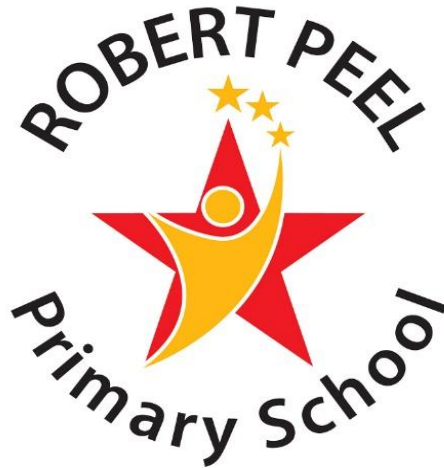


Robert Peel Primary School

Forest School Handbook



Date policy last reviewed:

September 2025

Signed by:

_____ Headteacher

Date: _____

_____ Chair of Governors

Date: _____



Our 'Vision' below details our ambition for the children during their time with us at Robert Peel.

At Robert Peel Primary School our vision is to develop resilient and independent learners who aspire to be the best they can be. Our aim is for the children to be happy in all aspects of school life, be able to communicate effectively and show empathy and understanding to others.

We will achieve this through the teaching of a rich and diverse curriculum focusing on their immediate locality and the wider world, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life as a member of a global community.

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1. The Forest School Ethos

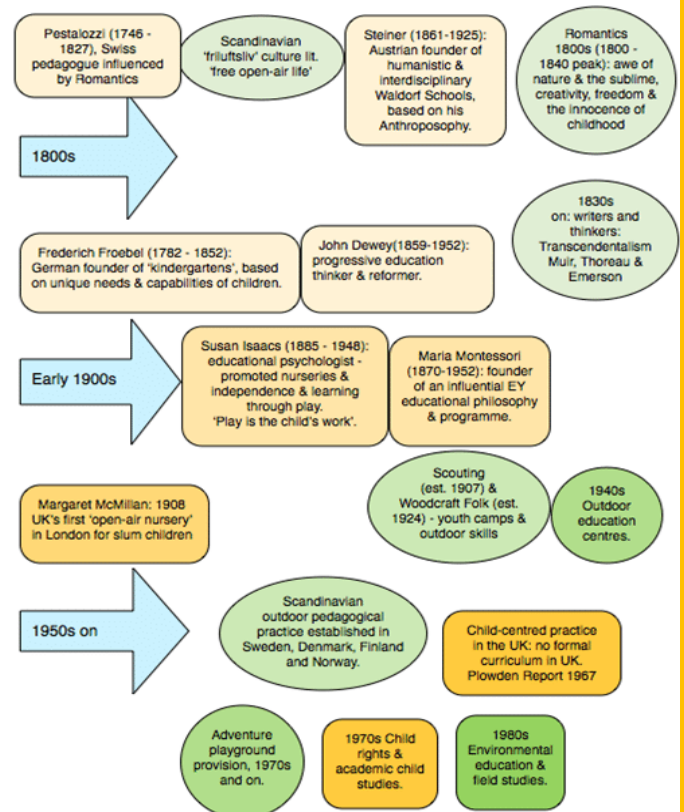
Forest school is a child-centred learning process that enables children to grow, learn and develop in a holistic way. Children are able to follow paths of self-interest and learn through play, all whilst challenging their own comfort zones. Through learning in this way, children's confidence, self-esteem, resilience and creativity can flourish and grow. Forest school gives children ownership and responsibility over their own choices whilst supported and facilitated by the Forest School leader and supporting adults. Adults should guide and question children to acknowledge and reflect on their behaviours and support them to manage and understand them further.

Where did Forest School begin?

The Forest School concept originated in Denmark, where it showed links between increased levels of social and communication skills, ability to work in groups more effectively as well as having higher levels of confidence and self-worth.

The idea that an outdoor provision can have significant benefits on individuals is not a new concept (as shown in the image here [History of Forest School | Forest School Association](#)).

In 1993, early years practitioners from the Bridgewater College, Somerset, visited pre-school Forest Schools in Denmark. From here, the first Forest School was started based upon the principles they had seen in Denmark. Since then, the Forest School movement and awareness of how important nature can be has continued to grow.



A high quality Forest School endeavours to follow and implement the following six principles to reflect the true Forest School ethos. These were agreed by the UK Forest School community in 2011.

These are:

1. Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
2. Forest School takes place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world.
3. Forest School uses a range of learner-centred processes to create a community for being, development and learning.
4. Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.

5. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
6. Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.

Forest School promotes the development of individuals holistically, giving attention to all aspects of themselves simultaneously. Development in one area can directly influence an outcome or development in another area (both positively and negatively). This holistic consideration can create a positive and equal sense of well-being.

What are the 6 elements of Holistic Development and what are some of the features?

Social	Physical	Intellectual	Communication	Emotional	Spiritual
Collaboration friendship and community Personal space Roles	Fine & gross motor skills Proprioception Balance Body composition	Problem solving Thinking orders Reasoning	Verbal language Body language signs/symbols Listening skills	Feelings Self-perception Empathy Independence	Imagination Self-worth Inner feelings Contentment

How can we enhance holistic development at Forest School in a child-led environment and what would it look like?

Social	<ul style="list-style-type: none"> • Children engage in a range of games that require interaction with different people within the Forest School session. • Engage in games that enable children to partake in different ways (may require delegation of roles/jobs) • Invite children to join an activity that may not usually interact together • Implement team building games/activities
Physical	<ul style="list-style-type: none"> • Children can help carry equipment and assemble camp set up • Creation of areas of different heights and sizes • Enable and allow children to climb a range of trees to a range of heights • Enable children to use a range of tools in order to develop gross and fine motor skills and manipulation of hands and body parts • Implement activities and games where children require coordination of their own bodies solely and amongst others.
Intellectual	<ul style="list-style-type: none"> • Devise activities requiring children to problem solve - How can we make our shelter bigger/stronger/ • Question children during play about any rules they are playing too, how they are doing things and why

	<ul style="list-style-type: none"> • Impart subject knowledge and experiences with children (tree/plant identification and information, tool talks, environmental information) and enable children to revisit and use gained knowledge
Communication	<ul style="list-style-type: none"> • Play a range of games that require children to discuss and talk together • Non-verbal games that may involve and action or sound instead of verbal words • Encourage children to invite others to join games • Play a range of non-verbal role play style activities / reflection activities
Emotional	<ul style="list-style-type: none"> • Encourage children to try something new and challenge their comfort zones or fears • Ask children to think about how they feel before/during/after an activity and did it change • Allow children to manage and deal with their own emotions/conflicts (to a degree) before stepping in • Use different methods of reflection to enable children to express themselves
Spiritual	<ul style="list-style-type: none"> • Play games that require children to gradually interact with the natural environment in different ways and in greater quantity • Follow children's interests in the now and where they would like to take it • Provide children with opportunities to share and reflect on themselves, their experiences and their feelings • Involved children in sharing their interests and what makes them happy and content and integrate elements of this into future sessions (wherever possible) • Make links to current affairs in children's lives (birthdays, father & mother's day, holidays)

In addition to holistic development Forest School can also foster and enhance children's:

- Levels of **self-esteem**
- **Emotional intelligence** skills (self-awareness, self-regulation, self-motivation, empathy and social skills)
- **Resilience** to new experience, new environments and new achievements and abilities
- Levels of **confidence** around their capabilities and the drive to take more risks and challenges
- Ability to work, thrive and achieve with greater **independence**
- **Creativity**, imaginative play and investigation skills.
- to **take risks** beyond their comfort zones in order to maximise their capabilities and achievements
- strengthen their **physical development** and **coordination skills**
- promote **co-operative, group and team work**
- encourage children to **take care** of others and themselves
- foster an **appreciation** for nature and wildlife

A Forest School environment can also support children's mental health and well-being. Children can take time to relax and interact with nature, often two things they may not experience often whilst gaining a better understanding of the natural world.

2. What happens at Forest School?

A typical Forest School session

At Forest School children are able to run freely with very few restraints and boundaries. Children are able to explore, investigate and make decisions for themselves in a safe and supportive environment. Learning will be child-led for the majority of the time where individuals can follow personal interest.

Forest School gives children the space and opportunities to explore and make sense of the world around them in different ways. The restriction free environment means children can explore in a manner of their choosing. These differing ways to explore can be linked to Piaget's play schemas. We can identify each schema by its name and meaning and identify how this type of play take form in the Forest School setting.

Trajectory

Moving in a straight line—this can be forwards and backs or up and down

Climbing ladders, climbing trees, walk back and forward along a plank, lining things up in a line or order.

Rotation

Movement around

hill rolling, spinning, moving wheels, tyres, rolling items

Enveloping

Covering self-up

Hiding underneath leaves, branches woodland materials

Enclosing

Building barriers around yourself (to keep safe)

Diving off own area, using sticks to make a fort or den, safety routines, boxing items and equipment up

Transforming

Exploring how items change—shape, form, size,

Mixing mud with water, melting ice in the cold and winter, the effects of heat (sun, fire, cooking)

Orientation

Being in a different position

Hanging upside down, laying on the ground, handing off an object, laying sideways

Positioning

Organising in to different categories

Grouping, natural material collection, taxonomy, grouping by size, colour, shape, ordering by category

Connection

Joining things together

Joining sticks together, constructing things, making lines in the mud/leaves

Transporting

Moving things from one place to another

Carrying logs back and forth, moving things into their place, filling containers up and moving with them, back and forth collecting items

Typical sessions are designed and led by the trained staff with the support of the Forest School practitioner. Sessions will often follow a plan, observe, reflect cycle and are tailored to the group of children attending the sessions. Reflection will allow the leading adults to identify any areas of weakness that need supporting further and areas where learners could be challenged. Sessions will progressively allow children to take more responsibility for their own learning.

Forest school will use natural resources as much as possible to stimulate imagination, creativity and investigation. Children may find themselves:

- den and shelter building
- bug hunting and observing
- pond dipping
- gardening
- making mud pie potions
- climbing and balancing
- running and jumping
- rolling, pushing and pulling
- using knots and fixings
- collecting, identifying and sorting
- playing team games
- relaxing in a hammock
- looking for cloud shapes
- learning woodwork skills
- creating homes for birds, animals and insects
- fire lighting
- cooking outdoors
- investigating wildlife
- sketching and creating wax cray rubbings

Many of these practical tasks can be linked to a range of our school curriculum areas, including, mathematics, literacy, science, design & technology and art. Not only can the Forest School be used for Forest School sessions but can provide a high quality environment to enhance other areas of the curriculum. In addition to these academic links individuals may find themselves developing more personal skills such as:

- problem solving in different ways
- learn, experience and manage feelings
- reflect on themselves and how to improve themselves
- discover interests they didn't think they had
- communicate with a range of different people in many different ways
- build confidence in evaluating risk and decision making
- understand the importance of being physically active
- improved concentration
- enhanced language
- sense of importance and responsibility.

A typical Forest School Session

Each Forest School session will follow a simple routine. Children will spend time getting themselves ready for the outside, being encouraged to consider what they need depending on the weather. Children will be

reminded of rules and things they need to remember whilst making their way to the Forest School area. Any resources needed for the session will be in place ready for their arrival (tools will be collected when required by the Forest School leader).

On arrival, children will gather around the fire circle, stepping over the bench to find a seat. The group will assemble here to observe the environment, weather considerations, reminders of our Forest School code of conduct and positive behaviour choices. Children may reflect on previous Forest School sessions and will be told about what may have happened during this one.

Children will be given time and freedom then to explore the area, following our code of conduct. Adults will scaffold and support when required depending on where children are playing. Throughout this time, adults will make any purposeful observations needed as well as spontaneous observations that are of relevance. Throughout this time, adults will also be risk assessing the area to ensure safety for all. Some activities, such as fire lighting and tool work will happen close to the central fire circle. These will be supervised by the Forest School leader.

For some sessions, children will gather around the fire circle once more to share what they have been up to so far as well as enjoying a drink and snack.

Towards the end of the session children will return to the fire circle one last time to reflect on their session. This may be done verbally, by collecting an item that reminds them of their session or by showing an action. The area will then be packed away and everybody will strive for a 'leave no trace' impact on the area. All resources will be returned to their designated area and rubbish will be taken away. Children will then be encouraged to undress as required when back in the classroom, ready for their next session.

Initial sessions are likely to be boundary and routine based sessions where children may also need guidance on how to use resources, how to play and how to best use the space presented to them. Over time, these routines will become natural to the children and children will be able to initiate and direct with greater independence.

3. The Forest School Site

Our Forest School site is located within our school boundary at Robert Peel Primary School and is not accessible to the general public. Our sessions take place in a spacious natural area consisting of a range of deciduous trees, a developing wildflower area as well as an open, grassed space perfect for running in. Parts of the area are still being managed, grown and established such as setting in new grass seed, an outdoor classroom space, a greenhouse and shed storage facilities.

At our Forest School site, you can:

Go pond dipping



Roll down the grassy mound



Hide in the lilac den



Grow and nurture fresh fruit and vegetables



Gather around the fire circle



Get muddy in the mud kitchen



Relax and reflect



Gather kindling for the fire



Stretch your legs



Swing in a hammock



Build dens



And much, much more!

Children exploring the area are encouraged to minimize their impact on the site and look at how they can conserve and protect our natural spaces. This will include:

- Finding out about different animals and plants and how we can protect them
- Learning to respect animals' homes and disturbing them as little as possible
- Carefully observing wildlife
- Minimize use and removal of deadwood to prevent stripping the site bare
- Taking all resources, tools and little away with us when we leave the site
- Thinking carefully about where we are playing and the impact on the immediate ground cover
- Ensuring we try to follow a 'leave no trace' perspective

4. Our Forest School Code of Conduct

Entering the area

We will all enter the Forest School area quietly and respectfully so not to disturb other people or animals that are using the area. We will explore, investigate, learn and play with awareness and respect for others and our environment. We will not damage our environment, including picking flowers, leaves and sticks of living plants.

Boundaries

Children will have greater freedoms to roam around the Forest School area with minimal restrictions. Children will be able to access the fire circle (following correct expectations), the allotment area, sunflower area, the lilac bush den area and the mud kitchen. Children will be informed they are not to play or explore further than the lilac bush unless supervised by an adult as this is out of site. Children will be able to collect and use building materials from the designated area along the boundary fence. Children will not be permitted to enter the wood store area behind the fire circle unless instructed too and supervised by an adult. Children and adults will be gathered together using a verbal call of '1,2,3 where are you?' and children should respond with '1,2,3 I am here'. This will allow adults to call children in when required.

Around the Fire Circle

Children will seat themselves around the fire circle by finding where they want to sit externally first. Children will then step over the bench before sitting down. Once inside the fire circle children are not to walk around or change seats. If children want to do this, they must exit the fire circle by standing up and stepping over the bench so they are external to the fire circle and must walk round to their desired space. Children will only move around the internal fire circle if invited to enter by the supervising adult. Children will enter through the designated entrance and not walk across the fire circle.

Lighting a fire

When lighting a fire, the Forest School Leader will take responsibility for its lighting, maintaining and extinguishing. Fire lighting will follow all procedures set out in the Fire Safety policy. Children will be required to follow the fire circle expectations as stated above.

Using Tools

All tools have their individual tool talks and correct use procedures. These procedures must be followed

and individuals must be demonstrating safe wearing of personal protective equipment, correct body posture and position (respect position) and well as the appropriate use of the tool.

Rope Use

Children should use rope, paracords and string with great care. They should use these materials purposefully and appropriately. Rope is an effective item to use to transport materials and to fix items together. Children can learn and practice different knot tying techniques to facilitate them to use rope more purposely. Children are not permitted to tie themselves or things up using rope and they must take extra caution when pulling.

Safe play with sticks and larger logs

Children can explore and carry a range of sticks but are encouraged to think about their suitability for need and how close they are to other children and adults. Children will be encouraged to roll, lift, drag and pull larger logs or materials safely. They will be encouraged to bend their knees before lifting and to seek additional children or adults if the item is too heavy for them.

Climbing

There is a small set of low level equipment for the children to climb over and through. An adult will be present when children are climbing. The ground cover should be checked for anything sharp and equipment checked. A visual check must be completed to spot any loose or damaged parts. Tree climbing will only be permitted if deemed safe and appropriate.

Interaction with natural materials

Children will play alongside the natural materials found in the environment with care and respect. Children will not be permitted to pick leaves, flowers or sticks from living things and will be encouraged to forage the ground for anything they required. Children will follow a NIL BY MOUTH policy and not put anything they find in their mouth, even if they can identify what it is. Children will be encouraged to explore microhabitats which may involve lifting or rolling logs. Any insects that are removed from these areas for further exploration must be treated with care and put back where they were found when finished with. Additionally, any habitats that have been moved as part of this exploration must be put back as best as possible.

Digging

Digging of holes is not encouraged as it can cause additional trip hazards to others in the area. Children may carefully move soil when looking for insects in their habitats using their fingers and small sticks but deep holes should not be made.

Collecting wood

Children may be encouraged to help collect wood for fire lighting purposes. Children can learn to collect wood of different thickness which play their own role in the fire process. This matching and sorting activity can support children's mathematical development. Children should be guided where to place their wood collection, taking Forest School boundaries into consideration. Wood should be collected only when required to minimize the impact on the natural environment.

Eating and Drinking

Children will follow a NIL BY MOUTH policy for anything found in the forest school area even if they are able to identify it. Children will be reminded not to put their fingers in their mouth during and after exploration and will be supported to wash and clean hands when required. When having drinks and snacks children will use hand washing facilities and/or wipes before consuming anything. Anything eaten or drunk

will be under the supervision of the group adults with allergies and personal needs in mind.

Toileting and Handwashing

Children will inform session adults if they require the toilet. Children will be accompanied to the toileting facilities (the school changing rooms) and supervised when handwashing.

Leaving the area

Everybody will work together to follow a 'leave no trace' perspective when leaving the Forest School area. Tools will be collected in, rubbish will be gathered for removal and any resources used will be taken away with us. Everybody will be encouraged to put habitats and insects back where they were found as best as possible whilst larger building materials will be returned to the designated areas too. Any shelters made should be taken down especially when rope and cords have been used.

5. Equipment for Forest School

The Forest School leader will always ensure the resources needed for the session are present as well as taking an **essential bag** with them. Some items will be essential for each session whilst other resources, tools and items may only be required during different sessions. It is important that children and adults know what is available to them and that they treat these things with respect. When items or resources are finished with they should be returned to the designated place, box or location to keep the Forest School tidy and so others can use it.

This **essential bag** will contain:

First aid kit	Emergency procedure plan and walkie-talkie
Children's medical needs (if necessary)	Emergency First Aid card
Whistles for use in emergencies	Wet wipes
Clear plastic bags and bin liners	Facial tissues
Antibacterial hand gel	Disposable gloves, face masks, disposable aprons
Clean drinking water	Set of spare clothes
Fire strikers / cotton wool / matches	Any individuals medication needed in situ

First aid kit and safety:

Antiseptic cleaning wipes	Disposable gloves
Plasters	Safety pins
Eye wash	Instant ice pack
Triangular bandages	Incident book / Accident forms
Dressing strips	Dressing tape
Washing up bowl & antiseptic hand wash gel	Drinking water
Fire blanket and burns kit	Fire bucket (water and sand)
Fire retardant gloves	

Tools:

Bowsaws	Loppers
Potato peelers	Ropes – various sizes and thicknesses
Wood Axe x	Lockable tool box / caddy
Work gloves	Kelly Kettle

Activity related items:

Pencils	Pens
Paper	Scissors
Glue	Wax crayons
Charcoal	Clipboards
Celotape/double sided tape	String / Rope
Tarpaulin (seating, den, shelter)	Camping mugs
Cooking equipment	Pond dipping equipment
Insect exploration pots, pouters, magnify glasses	Gardening equipment and tools

6. Forest School Clothing and Personal Protective Equipment (PPE)

For children to comfortably enjoy Forest School, they should be suitably dressed for each session. As each session's weather may vary, it is important children are dressed accordingly. Appropriate clothing can protect individuals from extreme weathers of heat, cold and even wet and windy conditions. Suitable clothing can help keep them covered also, reducing the likelihood of cuts, scratches and even trips and falls.

Parents will be informed of any additional or specific clothing children will need prior to sessions to enable them to prepare. They will be encouraged to think about the practicalities of certain items of clothing and will be made aware that clothing may return home dirty. To ensure the sessions are inclusive to all, spare clothing will be kept and handed out if and when required to ensure children are suitably dressed.

Suggested clothing for summer:

- Light long/short-sleeved tops – to protect shoulders and arms
- Light trousers – to protect legs from ground level plants
- Light shorts – children will be encouraged to take extra care in regards to cuts and grazes
- Sun hat
- Sunscreen
- Suitable footwear, ideally trainers (could be walking shoes/wellington boots) – sandals and flip flops are not permitted

Suggested clothing for winter:

- Vest or t-shirt base layer
- Long-sleeved top
- Long-sleeved jumper of fleece
- Warm trousers
- Thick socks – thermal if possible or two pairs of thinner ones
- Warm hat, scarf and gloves
- Waterproof coat
- Waterproof trousers
- Wellington boots / walking boots

Get Forest School Ready Leaflet

Time to prepare...

Forest school will take place **whatever** the weather, so it is important your child is **prepared**.

There are a few tips and important essentials to note:

- Wear **OLD** clothes!
They will get dirty!
- **LAYER** up!
Thin layers can be removed as children warm up and put on if they are cold.
- Suitable footwear **NEEDED!**
All terrains will be explored
- Supply **SPARE** clothes!
Socks and trousers are key, they will get soggy, muddy and wet.

AND FINALLY...
A **DIRTY** child is a
DEVELOPING LEARNER!

Under the canopy of the trees the weather can feel a little different to that of an open space.

Exposure to different weather will support your child's awareness of their body temperature and self, facilitating self regulation.

Providing a range of clothing will give your child responsibility and ownership over what they wear.

They will work on their decision making whilst learning how to dress appropriately for the weather and activities.



Getting Forest School ready!

What will they need to wear?

Spring/Summer

All year round

Autumn/Winter



Other forms of clothing and personal protective equipment may be required when undertaking different activities. These tasks are likely to be carried out by adults however if under supervision can be completed by children too.

Clearing woodland



Clearing woodland

- When clearing nettles and brambles by hand consider:
- Wearing long sleeved tops and tough trousers to protect body from stings and scratches.
- Thick gloves
- Eye protection
- Having aloe-vera gels and antiseptic wipes nearby to tend to any cuts/stings.



Coppicing



Coppicing

The process of cutting back a tree at ground level in order to stimulate new growth at the stump. Excess wood can be used for woodcraft.

When using tools additional protection may be required.

- Gloves may be worn to increase grip and slip protection
- Ensure sheaths and covers are replaced when tools are not in use.
- Always carry tools correctly and safely. (See Tool Safety Pack)



Billhook



Loppers



Protective gloves

Sawing wood



Sawing Wood

- Sawing must be undertaken with a partner. A single glove is often worn on the non-dominant hand (helper hand).
- Participants must be at opposite ends of the saw and diagonally across from one another.
- The 'Respect' position must be held also, to secure balance (one knee up, one knee down).
- Replace any protective cases when the tool is not in use.



Bowsaw



Protective gloves



Using Fire

- Always ensure the fire/proposed fire is in a safe location.
- Before lighting, clear the fire pit, have clean water, fire and first aid kits and gloves nearby.
- Always hold the 'Respect' position
- Use heatproof gloves when adding logs to the fire or handling metal cooking equipment (they will get HOT)



Fire blanket and kit



Heat proof gloves



Tongs



Clean water

7. Risk / Benefit Assessment (of area and activities)

Location:	Robert Peel Primary School Dapifer Drive, Sandy Bedfordshire, SG19 1QJ 01767 681185	Completed by:	Liesl Ganney	Date:	September 2025
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Description of site location:

- Forest School area located within Robert Peel Primary School's building grounds
- Fully enclosed and secure site (surrounded by staff carpark, housing and public pathway)
- Area contains a live pond, securely fenced and locked
- 1 securely locked access fence

Forest School site:

- Fire circle, range of large trees, pond, allotment beds, additional seating area, small mound, tyre beds, permanent allotment beds, ample grass space, wooden attachment posts for den building.

	Hazard	Harm	Who is at Risk?	Existing Prevention measures	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25 Type of Risk Level	New Preventative Measures	Benefits to individual
1	Trip Hazards Exposed roots Holes Uneven ground Natural Debris Uneven paving slabs	Bumps Grazes Head injury Broken bone	All	<ul style="list-style-type: none"> • Remove and clear any excess debris • Verbal instructions of awareness • Maintain the area 	2	2	4 Low Risk		Self-awareness of different surfaces
2	Slips and falls Wet ground Wet logs Wet leaves	Bumps Grazes Head injury Broken bone	All	<ul style="list-style-type: none"> • Verbal instructions for awareness • Removal of any excess hazards • Appropriate footwear • Maintain area 	3	2	6 Low Risk		Self-awareness of different surfaces Importance of correct footwear

3	Deadwood Hanging Falling Lying Standing	Head injury Eye Injury	All	<ul style="list-style-type: none"> Remove excess deadwood Verbal instructions and/or /restrictions on an area 	2	2	4 Low Risk		Children to look around for dangers and manage their surroundings
4.	Scratches & Stings Nettles Brambles Thorns Insects	Cuts to skin Body sting Bite to body Allergic reaction	All	<ul style="list-style-type: none"> Verbal instructions for awareness and in case of incident Long sleeve and leg clothing where possible Avoid nesting areas (if known) Maintain and cut back excess hazards Awareness of any allergies 	4	2	8 Low Risk	Contact Pest Control for safe removal (if required)	Awareness of what to do if stung (First Aid) Subject knowledge development of plants
5.	Habitats Holes in ground Nest/Dens Droppings Animal fouling	Grazes Head injury Stomach bug	All	<ul style="list-style-type: none"> Check area before visiting Verbal instructions for awareness Avoid if found Do not disturb if found 	2	2	4 Low Risk		Awareness of habitats and indications of life
6	Water Water Butts	Sickness bugs Bites	All	<ul style="list-style-type: none"> Ensure children are supervised when using the water butts Ensure water butts are securely covered 	2	2	4 Low Risk		Understanding safe use around water Importance of handwashing
7	Poisons Fungi Berries plants Nuts	Poisonings Sickness bugs	All	<ul style="list-style-type: none"> NIL BY MOUTH policy Awareness of any allergies 	2	2	4 Low Risk		Understanding the importance of handwashing
8	Fire	Woodland/ area fire Burns	All	<ul style="list-style-type: none"> Designated fire area 	2	2	4 Low Risk		Develop understanding of fire safety

				<ul style="list-style-type: none"> Supervision of fire at all times (qualifies practitioner) Ample clean water to hand Correct safety equipment and first aid box present 					Skills of making a fire – wood collecting, organisations, assemble, lighting, management, extinguishing
9	Fire Aids Fire steel/flint Matches Cotton wool Newspaper Kelly Kettle Pots and Pans	Burns	All	<ul style="list-style-type: none"> Safe keeping with qualifies practitioners Supervision at all times 	2	2	4	Low Risk	Development of how to safely use items
10	Tools Peelers Bow saw Loppers Hand drill Hammers	Cuts Bruising Broken Bones	All	<ul style="list-style-type: none"> Tool talks before every session when in use Stored securely in designated area Tool use always supervise First aider always present 	3	2	6	Low Risk	Development of fine and gross motor skills Learning a new life skill Understanding of safe tool use Creative use of natural materials
11	Rope Den building Swings Bridges (Slack line)	Rope burns Hanging	All	<ul style="list-style-type: none"> Bright visual tape/hangings are attached to hovering rope All rope is of bright visible colours Ropes stored in designated area when not being used Verbal instruction regarding use 	3	2	6	Low Risk	Safe use of rope Learning rope knots

12	Pond Dipping Observing	Falling into water Drowning Ingesting water Insect bites	All	<ul style="list-style-type: none"> Secured pond area when not being used Supervision at all times when in the pond area Awareness of allergies Children to sit behind paving slab edging 	2	2	4 Low Risk	Safety Pole will be added	Water safety Pond life and habitats Life cycles
13	Natural crafts Mud painting Flower collecting Collection of natural items	Foreign objects in eyes Stomach bugs Allergic reactions	All	<ul style="list-style-type: none"> Area checked before use Removal of unsafe items/area restrictions if needed NIL BY MOUTH policy for all 	1	2	2 Low Risk		Creative use of natural materials Plant identification
14	Den/shelter building Tarpauling Hammocks	Head injuries Trips Grazes Rope burns Splinters	All	<ul style="list-style-type: none"> Safety talk regarding use of items and suitability Supervision when using equipment 	3	3	9 Medium Risk		Fine and gross motor development Den building skills Rope/knot skills Team work Communication skills
15	Allotment beds Trip hazard Use of tools	Stomach bugs Grazes	All	<ul style="list-style-type: none"> NIL BY MOUTH policy for all Verbal instructions about hand hygiene Verbal instructions about safe tool use 	2	2	4 Low Risk		Knowledge about growing, planting, maintain of seeds Understanding of where our food comes from Responsibility and ownership
16	Play climbing and trim trail equipment	Falling, cuts and grazes	All	<ul style="list-style-type: none"> Clear instructions Supervisions All low level No climbing on top of 	2	2	4 Low Risk		Safe risk taking Building core strength

Safe Tool Use and Storage Policy

Forest School can facilitate and support children in using a range of tools for purposes, safely. Forest School can provide a safe, risk taking environment where children can develop new tool skills whilst helping to maintain the Forest School site. Tool use will only be introduced to the Forest School when safe behaviours are demonstrated by all.

Storage of tools

- All tools will be stored safely and securely in a lockable box/bag and only adults will have permission to remove the tools from their stored location
- When tool use is planned within a session they will be stored in a designated area and only handled by the adults
- When tools are not being used they will be returned appropriately to the designated tool area
- Tools will be counted in and out at the start of a session to ensure no tools are left out
- Tools will be checked for damage and wear and tear before use and either disposed of, cleaned or repaired where necessary. Protective sheaths and guards will be kept clean and in a suitable condition too.

Use of tools

- The qualified practitioner will be responsible for demonstrating safe tool use and for training others to use the tools, using regular tool talks.
- All children and adults will be shown and taught how to use tools and equipment safely and with increased independence.
- The Forest School leader will assess the risks posed by using tools on an individuality basis.
- Tool talk routines and safe use procedures must be demonstrated when using a tool.
- Tools will only be used for specific purposes and used in a space two arm's length and a tool length away from anybody else.
- Tool use will be supervised at all times and will not exceed a ratio of 1:3.
- If an injury occurs the activity will be suspended immediately and the injury handled in line with the First Aid policy.

Handling of specific tools

Bow Saws – use for cutting wood with a diameter greater than a 2 pence piece

- Wear a glove on the non-sawing (helping) hand, not on the tool.
- Use the saw to the side of you and not in front.
- Keep your non sawing hand away from the blade when sawing.
- Saw with easy relaxed strokes using the full length of the blade. Let the blade do the work – don't force it, especially if it sticks.
- Carry with the frame at your side with the blade facing down, like carrying a handbag.
- Keep the blade covered when not in use and especially when transporting.
- Ensure the item to be cut is firmly held.
- When using with children – Leader and child to kneel on floor with Leader on one side of saw and the child on the other, both in the 'respect position'. The Leader guides the saw and the child follows.

Loppers – use for cutting wood with a diameter smaller than a 2 pence piece

- Always carry with blades closed (and locked if applicable).
- When not in use leave with blades closed (and locked if applicable).
- Do not exceed the cutting capacity of the tool.
- Use away from your body and keep hand not holding tool away from blades.
- Children only to use when sitting or kneeling.

Potato Peelers – use to peel bark

- Rest the wood you are peeling on the ground or on a bench and not on your leg.
- Hold the potato peeler away from your body and peel away from yourself towards the ground.
- Keep the hand not holding the tool away from sharp end of potato peeler.
- Keep a safe distance from other people and be aware of those around you while you work.
- Children only to use when sitting or kneeling – remind them not to move around when using the peeler.

Wood Axe

- The axe will only be used by adults to split larger pieces of wood down into smaller segments.
- Wood will be split in a safe and spacious area to reduce splintering dangers to others.
- Adults will ensure the axe is placed or stored correctly when not in use to reduce the risk of harm to others.

9. Fire Safety Policy

Children can be immersed further into the natural feel of a Forest School by creating a central open fire campfire. Not only will this element expose child to an experience they may never get the chance to be a part of but it enables children to learn and develop around a risky activity. An open fire can give children the life skills of lighting, managing and extinguishing a fire whilst teaching them about fire safety. The campfire can also provide a central hub for individuals to meet, communicate and be at one with nature in a safe environment. This policy sets out the guidelines that must be followed to ensure safe use and practice when using an open fire.

Campfires, Kelly Kettles and other cooking equipment will only be used once the Forest School Leaders is confident that all those participating can demonstrate safe behaviours in the Forest School environment. This will involve safe use of the Forest School area; safe play behaviours, understanding of boundary areas as well as safe entrance and exiting the fire circle area.

Fire Safety Rules

- A campfire will only be use when the Forest School Leader feels that safe behaviours in the environment are demonstrated by all.
- All fire safety equipment will be in place before the campfire is lit (bucket of water, bucket of sand, fire gloves, fire blanket, first aid kit, burns kit).
- A campfire will only be lit in the designated fire pit.
- The fire area will have a stone edging surround to add an additional safety boundary.
- The fire area is surrounded by a boundary of at least 1.5m from the central fire pit zone.
- When the fire is lit children will only be permitted to enter the fire circle if invited by the supervising adult.
- Advice on the appropriate way for dealing with smoke will be given to the children: they are advised to turn their head to one side, placing their hand across the face, to close their eyes and count to 30 (or ask an adult/peer to count for them)
- Long hair should be tied back and any loose items or clothing (such as scarves) should be tucked away or removed.
- Nobody is permitted to throw anything onto the fire.

Safety and Responsibility

- Only qualified adults are permitted to light fires, unless under the direct supervision of the Forest School Leader
- The fire will be supervised at all times by an adult (ideally the Forest School Leader)

- Children will only sit on the designated boundary seating when the fire is lit.
- Children will only be able to join the boundary seating area by stepping over the bench from the outside of the bench.
- The Forest School Leader will consider the food and drink that can be cooked and eaten by all, with any allergies of staff and pupils considered in addition to other dietary requirements.

Lighting, Maintaining and Extinguishing

Lightning

- The fire will only be lit by a qualified Forest School Leader
Safety equipment will be present before the fire is lit.
- Fires will initially be lit using cotton wool, natural dry leaf/wood/grass matter and a stroke stick (fire steel or matches).
- No flammable liquids or accelerants will be using on the fire
- Wood and kindling will have been gathered and prepared for burning prior to lighting the fire. An adult will direct others to retrieve additional wood if it is needed and instruct them where to put it within the fire circle.

Maintaining

- The respect position will be adopted by the adult supervising the fire (this involves kneeling on the floor with one leg/knee on the ground and the other upright for stability). This enables steady movement both forward and backwards whilst remaining stable.
- Kindling will be placed on the fire, not thrown, from the respect position and from the base of the fire. The hand should never go over the fire.
- Kindling added will be of a suitable size for the need of the fire (smaller pieces will have shorter burn time).
- A fire glove will be worn when interacting directly with the fire

Extinguishing

- All fires will be extinguished at the end of a session
- Wherever possible, all fuels and the fire should be burnt off to ash
- The remains of a fire will be dismantled and spread out in the base of the fire pit
- Water will be used to extinguish all remaining embers and stirred until all smoke and steam has ceased.
- Sand will be added to the extinguished fire pit
- An adult will return to the fire pit after the session to ensure the fire is fully extinguished and the area left in a safe manner.

Kelly Kettle and cooking equipment

- All equipment required will be in close proximately to the fire and easily accessible.
- All equipment will be in a safe and clean condition and should be replaced when necessary.
- Kelly Kettle must be placed on a flat, clear paving slab.
- The base of the Kelly Kettle will be lit by or supervised by the designated Forest School Leader.
- The bung will never be left in whilst the water is heating.
- Once the fire is going in the Kelly Kettle base carefully add the chimney top to it by holding the handle parallel to the ground, and supported on each side by your hands.
- When lit, do not stand directly over, or look straight down the chimney. Add kindling to the chimney with care.

- If children are feeding the base fire they must be supervised one to one and using the safe method (Stick held at the end and dropped in from the side, hand should never be placed over the top).
- Allow the base to burn itself. Use left over water to extinguish the fire base if required.
- Fire gloves will be worn when using the Kelly Kettle and cooking equipment.
- Any drinks or food prepared using the fire should be checked for suitability to consume and children must be encouraged to blow hot drinks before drinking

10. Pond Safety Policy

Robert Peel Primary School aims to offer all children a rich and engaging learning environment in order to enhance the curriculum. Our school pond offers extensive learning opportunities across the curriculum as well as sparking curiosity, exploration and a closer link to natural habitats. In order to enjoy this area, we must maintain the area and consider the safety elements around the water.

About the Pond and maintenance

- The perimeter of the pond is enclosed with a 1.5m high fence with lockable gate.
- A coded padlock provides additional security for the fence and access should only be made by adults.
- Adults must ensure the pond gate and padlock is closed and secured when exiting
- Lockable codes should never be given to children
- A safety pole will be erected in the pond area in case of a child falling in
- The pond is cleaned regularly as part of the Site Agents duties. Specialised contractors will be involved if required
- The grassed area around the pond will be cut as part of contracted duties. Additional cuts in between contractual duties will be carried out by the site agent.
- Edges are kept clear of slippery substances and are visible at all times.
- The deepest parts of the pond are positioned away from the edges.
- The pond is kept as shallow as possible for safety reason but full enough to encourage wildlife and natural habitats.

Using the Pond:

- Children will be supervised at all time when in the pond area
- Children will have opportunities to sit around the perimeter of the pond as well as by the slabbed edging. Leading adults will make informed decisions about the proximity to the pond with individual's behaviours in mind.
- Additional supervision is in place as necessary to support pupils with special educational needs or medical conditions.
- Edges for pond dipping are flat.
- Clear instructions are given prior to use.
- Pupils will be spaced well apart.
- Weather appropriate clothing is worn.
- Hand washing facilities will be accessible for post pond use
- Children are not allowed to touch their face until hands have been sanitised.
- All cuts and abrasions are covered with waterproof plasters.
- No eating is allowed in the pond area.
- Any equipment taken in and used around the pond must be collected in before leaving the pond site.
- Children will not be permitted to run around in the pond area.
- Children will be encouraged to explore safely with minimal disturbance to the natural habitat.

Emergency Action Plan for incidents associated with the pond.

11 & 12. Health and Safety Policies & Procedures First Aid Policy

The health and safety of all children and staff at Robert Peel Primary School is of the highest importance. Robert Peel sets out the practices in place to address the health needs of all in its First Aid Policy (September 2017) and this is a whole school approach. This policy will be followed whilst out in the Forest School area alongside the Policy for Supporting Pupils at School with Medical Conditions (2018). Staff may be required to refresh their role, responsibility and understanding of the above policies as well as any additional policies that may relate to the children attending Forest School (this may include looking at children's medical conditions, individual healthcare plans (IHPs), the Asthma Policy or the Diabetes Policy).

In conjunction with the above policies, the below points and measures will directly relate to Forest School:

- The Forest School Leader will carry a fully stocked first aid kit at all times and have a fully stocked burns kit to hand.
- Correct staffing ratios will be followed and where possible, more adults will be present. This means that children can safely take part in more experiences and/or activities. This may include tree climbing, gardening, pond dipping or tool use.
- All experiences and activities are thoroughly risk assessed before the start of each session and are continued to be monitored throughout. The Forest School leader (and other adults) are responsible for the safety of all and should end/abandon/stop situations that are deemed no longer safe.
- Staff should continue to monitor the weather at different times of the year to assess the safety of the children (for example: they may not be able to control/maintain/recognise their own body temperature). If the weather is too cold, wet, windy or hot for the children then the Forest School leader (and other adults) should take appropriate action to reduce risk or harm.
- Children are encouraged to be actively involved in completing their own risk assessments throughout a session. This can give them ownership of the process and helps them to be more aware of risk, calculate the potential risks involved and how they can reduce this risk. This process should and will be supported by all adults.

13. Forest School Session Checks

To ensure the safety of children and adults attending Forest School sessions, there are certain checks that need to be made before, during and at the end of each session. It is the Forest School Leader's responsibility to ensure that all checks have been completed. These checks must be completed for each Forest School session.

Pre-visit checks

- Remove all visible litter and animal faeces
- Ensure the Forest School area is safe to use, including tidiness
- Remove obvious trip hazards and mark off any areas that are unsafe/not to be used in that session
- Ensure the Forest School area is set up and ready as required
- Set up handwashing facilities
- Check that the Forest School essentials bag contains all the necessary items including first aid kit and any medication
- Check that everything required for the session is available and ready to be accessed
- Check that any tools being used in the session are safe, clean and ready to use
- Check for any personal updates for the individuals attending Forest School and for any staffing changes

At the start of the session

- Complete a group register of children and staff and complete a head count

- Encourage children to go to the toilet before heading off to Forest School
- Remind children about the Forest School area, where they are allowed to go/play and where the boundaries are.
- Remind children about our Forest School Code of Conduct, especially in regards to safe play, fire safety and tool use (when required)
- Discuss with children how they can demonstrate safe play, exploration and risk taking
- Encourage children to have fun!

Throughout the session

- Be observant about what is going on in the Forest School area
- Carry out regular head counts throughout the session if individuals cannot be seen. Use a call and response method to gather children together if needed
- Support children's understanding of why we should keep to the boundaries/code of conduct elements through conversation with children instead of just telling them not to do it.
- Take photos and make observations of the children and their learning as required
- Use calm, conversational methods where possible to discuss poor or dangerous behaviour choices. These conversations can encourage children to take responsibility for what has happened, to be able to reflect on the whys and what ifs as well as opportunities to rectify and demonstrate desired behaviours.
- Interact and immerse yourself in children's play to be able to scaffold if needed in a child friendly way

At the end of the session

- Gather all children at the fire circle to reflect on their session
- Carry out a final head count of children and staff before heading back
- Count and collect in any tools that have been used and store these away in the designated box
- Collect in any resources that have been brought to Forest School
- Clear any rubbish or litter left over from the session
- Clear and fully extinguish the fire pit
- Check the area is left in a 'leave no trace' manner for others to use and enjoy

14. Poor Weather Procedures

We will not go out to Forest School if the conditions are deemed too dangerous such as high winds, thunder storms, during extreme periods of heat, cold or torrential weather. We will use the BBC weather online forecast to make judgements about the expected conditions.

If the weather is hot, children will be encouraged to stay in the shade, drink plenty of water and take part in activities that don't require them to move around too much. During cold weather, children will be encouraged to keep moving in different ways to keep warm. In wet weather, children will be able to access an indoor structure to shelter from the rain. The Forest School Leader will make the decision to continue with the Forest School session or postpone it if weather is deemed unsafe.

It is likely that children will not be used to being outside for extended periods of time when the weather is cold, wet and even hot. As a result, they may not be aware of the potential dangers (hyperthermia, heat stroke, dehydration) and will likely need guidance, support and modelling from all adults. Additionally, children may not be able to recognize or regulate their body temperature so it is the responsibility of all adults to support children with this.

An Adverse Weather Risk Assessment (April 2021) has been completed by Liesl Ganney (head teacher) and should be taken into consideration when weather conditions could potentially be unsafe.

15. Adult Roles & Responsibilities

- The Trained and named Forest School Leader is always the person in charge of Forest school sessions.
- Forest School leaders to take walkie-talkie so contact can be maintained with the main school office
- The Forest School Leader has overall duty of care for the children in their charge. However, all adults involved in the Forest School session are required to take all reasonable steps to ensure that children are safe.
- The Forest School Leader or trained First Aider will always carry and take a first aid kit into the forest at every session
- In the event of an emergency, the Forest Leader will ensure that the school contacts the emergency services.
- The Forest School Leader will always carry an Emergency Bag to every session.
- The Forest School Leader will review the risk assessments before every trip to the School's Forest Site.
- The Forest leader will be responsible for the pre visit check of the Forest School site prior to a Forest School session.
- The Forest School leader is responsible for the maintenance and checking of all tools and equipment to be used at Forest school, prior to their use.
- The Forest Leader is responsible in training the children in how to use the tools and equipment safely and appropriately.
- When tools are used the adult child ratio will be 1:1
- There is one exception to this – when using peelers for whittling the ratio can be 1:2.
- All adults are responsible for ensuring everybody is safe. Adults must supervise activities that pose a high level of risk such as climbing.

16. Emergency Procedures

First Aid Emergency Procedures

First aid emergencies will follow Robert Peel's whole school First Aid policy. Walkie-Talkie to be used for emergencies and contacting the main school office.

Minor injuries

Minor injuries such as cuts, bumps and grazes will be administered in situ by an adult, using an onsite First Aid kit.

Cuts are to be cleaned using, where possible, running water and/or alcohol wipes and covered with plaster if needed. (Gloves will be worn by staff dealing with blood). These incidences can be recorded in the First Aid kit incidents books

Serious head, facial and suspected broken bone injuries

An individual will be given basic first aid in the first instance to deal with any minor injuries.

A paediatric first aider will be fetched from the school office if a serious head and facial injury occurs where the individual is unable to move. The paediatric first aider will then assess the movement of a child.

A suspected bone injury will be assessed by a paediatric first aider in situ if the individual is unable to move. The paediatric first aider will then decide upon the next steps.

The emergency services will be called from the school office immediately if required by a member of the office team.

- When informing the office about the nature of the injury, give as much information as possible:

- Who has been injured
- What their injuries are
- If they have any medical conditions
- Where on site the patient is
- The events that caused the injury

On site Emergency (fire alarm)

- In the event of a school fire alarm, all children should be gathered together immediately using a call and response call.
- Children and staff should be head counted before leaving the site.
- Children should walk from the Forest School site to the main playground (if safe to do so to join the rest of the school)

Alternative location:

If the main playground is inaccessible, then adults and children at Forest School will assemble on the grassed space in the school carpark. The Forest School Leader will then make contact with the designated fire marshals and head teacher by walkie-talkie.

17. Toileting and Handwashing

Children will be encouraged to use the toilet before the Forest School session begins. Children will have access to toileting facilities if they require it. Children will inform session adults if they require the toilet. Children will be accompanied to the toileting facilities (the school changing rooms) and supervised when handwashing. Accidents and changing will be managed in line with the school's Permissible Touch Policy (January 2020) and safeguarding & Child Protection Policy (September 2020).

Children will have access to clean water in both the sharing rooms and out in the Forest School area. Water will be designated for handwashing, drinking and cleaning.

18. Forest School food hygiene rules

Everybody who attends Forest School should be involved in food safety and follow the hygiene rules stated below. The Forest School leader should communicate with class teachers and the head teacher prior to cooking any food to check for allergies, intolerances and religious preferences that the leader may not be aware of.

When involved in food and drink preparation you should:

- Wash hands thoroughly before and during cooking
- Any items requiring refrigeration should be done so and only used when required
- The Forest School leader will consider any food options carefully to reduce need of refrigeration
- Food should not be handled if the individual is feeling unwell (for example sickness) and should follow the First Aid policy
- Minimise handling of food as much as possible and use utensils as much as possible
- Keep food that is waiting to be cooked separate from food that is ready to eat
- Use separate chopping board for preparation of different foods, especially any raw and ready to eat foods
- Prepare foods on clean, suitable surfaces, e.g. chopping boards, saucepans, plates
- Ensure food is cooked through thoroughly before serving.

- Eaters should be encouraged to blow their food before eating and to carefully test the temperature before putting in their mouth
- Utensils and cooking equipment should be clean before use and thoroughly cleaned and dried after cooking
- Foods should be stored correctly to prevent contamination
- All rubbish and left over food should be collected at the end of the session and taken away to avoid unwanted vermin in the area.

Food allergies and special dietary requirements will be taken into consideration when planning the use of food and drink in a Forest School setting. Wherever possible food and drink options will be altered so that everybody can consume inclusively. If this is not possible, alternatives will be provided for those who require it.

19. Safeguarding children

Everyone at Robert Pool has a shared responsibility to safeguard our children.

Our ethos:

- We believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to.
- We recognise that all adults within the school, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm.
- We will work with parents to build an understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations

All staff at Forest School are trained in Child Protection & Safeguarding as part of the whole school training approach. Children are made aware of adults they can talk to if they have any concerns and adults are aware of their responsibilities if this occurs. At Forest School the process of reporting any causes for concern will reflect the procedures followed in school. A copy of the school's Safeguarding & Child Protection Policy 2020-2021 can be found on the school's website).

20. Equal opportunities and inclusion

Robert Peel Primary School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We also value our staff and are committed to good employment practice. Robert Peel Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. These include: race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, living situation, or spent convictions.

At Robert Peel Primary School our vision is to develop confident, resilient and independent learners who are able to communicate effectively with others. Our aim is for the children to be happy in all aspects of school life and for them to aspire to be the best they can be. We will achieve this through the teaching of a rich and diverse curriculum, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their

vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life.

We do this by:

- Making children feel valued and good about themselves
- Ensuring that children have equal access to learning
- Recognising the different learning styles of children, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- Regularly reviewing the teaching within each subject area as well as with the resources that are available to support this so that both the diversity of the school, local community and wider society as a whole are represented in this.
- Creating an environment of mutual respect and tolerance
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- We recognise the specific assessment needs of pupils with additional needs such as EAL, SEND, etc, and also the importance of scrutinising assessment materials for cultural bias
- The key principles within the school's policies will be reflected fully when out in the Forest School.

21. Behaviour Policy

Behaviour at Robert Peel Primary School is based upon developing mutual respect and creating a caring atmosphere for all. Children are encouraged to take responsibility for their own behaviour and to take pride in themselves. Robert Peel also aims to create an effective learning environment by celebrating success and positive behaviour choices. Positive behaviour benefits not on the individual but everybody around them. The whole school behaviour policy, Promoting Positive Behaviours, will be followed not only in the classroom but also when at Forest School (a copy of this policy can be accessed from the school website).

This school ethos is supported and reflected through Forest School as children are encouraged to work together and learn from each other, especially when problem solving. Forest School also support individuals to reflect on their actions and behaviours and the possible impact that can have on themselves and others.

Positive behaviour at Forest School will be demonstrated by adult modelling. This may be through cooperation with others, communication and team work. Activities may also be planned to facilitate this area of behavioural development. Elements of challenge are also key to promoting positive behaviours as it gives children purpose, focus and continuous depths of focus.

Positive behaviours at Forest School can also be demonstrated by undertaking tool talks. Not only will children find out about different tools and how they work but will be more likely to use them purposely and safely in the future.