

Jellybabies



Sunshine Beach Childcare

Bush Kindy

Forest School

Information booklet put together in conjunction with Nature Play Qld and Forest School Initiative UK

OUTDOOR LEARNING POLICY

Philosophy

At Jellybabies, we believe that children can derive tremendous benefit from taking part in regular nature play and learning outside of the classroom. This can help to bring many school subjects/areas of development alive as they focus on real results and consequences. For that reason, the outdoors can have a significant impact on addressing areas of the Early Years Framework and the Australian National Curriculum. Nature play also provides experiential opportunities allowing children to respond positively to challenges and responsibilities, to manage risk and to cope with change. Active outdoor learning and frequent nature play readily develops the learning skills of enquiry, experiment, feedback, reflection, review, communication, problem solving, an enterprising attitude and cooperative learning – to name only some of the benefits.

In addition, some key ways in which exposure to the natural environment is beneficial to human health are

- enhanced personal and social communication skills
- increased physical health, supporting the development of healthy, active lifestyles
- enhanced mental and spiritual health
- enhanced spiritual, sensory, and aesthetic awareness
- the ability to assert personal control and increased sensitivity to one's own well-being

Much has been learnt in recent years about how the brain works and the different ways in which we prefer to learn. Research suggests the need to re-engage learners with the world as they actually experience it – 'experiential' or 'authentic' learning. It provides a framework for learning that uses the child's own environment to enable them to construct their own learning.

There is strong evidence that good quality learning and nature play adds much value to classroom/indoor learning. It can lead to a deeper understanding of the concepts that span traditional subject boundaries and which are frequently difficult to teach effectively using classroom methods alone.

Quality learning experiences in 'real' situations have the capacity to raise achievement across a range of subjects/areas of development and to develop better personal and social skills. When these experiences are well planned, safely managed and personalised to meet the needs of every child, they can:

- Improve academic achievement.
- Provide a bridge to higher order learning.

- Develop skills and independence in a widening range of environments.
- Make learning more engaging and relevant to young people.
- Develop active citizens and stewards of the environment.
- Nurture creativity.
- Provide opportunities for informal learning through play.
- Reduce behaviour problems and improve attendance.
- Stimulate, inspire and improve motivation.
- Develop the ability to deal with uncertainty.
- Provide challenge and the opportunity to take acceptable levels of risk.
- Improve young people's attitudes

Jellybabies should communicate the aims and benefits of unstructured nature play to parents and the wider community, so that there is a greater understanding of its value and importance, and provide a greater awareness of the safety standards the service adopts.

Aims

Our aims are:

- To develop outdoor learning and nature play as an entitlement for all children.
- To provide children with a wide range of high quality natural outdoor provision.
- To develop the curriculum/framework which provides inclusive, frequent, continuous and progressive outdoor learning and nature play for all children.
- To improve the effectiveness of outdoor learning through planning and evaluating outcomes.
- To develop nature play spaces within the school/organisation, available to enhance children's learning experiences, using (where possible) links with local businesses and organisations
- To provide all educators with the relevant training, support and encouragement to deliver the curriculum, where most appropriate, in an outdoor setting.
- To actively seek out opportunities to build strong links with our local community, parents, businesses and organisations in order to widen the outdoor learning and nature play opportunities we can provide.

Managing the delivery of Outdoor Learning

Teaching and Learning

Through the monitoring of teaching and learning e.g. forward planning meetings, weekly discussion in departmental meetings, fortnightly outdoor action team meetings, classroom observation, educator's self-evaluations, summative assessment records and other school/organisation procedures, we closely monitor the use of outdoor learning as a key element of the learning experience at (organisation's name).

Educators have been, and will be, provided with relevant training in outdoor learning and nature play in order to support Continuing Professional Development (CPD), confidence and staff practice.

Procedure

When taking part in an on-site outdoor learning / nature play experience, staff must follow the following procedure:

- 1. Take a fully stocked first aid bag and any necessary medication for the pupils in their care (epi-pens, inhalers).*
- 2. Take a charged walkie talkie.*
- 3. Take a charged mobile phone for emergencies.*
- 4. Sign out the class and staff at the office*
- 5. Staff must ensure they have the appropriate adult/pupil ratios for the year group concerned.*

For off-site visits please see the Trips Policy.

Risk Benefit Assessment

We believe that children benefit greatly from the opportunity to encounter and manage small risks for themselves, in order to build their self-confidence, resilience and independence.

Risk Benefit assessments have been carried out and are monitored for use of all outdoor areas on-site/off-site. Safety-related paperwork such as risk assessments should be kept to the necessary minimum so that they do not discourage staff from becoming more creative in their thinking.

Health and Safety

Society needs to strike a reasonable balance between the value of experience and levels of acceptable risk. In the first instance, the organisation's policies relating to Health and Safety and Risk Benefit Assessment should be referred to and applied, prior to any outdoor learning activity that may require additional support beyond the reasonable activities one would normally apply within the classroom. It is also important that the school applies robust safety procedures to effectively manage and minimise risks. It is equally important, however, that all involved, including parents, acknowledge that a degree of residual risk remains. It may therefore be prudent to discuss with parents their views regarding outdoor learning/nature play and the degrees of risk that apply to the varying activities.

OUTDOOR SESSION ROUTINE PROCEDURE

Procedures to be carried out before each session

- A thorough safety sweep of the site to check for any litter, glass, hazardous wildlife, animal faeces etc. Where possible, such items should be collected using plastic bags and disposable gloves.
- Any hazardous items found must be recorded on the dated and timed safety sweep form, with a short account of how they were dealt with. Discuss these briefly with other practitioners coming out to Forest School if necessary.
- Trees must be checked for any broken or dead branches.
- Weather conditions must be checked prior to session (if there is a strong chance of a thunder storm or strong wind the session will be rescheduled or cancelled).

Procedures to be carried out as part of each session

- All staff and children put on the appropriate outdoor clothing and footwear as listed in the 'Clothing Requirements' section of the handbook. Children are encouraged to change independently.
- Sign out the class concerned in the centre/ school office on the way out (if going off-site)
- All walk to the area in pairs with an adult at the front, back and middle of the group.
- Head count at the entrance to the Forest School area.
- All sit down in Forest School and discuss/recap rules and any safety issues.
- Discuss activities previously available plus any new resources being introduced.
- Ensure all children use wet wipes and anti-bacterial gel before eating.

Procedures to be carried out at the end of each session

- Gather at base camp to allow children and adults to give feedback from the session.
- Count up all the resources taken out for the session.
- Head count the group (possibly using Sticky Elbows) before walking back to class in the same child and adult formation.
- Sign the class back in at the centre/ school office and return the mobile phone to charge.
- All change out of outdoor clothing and return footwear and waterproofs to their correct bag/drying rack.
- Carry out classroom follow up activities when appropriate.

RISK BENEFIT ASSESSMENT POLICY

It is crucial that children are given the opportunity to develop their self esteem, independence and risk taking in a safe environment. In order to minimise the risk of any harm to both children and staff the following procedures must be followed.

1. A full and detailed risk benefit assessment must be carried out by the Forest School Leader termly. Included within the risk benefit assessment must be any hazards found, who is at risk, the severity of the hazard, existing control measures and action required. Where appropriate daily amendments must be made to the standing risk benefit assessment.
2. Involve all staff and parents where possible within the risk benefit assessment process.
3. The Forest School leader must carry out a full Safety Sweep of the Forest School site prior to each session and any hazards must be recorded along with the action taken if required.
4. Any risks related to specific activities should be recorded on the corresponding lesson plan.
5. In high winds and thunder storms sessions should be postponed or taken indoors.
6. Insure all children and staff are aware when necessary of potential hazards and how to avoid/ work around them.
7. Ensure that all staff have read and are aware of the Emergency Procedure Policy and understand their role.
8. The Forest School Leader must demonstrate and teach children the necessary skills to move safely around the site being mindful of wildlife and use hand tools and fires safety, where appropriate.
9. Ensure a nil-by-mouth policy is adopted in all Forest School sessions, with the exception of a designated snack times, bush tucker planned activities or camp fire sessions at base camp.

Risk Benefit Assessment – Bush Kindy Tools and Equipment

ACTIVITY/ TOOL	Benefit Assessment	Possible hazards	Preliminary Risk Assessment (Consequence/Likelihood)	Measures in Place/ Additional Measures	Risk with measures in place	Outcome Benefit/ Risk L/M/H
Bow Saw	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Confidence through challenge. • Develop Coordination and strength. • Problem Solving • Social interactions • Connection with nature. • Creative and imaginative play 	<ul style="list-style-type: none"> • Cuts to body • Amputation of fingers etc • Blisters on hands 	High	<ul style="list-style-type: none"> • Rules and procedures for using tools – • Designated tool use area • Forest School Leader to supervise tool area at all times when a child is using tools • Reminder of rules and procedures at the start of every Forest School session • Counting of tools at conclusion of every session – check off and sign tools back in • Bow Saws to be used with a partner • Gloves to be worn on hand NOT holding the saw • Saws to be moved around – held close to the body with blade facing towards to back • Cover to be on when moving saw and as soon as not in use 	Low	Low- Benefits outweigh risk

Risk Benefit Assessment – Bush Kindy Tools and Equipment

<p style="text-align: center;">Pen Knives / Peelers</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Exploring their local natural environment • Confidence through challenge. • Develop Coordination and strength. • Problem Solving • Social interactions • Connection with nature. • Open ended, creative and imaginative thinking and play. 	<ul style="list-style-type: none"> • Cuts to body • Amputation of fingers etc 	<p style="text-align: center;">High</p>	<ul style="list-style-type: none"> • Rules and procedures for using tools – • Designated tool use area • Forest School Leader to supervise tool area at all times when a child is using tools • Reminder of rules and procedures at the start of every Forest School session • Counting of tools at conclusion of every session – check off and sign tools back in • Pen knife rules – sitting down with hands on knees • Cut away from your body • Always secure lock on pen knife when not in use • Return to locked box immediately when not in use <p style="text-align: center;">Refer to Use of Tools guides in tool box</p>	<p style="text-align: center;">Low</p>	<p style="text-align: center;">Low- Benefits outweigh risk</p>
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Risk Benefit Assessment – Bush Kindy Tools and Equipment

ACTIVITY/ TOOL	Benefit Assessment	Possible hazards	Preliminary Risk Assessment (Consequence/Likelihood)	Measures in Place/ Additional Measures	Risk with measures in place	Outcome Benefit/ Risk L/M/H
<p style="text-align: center;">Fires Starters</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Confidence through challenge. • Develop Coordination and strength. • Problem Solving • Social interactions • Connection with nature. • Creative and imaginative play. • Multi-sensory development. 	<ul style="list-style-type: none"> • Fire starting when and where not intended • Damage to environment as well as injury to people and wildlife 	<p>High</p>	<ul style="list-style-type: none"> • Rules and procedures for using tools – • Designated tool use area • Forest School Leader to supervise tool area at all times when a child is using tools • Reminder of rules and procedures at the start of every Forest School session • Counting of tools at conclusion of every session – check off and sign tools back in • Fire starters used under strict supervision of Forest School Leader • Only used in fire starting sessions <p style="text-align: center;">Refer to Use of Tools guides in tool box</p>	<p>Low</p>	<p>Low- Benefits outweigh risk</p>

Risk Benefit Assessment – Bush Kindy Tools and Equipment

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ACTIVITY	Benefit Assessment	Possible hazards	Preliminary Risk Assessment (Consequence/Likelihood)	Measures in Place/ Additional Measures	Risk with measures in place	Outcome Benefit/ Risk L/M/H
<p>Climbing Trees</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Confidence through challenge. • Develop Coordination and strength. • Problem Solving • Social interactions • Connection with nature. • Creative and imaginative play. 	<p>Fall from tree: fracture, break, bruising, cuts, head injury</p>	<p>Moderate</p>	<ul style="list-style-type: none"> • Install soft fall (bark chips) under the tree to a depth of 300mm under the climbing limbs or position impact absorbing mats on the fall zone. • Identify tree climbing limbs with green tape • Develop risk assessment plan with children – rules of climbing. • Ensure spaces under climbing trees are kept clear or any loose parts or objects other than soft fall. 	<p>Low</p>	<p>Low-Benefits outweigh risk</p>

Risk Benefit Assessment – Bush Kindy

Exploring wild/bush area,	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Exploring their local natural environment • Confidence through challenge. • Develop Coordination and strength. • Problem Solving • Social interactions • Connection with nature. • Open ended, creative and imaginative thinking and play. 	Trips, grazes,	Moderate	Safety sweep to identify any hazards Children do their own safety sweep and highlight any hazards Identify and alert these to all participating	Low	Low- Benefits outweigh risk
		Ticks,	High	Alert children and families Insect repellent to be used Information for families Self checks when back at service	Moderate	Moderate - Benefits outweigh risk
		Branches in eye,	High	Safety sweep Remove and isolate any issues Rules for using sticks Ensure everyone is reminded of rules and consequences	Low	Low- Benefits outweigh risk
		Snake bites/ spider bites,	High	Safety sweep Snake bite action plan Educate children and practice snake bite procedure - rehearse	Low	Low- Benefits outweigh risk
		Branches falling	High	Safety sweep Identify and isolate any suspicious branches or areas	Low	Low- Benefits outweigh risk

Risk Benefit Assessment – Bush Kindy

Exploring shallow water in the Creek	<p>Learning Outcomes:</p> <ul style="list-style-type: none">• Allows close access to the contents of the creek and is an essential component of exploring this habitat.• Confidence through challenge.• Develop Coordination and strength.• Problem Solving• Social interactions• Connection with nature.• Creative and imaginative play.• Multi-sensory development.	<ul style="list-style-type: none">• Slips, trips and falls causing cuts, grazes, sprains/ breaks. • Drowning.				
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Risk Benefit Assessment – Bush Kindy

ACTIVITY	Benefit Assessment	Possible hazards	Preliminary Risk Assessment (Consequence/Likelihood)	Measures in Place/ Additional Measures	Risk with measures in place	Outcome Benefit/ Risk L/M/H
Using natural 'loose parts' resources – Sticks, Stones, branches, cones, shells, seeds, pods, clay	Learning Outcomes: <ul style="list-style-type: none"> • Exploring objects from their local natural environment • Confidence through challenge. • Develop Coordination and strength. • Problem Solving • Social interactions • Connection with nature. • Open ended, creative and imaginative thinking and play. 	Injury from natural object e.g. large stick through misuse.	Moderate	Teach and remind children of how to move around carrying and how to use loose parts safely. If necessary, promote the rule of no holding sticks above their 'tummy height'.	Low	Low-Benefits outweigh risk
		Object causing injury to eye	Moderate	When walking through more wild bush environment, remind children to be aware of not allowing branches to swing back at others behind them. Teach and remind children of how to move around carrying and how to use loose parts safely. If necessary, promote the rule of no holding sticks above their 'tummy height'.	Low	Low-Benefits outweigh risk
		Child falling on to uneven object(s)	Moderate	Ensure spaces under climbing trees/ equipment of height are kept clear of loose part objects. In small spaces with many loose parts encourage children to look carefully and not to run.	Low	Low-Benefits outweigh risk

Risk Benefit Assessment – Bush Kindy

ACTIVITY	Benefit Assessment	Possible hazards	Preliminary Risk Assessment (Consequence/Likelihood)	Measures in Place/ Additional Measures	Risk with measures in place	Outcome Benefit/ Risk L/M/H
Using natural 'loose parts' resources	Learning Outcomes: <ul style="list-style-type: none"> • Confidence through challenge. • Develop Coordination and strength. • Problem Solving • Social interactions • Connection with nature. 	Child built structure falling on a child(ren).	Moderate	Ensure there is adequate adult supervision from an appropriate (non-disruptive) distance. Provide children with structure building sticks that are appropriate for their height and size.	Low	Low-Benefits outweigh risk
		Heavy object dropped onto foot or causing lifting injury.	Low	When lifting heavier objects e.g. logs, teach children to always find a friend(s) to help with the lift and encourage them to roll heavy object away from them.	Low	Low-Benefits outweigh risk
		Splinters	Moderate	Conduct a preliminary and regular check of loose part resources to ensure wood with clear splinter risks exposed are removed or sanded down.	Low	Low-Benefits outweigh risk
		A bite from wildlife inhabiting inside/under loose parts resources.	Moderate	In the warmer month particularly, it may be necessary to take down structures and put away larger piles of resources at the end of each day. Teach children how to cautiously look and check for any dangerous wildlife. Conduct a safety sweep of loose parts before each session.	Low	Low-Benefits outweigh risk

Risk Benefit Assessment – Bush Kindy

ACTIVITY	Benefit Assessment	Possible hazards	Preliminary Risk Assessment (Consequence/Likelihood)	Measures in Place/ Additional Measures	Risk with measures in place	Outcome Benefit/ Risk L/M/H
	<ul style="list-style-type: none"> • Open ended, creative and imaginative thinking and play. 	Child ingesting small loose part/ clay	Moderate	Teach children the rule of 'No lick, no Pick', which means nothing at Forest School must go in my mouth and I should leave wildlife as I found it (unless picking a certain plant is part of a directed task).	Low	Low- Benefits outweigh risk

4 AGREEMENT BETWEEN JELLYBABIES CHILDCARE AND SUNSHINE BEACH STATE SCHOOL

This agreement is between:

..... (the user) and (the landowner).

This form sets out the terms and conditions of use of the land between the user and the land owner as a clear understanding for parties involved.

Terms and Conditions

- The land will be used during term time and for 4 agreed weeks of the school holiday only.
- A maximum of 30 children/young people per session will always be accompanied by a Level 3 Forest School Leader, with an appropriate number of additional practitioners for group size and age ratios.
- A termly risk/benefit assessment and safety sweep will be undertaken by the FSL prior to every session to ensure the wood is safe for children.
- The group will not use the forest during windy or stormy weather.
- The Health and Safety Policy will apply at all times. FSL have relevant First Aid qualification. They will ensure they have means of communication and an emergency plan should they need to take an injured person out of the forest or evacuate the forest for any reason.
- Any light management tasks necessary to maintain the safety of the sight will only be undertaken with the agreement and following advice of the landowner.
- Occasionally, FSLs will use small fires when conditions permit. FSL are responsible for ensuring the fire is sited correctly and thoroughly extinguished at the end of the session. If you prefer fires are not lit, please delete.
- FSLs will organise all sessions so the land is left tidy with minimal environmental impact, with flora and fauna left as undisturbed as possible, especially during the nesting/breeding and following season. Please see attached Environmental Impact Policy.
- All activities are covered by the user's insurance as part of 'legitimate activities outdoors', for which parental consent has been obtained.

Signed on behalf of the user
landowner

Signed on behalf of the

Name

Name.....

Position.....

Position.....

Signature.....

Signature.....

Emergency Contact Number of the user

Emergency Contact Number of the landowner

Thank you. Forest School could not succeed without the generous support land owners.

CLOTHING REQUIREMENTS

(For staff, volunteers and children)

All children must be appropriately dressed to take part in Forest School sessions. To achieve full participation space clothing and footwear will be kept in the stock cupboard and staff and volunteers must lead by example.

All Year

- Gum Boots/ walking boots.
- Spare pair of socks.
- Water proof jacket and trousers (this may be removed in hot weather if the Forest School Leader deems it appropriate/safe).
- An emergency change of clothes.

In Winter / Colder Months

- An old warm jumper worn over clothing.
- Gloves, if required.
- Hat and sunscreen

In Summer / Hotter Months

- Sun hat.
- Sun cream.
- Old long sleeved t-shirt and full length trousers (particularly if in any wild bush environment where nettles, prickles, ticks and other wildlife are likely to be present).

DESIGNATED PERSON RESPONSIBILITIES

Forest School Leader/ Class Teacher

- Carry out a safety sweep of the Forest School/outdoor area prior to session and a termly full Risk assessment.
- Pack the outdoor bag and resources with everything required for the session. (See equipment list).
- Plan sessions, depending on children's progress and interests.
- Support the children where needed with changing into Forest Clothing, encouraging independence.
- Head count the group and recap our Forest School rules before leading over the group to the Forest.
- Revise over our Forest School Rules at the base camp and run through 'Sticky elbows' for a head count. Discuss plants/areas they need to be careful of, showing images and pointing out where they are in the area.
- Introduce any new resources, activities and allow children to choose what they wish to do.
- Observe and supervise children choosing focused children when appropriate during the Forest School session, encouraging independence and child initiated activities.
- Announce the end of the session, ensuring all equipment is gathered up and do a final head count before leading the group back to class to get changed.

Outdoor Educator and Volunteers

- Support the children where needed with changing into Forest Clothing, encouraging independence.
- Walk with the children over and back from the Forest Area.
- Observe and supervise children during the Forest School session, encouraging independence and child initiated activities.
- Walk back to class and supervise any child who will need to use the toilet/ has had an accident during the session, reporting to the nurse if necessary.
- If needed, return to class to collect resources, late pupils, hand washing facilities etc when asked or to accompany children to the toilet.

Emergency / Incident Procedures During Forest School

All staff will be briefed on what to do in an emergency

Minor Accident / Illness

A regularly checked First Aid kit will be taken over to the Forest School area for the duration of each session. There will be a list of medical details for children with specific difficulties (allergies, inhalers, epi pens). Snake bite aid taken.

1. In an event of a minor injury to a child, they will be aided by a designated First Aider. They will either be treated in the Forest Area or back in the classroom depending on the severity of the injury. There will always be at least two Forest School practitioners with an up to date First Aid qualification with the group during a Forest School session. Minor incidents will then be recorded in the class's Incident book and parents and carers will be informed at the end of the school day.
2. If a child is ill or has had an allergic reaction during Forest School they will be aided by the Forest School Leader. Their medical details will be checked and if appropriate they will be given their inhalers or epi-pens immediately. If an epi-pen is administered or an asthma attack does not improve the emergency services will be called on the Forest School Mobile

Major Accident / Head Injury

In the event of a major accident during a Forest School session, there are two procedures to follow depending on the severity and type of injury.

1. If a child is able to be escorted by a practitioner and the injury can be aided within school, they will be seen by the school nurse/ trained first aider in their office. Following the appropriate treatment, the nurse/ first aider will then ring the parents/carers of the child to inform them of the incident and request they pick up their child if necessary. A report will then be written by the school nurse/ first aider.
2. If a child's injuries require immediate hospital treatment, 000 or 112 is dialled from the School mobile carried by the Forest School Leader. It is then the First aider's duty to contact the child's parent/carer. She will organise a member of staff to meet the ambulance at the entrance of the school. The injured child will remain accompanied by a qualified First Aider until the ambulance has arrived. All other pupils will be supervised away from the incident by the other members of staff.

Trespassers

Trespassers are those who enter the property of another with no legal right or justification. Trespassing on childcare centre/ school grounds is regarded as a civil matter and a police officer can only intervene if there is a breach of the peace, possibly as a result of confrontation.

In order to reduce the risk of trespassers, fences and gates are all around premises. There are key pads on door and visitors wear identification badges and have to sign in and out. Staff should be advised to be cautious in challenging any trespassers or intruders directly.

They (or their families) should never approach them alone. If it is possible that the trespasser/intruder may be aggressive staff should call the police rather than openly challenge them. If pupils are present, staff should avoid any actions which may lead to the situation escalating.

A detailed record should be kept of every incident, together with the action taken. Where the offender reacts violently or in a threatening manner, police assistance should always be called for.

Evacuation

If any staff or pupils report any objects they deem to be suspicious/ harmful they must report these to the Forest School Leader. The Leader then must make the decision of whether to evacuate the Forest School site. In this incidence the group will assemble at the Fire Evacuation Point and the centre/ school will be informed.

Missing Child

If a child is discovered missing from the Forest School site, the situation is acted upon immediately and the following procedure must be followed

1. The Forest School Leader must be informed.
2. Activity for the rest of the group will stop and they will be given a whole class low level risk activity taken by one member of staff.
3. The 2 other members of staff conduct a search which should last no more than 10 minutes.
4. If the child has not been found the Forest School Leader will contact the Police on 000 or 112 using the school mobile.
5. The centre/ school will then be informed and the Parent/Carer will be contacted.
6. All incidents must be recorded in the Incident Book.

Emergency Contact Numbers

Ambulance/ Fire Service/ Police: 000 or 112

Jellybabies: 54480411

Forest School Leader mobile:

School Office:

ESSENTIAL EQUIPMENT LIST

This equipment must be taken out and remain at Forest School for the duration of every session

- Medical and Emergency contact forms for every child and adult.
- 2 x Charged mobile phones.
- Fully stocked First Aid Kit and booklet (including; snake bite kit, plasters, anti-septic wipes, bandages, scissors, tape, head thermometer, tissues, protective gloves).
- Wet wipes.
- Large and small water bottle.
- Emergency procedures policy.
- Individual medication and container for inhalers and epi-pens.
- Carry bag for dirty/wet clothing.
- Sun cream
- Spare sun hat
- Anti-bacterial gel
- Newspaper, matches, cotton wool and fire lighter cubes (When fire lighting).
- Insect repellent (when required)
- Register with emergency numbers of all participants – including children, volunteers, educators etc
- Child ID cards, including centre address, Forest Leader mobile number and any medical conditions)

FIRE SAFETY POLICY

Campfire based activities will form an important part of the Forest School programme. It is imperative that all participating staff members and children are aware of strict fire safety procedures to ensure as little safety risk as possible.

Location

Campfires must only take place in the centre of the base camp. The fire itself must be enclosed by logs or stones to create a visible boundary. Kelly kettles and fires must only take place/be used on the flat surface and any dead leaves must be removed from the area. Any items which may cause tripping must be removed from the area.

Positioning

The campfire must be surrounded by seating at least 1.5 metres from the fire. When there is a fire taking place children must remain seated and are not allowed into the centre of the base camp area unless instructed one at a time by the Forest School Leader. All children and practitioners must have hair tied back and any loose clothing tucked in to avoid any risk of them catching fire. Long sleeves and trousers must be worn by all. No one must throw anything into the fire.

If the wind is causing a line of smoke to a certain area of base camp, children must be moved to alternative seating.

Safety and Responsibility

The fire can only be lit by the Forest School Leader once all the safety checks and the positioning of the children is correct. Fires will be lit using cotton wool, matches, newspaper and fire lighter cube (if necessary). Sticks and wood must be placed on the fire from the side. Wood should never be thrown onto the fire or placed on from above. Children may 'feed' a Kelly kettle under one to one supervision from an adult once they are shown how to hold each stick by the end and drop them in from the side. The fuel should burn itself out or be extinguished using water. **KELLY KETTLES MUST NEVER BE BOILED WITH THE CORK IN!**

Extinguishing

All campfires must be extinguished at the end of each session. A large container of water must always be carried over at the start of each session to aid this. If possible burn down all wood and sticks to ash. The fire must then be doused with the water and stirred until

all smoke has disappeared and the ground is cool to touch (checked by Forest School Leader). Any residue ash must be scatted lightly over the Forest site.

TOILETING CONSIDERATIONS

All children will be asked to use the toilet before they leave the classroom to go over to Forest School.

If a child needs to use the toilet during the session, they will be taken to the school's toilet block closest to the Forest School site by one of the Forest School practitioners, whilst both other members of staff will be supervising the session.

In an event of a toilet accident, a Forest School practitioner will take the child to the toilet block or back to the classroom to clean and change them before returning to the session. Clothing will be washed accordingly.

LETTER TO PARENTS

Dear parents / carers

We as a team are delighted to offer your son / daughter this exciting learning opportunity, as we endeavour to develop our on-site / off-site Forest School over the course of the school year.

The principle aim of Forest School is to educate children in the outdoor environment, with the key focus on supporting their holistic development. These sessions will enhance and broaden the curriculum and will have a strong emphasis on raising your child's self-esteem and independence.

A number of the activities available will involve the use of woodwork tools, some heavy lifting and a campfire will take place at the end of term. All sessions will follow strict safety procedures, set in place to ensure your child has a safe and unique experience of Forest School.

Children will be given the opportunity to experience the outdoors in all weathers (with the exception of high winds and thunder storms) as we believe there is no such thing as bad weather, just bad clothing! To achieve this, we ask you to provide your child with a long sleeved top, full length trousers, waterproof jacket and trousers (if necessary), Gum Boots or walking boots, sun cream and a hat; on colder days warm under clothing.

Please could I ask that you complete the attached consent form and return to your class teacher by.....(date). If you have any questions regarding Forest School, I am of course very happy to speak with you.

Many thanks for your support. I am sure this will prove to be a very exciting time for your son/daughter and the school!

.....Class Teacher

THE ECOLOGICAL IMPACT OF FOREST SCHOOL ON THE SITE

It must be acknowledged that every activity taking place within the Forest School site will have an impact on the natural environment. In keeping with the Forest School ethos we must strive to keep this impact to a minimum and children will be regularly encouraged to take responsibility for their environment.

In order to achieve this, a 3 Year Sustainability Plan has been devised. In addition, procedures must be followed and managed, particularly around certain areas of the site.

Base Camp

Overuse of the base camp area will result in ground erosion. Therefore, children and practitioners will be encouraged to limit the time they spend in this area to group meetings, session introductions and plenary, musical sessions and fire-based work. If in the future this ground becomes significantly damaged a possible new base camp area will be decided. Any ash residue from campfires must be spread lightly around the whole Forest site to avoid a build up in the base camp area.

Log Seating and Bug Hotels

The logs used for seating and Bug hotels will be moved regularly to reduce their impact on the flora and fauna living under and around them.

Pathways

During the months when stinging nettles and brambles grow more frequent, pathways will be cut for children and practitioners to use instead of cutting back it all. In sites which are prone to having snakes, it is important to cut pathways and less dense areas for children to explore within.

Plants and Trees

Flora will need to be coppiced when necessary to encourage new growth. However, the 'No Lick, no pick' rule must be enforced rigorously to ensure no man-made damage is caused to any plants.

3 Year Sustainability Plan

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Locate site and identify site for Base Camp • Devise a 3 year Plan • Indigenous investigation of the site – consult with Gubbi Gubbi people • Document existing flora and fauna • Document history of the site • Contact local Landcare group as well as Noosa Council National Parks department • Identify any vulnerable species of flora and fauna • Monitor and record our impact on the site – create a photographic journal 	<ul style="list-style-type: none"> • Compare documentation from year 1 • Rotation of site if necessary • Consider moving Base Camp • Survey on flora and fauna • Monitor erosion • Community involvement and continual education of educators and children 	<ul style="list-style-type: none"> • Rotation of site if necessary • Consider moving Base Camp • Collate all information gathered to ascertain overall impact on site • Compare documentation from year 1 and year 2 • Sustainability audit • Assessment of flora and fauna • Plant and regenerate if necessary
<p>Continuous photos of the site including animal life, bird life, plants, trees</p>		

13 EARLY CHILDHOOD SMALL ACHIEVABLE TASKS

1. Create a magical potion.
2. Build a hotel for a bug/ a bear.
3. Collect sticks and order them in size for fire wood.
4. Dig and create pies in the mud kitchen.
5. Listen to a story with my friends in the forest.
6. Create my own clay forest creature.
7. Find objects beginning with a 's' sound.
8. Add phonic objects to a 'silly soup' potion at basecamp.
9. Create a musical instrument using natural resources, wire and string.
10. Talk about what sounds I can hear.
11. Create a picture out of natural objects.
12. Collect and look at different leaves. Learn about the tree/ plant they are from.
13. Plant a seed/bulb and support it to grow.
14. Play '1,2,3 where are you?' with my friends and teacher.
15. Learn how to stay safe at Forest School.
16. Sing my favourite songs at basecamp.
17. Climb a tree.
18. Balance along a log(s).
19. Find a treasure and describe it.
20. Share a spade, tool, magnifying glass, camera with my friends.
21. Explore how my forest school changes in the seasons
22. Learn to get changed for forest school independently.
23. Explain to grown-ups and my friends how to stay safe in the forest.
24. Talk about and celebrate my favourite experience today and who I was playing with.
25. Learn about their culture and heritage by having a visit from a local Elder or community member at the basecamp/ yarning circle.
26. Learn how to look after our forest school and not cause damage to the wildlife.
27. Try a task again which they couldn't do before.
28. Ask a question to find out something new about our forest school environment.
29. Take photographs of wildlife they find at forest school.
30. Count how many people are at Forest School today.
31. Find the perfect stick and create a magical wand with feathers and pipe cleaners.
32. Whittle a campfire marshmallow stick, using a potato peeler.
33. Have campfire with my friends and learn about how to stay safe.
34. Search and find signs of living creatures in the forest area.

35. Go on a bear hunt and follow clues.
36. Begin to use a compass and learn where North, East, South and West are in Forest School.
37. Create my own echidna out of clay and natural resources.
38. Role play my favourite story at Forest School.
39. Build a waterproof shelter for a creature/ character.
40. Remember and talk about past experiences at Forest School through viewing photographs.

Linking Small Achievable Tasks with EYLF

Task Number (inc date)	EYLF Learning Outcomes	Assessment/ Strategy	Recording	Implications/ ideas for future planning

SAFETY SWEEP FORM

Checklist	Yes / No	Notes
Hazardous weather		
Emergency Kit Bag		
Specific medication		
Staff briefed		
Equipment ready		
Children dressed appropriately		

Hazard	Yes / No	Action taken / Measures
Slippery areas		
Broken glass/ needles		
Vandalism/ intruder		
Standing water		
Boundary established		
Tool area roped off		
Low branches		
Signs of hazardous wildlife		
Tidy basecamp		
Brambles/ nettles/ thorns		
Hidden foot holes		
Branches of risk of falling		

Other hazards identified / action taken:

Date: Time: Name of Assessor:



Forest School Medical Information

Child's Full Name	
Date of Birth	
Contact Name and relationship to child	
Home Address	
Phone Numbers	Home Work Mobile
Doctor	Address Phone

Has your child had any of the following?

Illness	Comment	Medication needed Please specify
Asthma/Bronchitis		
Sight/hearing difficulties		
Heart Condition		
Diabetes		
Epilepsy		
Allergies: eg pollen, nuts, materials		
Have they every been stung by a wasp or bee? If yes, describe the reaction		
Date of last Tetanus injection		

Signed:

Date:

Insurance

Jellybabies Childcare is insured with Guild Insurance Group.

Policy Number P00046777

Guild Phone Number 1800 810 213

Rules of Forest School

- Look after your Forest School
 - Do not pick anything growing
- Do not put your fingers or anything else in your mouth
- Stay within the boundary rope, we don't go over it; we don't go under it



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“No licky, no picky!”

Snake Strategy

Snakes are protected by federal law and most snake bites happen when people try to catch or kill a snake. It is recommended to keep a compression bandage in every vehicle used and in every first aid kit. Jellybabies will keep a separate snake bite first aid kit with at least one compression bandage in it at all times.

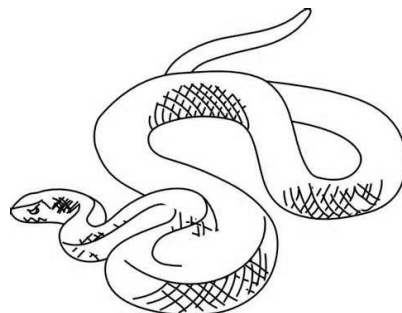
What to do if you see a snake:

- Within 3 metres – freeze like a tree – you are not a threat, let the snake pass by
- More than 3 metres – freeze, then on command of the adult move slowly backwards, no sudden movements
- Move all other children away from the area as soon as possible
- Keep an eye on the snake from a safe distance and if needed call the snake catcher

Snake First Aid

- DO NOT MOVE THE PATIENT
- Apply a compression bandage the full length of the limb, over the clothing, start the bandage below the bite continuing over the bite towards the trunk of the body. Mark the site of the bite on top of the bandage
- Call 000, note the time of the bite
- Photo the snake if possible or note any distinguishing markings on the snake to identify it
- Most bites occur on limbs, if bitten on the arm then bandage the arm with the elbow bent and place in a sling. If bitten on the leg apply a splint if possible

Source: Southside Snake Service and Forest School Learning Initiative



Sun Protection Policy

Due to Queensland harsh UV rays all year round, children, educators and volunteers must wear sun protection at all times during Forest School.

Sun Protection includes:

- 50+ Sunscreen
- Sleeved shirts
- Wide brimmed hat

Sunscreen will be applied to everyone at least 20 minutes before leaving for Forest School.

Shade areas will be sought where possible and Forest School sessions will be planned to ensure they are not held during the heat of the day in summer when possible.

Tools and Equipment

General Rules for tool use:

- All tools must have an individual risk assessment in Health and Safety Folder
- Ensure safe storage at service with nominated Forest School Leader access and responsibility
- Ensure safe storage and responsibility by Forest School Leader at the Forest School site
- Never walk around with tools
- Always make sure they are clean and sharp before using them
- When using tools with children it will only be with the Forest School Leader
- There will be a roped off designated tool using area

Penknife / Peeler:

- Must be with Forest School Leader
- Always sit down when using penknife / peeler
- Ensure penknife is closed and locked when not in use
- Open penknife away from you sitting down with plenty of room around you
- Always use the penknife away from your body
- Always ensure the children are supported when using the penknife on a one to one or one to two ratio dependant on age and experience

Bow Saw

- Ensure guard is in place when not in use
- Must only be used with a Forest School leader
- Always used in the designated tool area
- Where possible use bow saw with a saw horse
- Talking with the children about the way you hold the bow saw
- Ensure safe storage and safe handling in Forest School

Travel Policy

Refer to the service's policy and procedure on excursions.