boundary - Boundary fence not broken/damaged.		
Slippery areas - decking		
Vandalism/ intruders		
Fire Zone Seating logs not been moved/still secure at 1.5m		
Emergency rucksack Equipment ready – see PTO		
Other hazards Identified:		



List of poisonous plants

Name	Image	Notes
Bluebell - (E)		Woodland plant often carpeting ground with spectacular "blue bell" flowers Apr-June. Narrow linear brightgreen leaves grow from white underground bulbils. Flowers hang down from near top of stem from which white fruits develop gradually turning brown as the black seed matures. Fairly common native plant.
Celandine and Buttercup (E)		Both these flowers are yellow, celandine is found on woodland floor in flower in early spring and buttercup flowers throughout spring and summer. All parts of the plants are poisonous to eat.
Elder - (E - with raw berries)		Common deciduous shrub on waste ground and in hedgerows. Pointed oval leaves in opposite pairs. Small creamy-white flowers in summer setting small purple fruits hanging in bunches. Symptoms of nausea, vomiting, stomach pains, diarrhoea, weakness and coma can arise from eating just a few raw berries. Likewise fruit juice from raw berries can give rise to same effect within minutes
Foxglove - (E)		Common and widespread perennial plant of hedgerow and woodland clearing with large coarse hairy basal leaves from which, in its second year, a tall spike arises eventually becoming laden in June-Sept with tubular flowers, mostly pink-purple in colour but occasionally white. Frequently visited by bumble bees!
Holly - Ilex Aquifolum (E)		Red berries in the winter and white/green flowers in late autumn. Smooth often spikey evergreen leaves. The berries are poisonous



Ivy - Hedera helix, alt - Common Ivy, Creeping Ivy (E – see for handling)



Shade tolerant evergreen climber of trees walls and fences but can also form ground cover especially at base of trees and in hedge bottoms. Small dark green glossy leaves with lighter veins. Small yellow-green flowers appear Sept-Nov from which black berries develop persisting sometimes into Spring. Common native. Toxicity - berries mainly the culprit, but because they have bitter taste and are not eaten in quantity only milder effects result. Symptoms range from burning sensation in mouth and throat, vomiting, breathing difficulty to convulsions and coma. Skin rash and blisters can form after contact with skin in sensitive people

Fungi There are a number of fungi which grow in this country that are poisonous, the most significant of which are listed.



Children should be taught never to eat or touch any fungal growth they find at any time and to wash hands after touching if they do! If you want to touch and ingest get expert advice. A number of poisonings have occurred in recent years by people drying and eating fungi in order to hallucinate.

Clitocybe (Clitocybe Species); Common Ink Cap (Coprinus Atramentarius); Death Cap (Amanita Phalloides); Destroying Angel (Amanita Phalloides); Devil's Boletus (Boletus Satanas) Dung Roundhead (Stropharia Semiglobata); Ergot (Claviceps Purpurea): Fairu Cake Hebeloma (Hebeloma Crustuliniforme); False Morel (Gyromitra Esculenta); Fly Agaric (Amanita Muscaria) Grey Mottle Gill (Panaeolus Sphinctrinus); Inocybe (Inocybe Species); Liberty Cap Semilanceata); Livid Entoloma (Entoloma Lividum); Magic Mushrooms (Gymnopilus, Panaeolus, Psilocybe Species); Mower's Mushrooms (Paneolina Foenisecii); Panther Cap (Amanita Pantherina) Sickener (Russula Emetica); Sulphur Tuft (Hypholoma Fasciculae); Yellow-Staining Mushroom (Argaricus Xanthodermus)



Before sessions					
Task	Adult	Completed?			
Risk assessment of site					
First Aid kit					
Walkie Talkies					
Waterproofs					
Resources out in site or in trolley					
Water carriers full					
Drinks in thermos					
Handwashing materials					
Snack					

Following sessions					
Task	Adult	Completed?			
Check that fire is out					
Resources and first aid kt etc to be returned and put away					
Walkie Talkies - charge					
Waterproofs - either hang or bag for washing					
Wash thermos					
Water carriers empty					
Print off photos					
Enter any info on Cpoms					



# Recording Form for Safeguarding Concerns

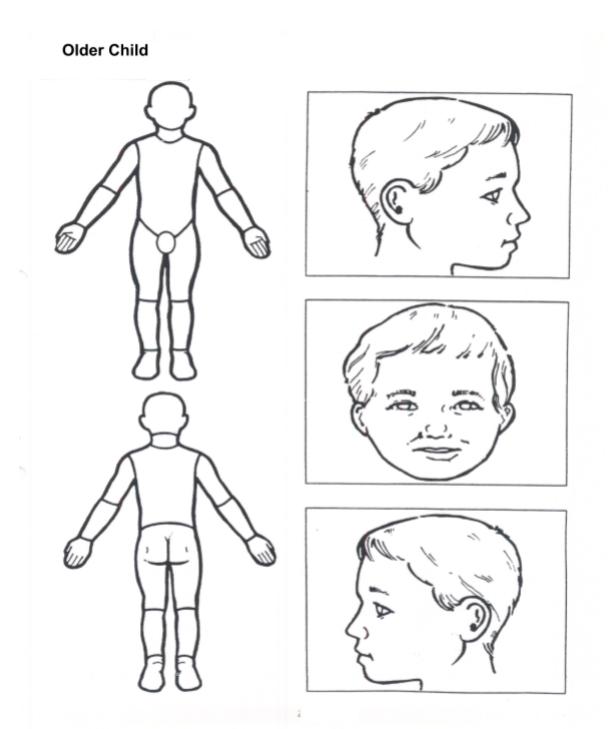
Volunteers and regular visitors are required to complete this form and pass it on to DSL if they have a safeguarding concern about a child in our school. Staff are required to add to CPOMs as is school practice.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of concern/disclosure				
Please include where you were when t was there, what did the child say or do		hat you saw, who else		
Was there an injury? Yes / No	Did you see it'	? Yes/No		
Describe the injury:				
Have you filled in a body plan to show where the injury is and its approximate size?  Yes / No				
Was anyone else with you? Who?				
Has this happened before?	Did you report the previous	incident?		
Who are you passing this information		Date: Time:		
Your signature:				
Date:				



Body Map





# Appendix 2: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our DSL or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from any member of staff. Please ensure you complete all sections as described.

If you are unable to locate them, ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 01603 223473.

The people you should talk to within our schools are:

Paula Jones Berenice Ludlow
Carol Jeary Scott Good

Alison Woodward (Governor) Robert Plant (Chair of Governor)

Within Flourish Federation we strive to safeguard and promote the welfare of all of our children.

I have read the Welly Day Handbook and agreed the policies and procedures in place.