

SOUTHWARK PARK SCHOOL



FOREST SCHOOL HANDBOOK

2016/17

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1. What is Forest School at Southwark Park?

Forest School sessions take place on Mondays in the nature reserve area of Southwark Park; it is closed to the public and situated beside the warden's office. All reception children will have eight consecutive sessions, up to two hours long, either in the morning or the afternoon.

Forest School is part of a holistic approach to learning which closely fits with our Early Years provision. Through physical, emotional and intellectual experiences, the children are given the opportunity to learn and develop within a woodland setting. The ethos of Forest School is based on a respect for children and their capacity to initiative, investigate and maintain curiosity in the world around them. Children will learn and acquire important life skills that will support and enhance the learning taking place in the classroom. Children will also learn a great deal about the natural environment, what can be found there, its uses and how it should be cared for.

A Forest School encourages children to:

- develop personal, social and communication skills
- work through practical problems and challenges
- use tools to create, build or manage
- discover and reflect on how they learn best
- pursue knowledge that interests them
- learn how to manage disappointment
- build confidence in decision making and evaluating risk
- develop practical skills
- understand the benefits of a balanced and healthy lifestyle
- explore connections between humans, wildlife and the earth
- regularly experience achievement and success
- improve physical motor skills

2. History of Forest Schools

Forest Schools have become increasingly popular in the UK the past 20 years; however it is not a new philosophy. For a long time, it has been understood that the outdoors and nature have an important part to play in the education of children. In the UK, there have been many initiatives that demonstrate this; for example the success of the now worldwide Scouting movement and more locally Margaret McMillian's "Deptford Welfare experiment" which led to the UK's first "open air nursery".

The Forest School concept originated in Scandinavia around the 1950's. Forest School practice was introduced to the U.K in 1995 following a visit to Denmark by a group of nurses and Early Years professionals from Bridgewater College in Somerset. On their return, they started Forest School here in the U.K and there are now hundreds of training locations and practicing schools up and down the country. We are very fortunate to be able to offer this exciting way of learning here at Southwark Park.

3. Forest school sessions

Leaders carefully plan all sessions. Activities for Forest Schools are diverse and numerous. The aim is to create independent learners who are inspired to try out their own ideas, explore their own interests and to attempt new things. Some activities might include:

- Shelter building
- Fire lighting and cooking on an open fire
- Using tools
- Investigating wildlife
- Playing team and group games
- Sensory activities
- Rope and string work, tying knots
- Art and sculpture work
- Woodland and traditional craft
- Developing stories and drama, and meeting imaginary characters

A camp fire will be the centre piece of each session. The children will have a steadily increasing amount of involvement, learning in the first session about fire safety and behaviour around the fire before a fire is even lit. Reflection time at the end of the session will be set around the fire discussing the day's activities and enjoying fire cooked treats such as toasted marshmallows, popcorn and a hot drink.

Small hand tools such as potato peelers for whittling and manual hand drills will be used in natural craft activities. These tools are introduced slowly and with supervision.

4. Code of conduct

Permission Before any child is taken to a Forest School session, permission from the parent/carer will be sought along with any additional information regarding the child's welfare/health needs applicable to a forest school session. Permission from parents will also inform them that children need to be appropriately dressed for a session. (See parent letters)

Entering the woodland We will enter the woodland quietly and know that when at Forest School specific expectations are in place. We will explore, investigate, learn and play in a manner that will not damage our woodland environment. We understand that we share our Forest School with plants and animals and that when we are in our Forest School we are sharing the environment with them.



Boundaries Before each session begins children are made aware of how far that they can explore within the boundaries of the woodland. Adults must be able to see the children at all times whilst also allowing them the freedom to explore independently. Adults lose sight of a child they shout '1,2,3, where are you?' The children will have been taught to respond '1,2,3, I'm here'.



Using Tools All tools have their own clear code of conduct for correct use which will include consideration of specific personal protective equipment, correct use of a specific body posture, and consideration of the appropriate types of activity that each tool may be used for. (See tool code of conduct and risk assessments).

Picking up and playing with stones Stones may be picked up and transported. Children often like to make patterns and pictures with them. Stones may not be thrown. They may be dropped but thought must be given to whether it is safe to do so, i.e. what is beneath where I am dropping it?



Picking up and playing with sticks Children can carry sticks shorter than their arm's length but are encouraged to think about how close they are to other children. Longer sticks may be dragged or carried with the help of another person when each person is at either end. Sticks must not be thrown. Sticks must not be pulled from living trees.



Eating and Drinking Nil by mouth policy for anything found in the woodland, unless this activity has been specifically planned for during the session (e.g. blackberry picking). Children must be reminded not to put their fingers or hands in their mouth or nose. When having drinks and snacks children will use the hand washing station to clean their hands before eating.

Rope and String Use We do not allow children to tie up each other. If a child has a good idea and wants to tie up something, for example a tarp or a swing, an adult should help them as needed, modelling appropriate knot tying and modelling how to talk through ideas and decisions.



Carrying and Transporting Materials Children are encouraged to roll, lift, drag and to pull materials, either by using their hands or by using ropes. We encourage safe lifting by bending our knees and keeping our back straight. Safe lifting should always be modelled by adults. Heavier objects should be rolled, lifted or carried by more people working together. (Manual handling risk assessment)

Toileting Children are encouraged to use the toilets before we leave the school buildings. In an emergency, there are toilets beside the café which one member of staff can take the maximum of two children. This will need to be reviewed when the park refurbishment starts. There may be times when children need to relieve themselves in a secluded (and designated) area in the bushes (“a forest wee”) but this will only be in really emergencies.

Leaving the Site We work according to the ethos ‘leave no trace’ that we were in the woodland as much as is reasonably possible. Shelters should be taken down; imported materials need to be removed. All rubbish and toileting items will always be removed.

Tree Climbing An adult must be present when wanting to climb trees in the Forest School. The ground cover should be checked for ‘sharp objects’ and the tree marked as suitable for climbing. A visual check must be made for loose and rotten branches. Children are permitted to explore to their own limits or to a maximum height of 1.5m. Adults should be near enough to catch if a child should fall but far enough away to not be invasive to the children’s exploration.(Tree climbing risk assessment)

Supporting Adults For each Forest School session taking place, there will be a minimum ratio of **2: 10**. Each adult assisting in a session will have been briefed on the ethos of a Forest School, as well as having received any additional training by the Forest School leader regarding fire and tool work if being used in the session. Supporting adults are expected to

- take an active role in sessions and assist with any discipline issues within the group (see Behaviour Policy)
- assist with the walking of children on roads to off-site locations (see risk assessment)
- to have read and understood the Emergency Procedures Policy and know its location in the kit bag

Behaviour Children are expected show respect to adults, other children as well as the environment. There is also an expectation that they follow instructions given by adults, as these is likely to be concerned with their safety.(See behaviour policy)

5. Code of conduct – Fire Circle – setting up and managing

Fire Circle Boundaries the boundaries are established using physical reminders – a thick rope marking the outside edge of the circle, 1,5m from the fire pit, a set of log stools outside the fire circle. The rules of the fire are reinforced using games before a fire has been lit. Once the practitioner is happy that the children can manage their behaviour around the fire pit, a fire may be lit.



Fire Circle rules No one may enter the fire circle perimeter unless invited to do so by an adult. There may be no running past the fire circle. No items must be carried and placed within the fire circle unless by an adult. If children wish to move around the fire they must step out of the circle and walk around the outside of the log/rope circle. Even when the fire is unlit we treat it as if it is lit. (see fire risk assessments)

Collecting wood Wood is collected for fire lighting purposes. It is collected in four thicknesses – matchstick sized, pencil sized, thumb sized and wrist sized. This is a good mathematical activity involving sorting and matching. Sticks may be collected for creating pictures and patterns but should be collected sparingly so as not to disrupt creature habitats.



Safety When lighting a fire the Forest School leader will take control of the operation and all accompanying adults will be briefed before it is lit. A lit fire will not be left unattended at any point. Open fires will be built within a fire pit. A fire may not be lit until all of the children show behaviour that suggests that they can follow the rules and it has been confirmed to all that our fire safety equipment is in place (see below).

- Fire blanket
- Bucket of water
- Emergency fire kit/burns kit

- Flame retardant gauntlet gloves

6. Equipment and clothing for Forest School

In addition to tools suited to the planned for activities, the leader will always take an emergency bag with them. The contents of the emergency bag will vary depending on the time of year and weather conditions, the site being used, and the planned for activities according to the relevant risk assessments and daily risk assessment. There are of course also essential items that should be carried out for every session.

ESSENTIAL EQUIPMENT:

- ✓ First Aid Kit
 - Latex Gloves
 - Bandages
 - Plasters
 - Burns gel
 - Burn dressing
 - Dressings
 - Eye wash
 - Scissors
 - Cotton wool
 - Antiseptic wipes
 - Medication for individual children
 - Tick removers
 - Sterile water
- ✓ Emergency Procedures
- ✓ Medical information for each individual and Emergency contact details for every member of the group (adults & children) will be held in school
- ✓ Risk Assessments
- ✓ Mobile phone – checked for working order and signal strength)
- ✓ Clean Water
- ✓ Emergency whistle
- ✓ Emergency Life Blanket
- ✓ Accident form sticker (book in school)
- ✓ Medication for individuals (if not appropriate for the individual to carry the medication for themselves it should be clearly labelled – staff must have been trained to administer it and parental consent must have been received)
- ✓ Appropriate clothing
- ✓ Sharps box and gloves (if appropriate)
- ✓ Other Possible Equipment:
- ✓ Wet wipes/hand gel
- ✓ Spare clothing
- ✓ Thermos of hot water (in cooler season)
- ✓ Chocolate/sugary food
- ✓ Plastic bag
- ✓ Emergency shelter

- ✓ Knife
- ✓ Tick remover

If fire lighting activity is taking place:

- ✓ Fire blanket
- ✓ Bucket of water
- ✓ Emergency fire kit/burns kit
- ✓ Flame retardant gauntlet gloves
- ✓ Fire steel /Cotton wool/ Matches

Clothing

We work on the principle that “there is no such thing as bad weather, only bad clothing”. No person will be permitted to go to Forest School without appropriate clothing that will protect them from extremes of heat or cold, keep them covered to reduce the likelihood of cuts, scrapes and insect stings.

Children and parents are asked to think about the usefulness of their clothing for outdoor activities, and to be aware they are likely to take some of our mud home with them after a session.

Clothing list:

Waterproof trousers (school provided)

Waterproof coat, with a hood (school provided)

Long sleeved top

Full length trousers

Warm socks

Gloves and woolly hat – cold weather

Sun hat: that fits well to ensure good visibility– sunny weather

We work on the principle that “there is no such thing as bad weather, only bad clothing”.

7. Using and Storing Tools Policy

1. All tools are counted out and back in at the beginning and end of each session in which they are used.
2. When not in use in the woodland they are kept secured away in a locked shed (PTA).
3. Before each tool is to be used it will be checked for damage and working order.
4. Each tool type is kept in their own suitable containers, many of which are also lockable.
5. Children must never be allowed to help themselves and will always have adult supervision when collecting, transporting and using tools.
6. Tools are only used for a specific purpose.
7. All adults should model correct and safe tool use, storage and transportation at all times.
8. When using a tool, they are used well away from others in the group, and ensuring that others are aware that a tool is in use. Only walking is permitted when transporting a tool.
9. Half termly the Forest School leader will ensure that each tool is thoroughly cleaned and oiled. Wear and tear will be monitored daily.

Potato Peelers and Knives – for peeling or sharpening sticks (whittling)

A ratio of 1 adult to 2 children will be observed. This tool must be used seated on a log with elbows placed upon knees and using the tool in a downward motion between the legs. A 'safe' space must be determined ensuring a safe distance away from others. If someone wished to pass through your space they must verbally ask and you must stop whilst they pass. Safe, very temporary, storage is to store the blade end of the peeler in the soil. When carrying peelers you must walk with them held down by your side. Once a child is deemed to be competent by the Forest leader they may be allowed to use a fixed blade knife to whittle. The same rules as above still apply.



Palm Drills – for making holes. The item to be drilled should be placed and held (by the adult) securely on a firm flat surface. Work in a safe space being aware of others moving around you. Safe, very temporary, storage is to store the blade pushed downwards into the soil. Carry these tools by your side facing downwards and remember only to walk.

Bow Saws – for cross cutting wood up to 12cm diameter

Children may be taught how to use a bow saw with 1:1 supervision, or with a 'buddy' helping in a 'push-pull' fashion. Adults must always supervise closely and should place their hand (gloved) between the child's hand and that of the saw blade. The safest method of use is to brace the wood through the bow saw itself. The saw blade must be covered when not in use. When being carried the bow saw blade (in its cover) should be pointing downwards, and to the back. When not in use (shed storage) blades should be loosened off by an adult.



Secateurs - open safety catch and use like scissors, using gloved hand to keep wood/vine/small branch sturdy. When walking, close and lock safety catch, hold blades in gloved hand next to leg with handles facing downwards. Return to the designated place.

8. Risk Assessment Guidelines

A standard school **Educational Visit Risk Assessments** will be undertaken every half term and up dated if the group or individual children change. This risk assessment will include details for children whose medical condition or whose behaviour requires it.

A **Site Risk Assessment** is made on the morning of the Forest School.

Activity Risk Assessment will be established prior to any activity that may require it. These will include: whittling, cutting wood, shelter building, fire lighting and cooking on an open fire, and palm drilling.

The risk assessment process is detailed below:

1. Look for potential hazards
2. Decide who might be at harm
3. Think about how harm may occur and the worst outcome that we could face
4. Evaluate the current level of risk
5. Decide on a course of action or set of precautions that will be put in place to minimise the potential risk
6. Re-evaluate the level of risk once our course of action and precautions have been put in place
7. Create a risk assessment and collate them in the Forest School file.
8. Inform all adults with accompanying the group and require them to sign each relevant risk assessment to show that they have read and understood the assessments
9. Regularly monitor and review each risk assessment, half termly and as an action is needed.

Poor Weather Procedures

We will not go to Forest School if the conditions are deemed dangerous such as in high winds, during thunder storms, or during periods of extreme cold.

If possible we will run the session using a combination of the playground and school.

9. Health & Safety Policy in relation to Forest School

The school's approach to the health and safety of its children, staff and visitors to the school and the school site is extremely important. Provided below is a list of additional points and measures which relate directly to our forest school sessions.

- 1) The trained and named Forest School leader is always the person in charge of Forest School sessions
- 2) The leader has overall duty of care for the children in their charge. However all adults involved in the sessions are required to take all reasonable steps to ensure that children are safe
- 3) All adult helpers MUST sign and date a form to show that they have read and understood the risk assessments appropriate to the session in which they are helping
- 4) The leader or assistant will always carry and take a first aid kit into the forest at every session.
- 5) The leader or assistant will always carry an Emergency Bag into the forest for every session.
- 7) The leader will always carry a mobile phone and will ensure that there is easy access to a land line if the group is out of range. Mobile phones will be used in accordance with Safeguarding policy guidelines and will not be used to store photographs.
- 8) In the event of an emergency, the leader will ensure that the school contacts the emergency services. If contact with the school is lost the leader will contact the emergency services
- 9) The leader will review the risk assessments before every trip into the school's forest site
- 10) When tools are used the adult child ratio will be 1:1
- 11) There is one exception to this – when using peelers for whittling the ratio can be 1:2
- 12) The leader is responsible for the maintenance and checking of all tools and equipment to be used at forest school, prior to their use
- 13) The leader is responsible in training the children in how to use the tools and equipment safely and appropriately
- 14) The leader will be responsible for the pre visit check of the forest school site prior to a forest school session

10. Safeguarding Children and Child Protection Policy in relation to Forest School

Everyone at Southwark Park Primary School has a responsibility in relation to child protection. Adults working within Forest School need to appreciate that when children feel comfortable they may disclose information which they might have otherwise kept to themselves.

- The designated persons responsible for Safeguarding at Southwark Park are Bernadette Steiert, Carole Pellicci, John Kelly, Karen Foreman, Sarah Landeg, Sharon Bennett
- Please refer to school Safeguarding and Child protection Policy attached

11. Equal Opportunities, Inclusion Policy in relation to Forest School

We are committed to giving each child every opportunity to achieve the highest of standards, irrespective of ethnicity, religion, attainment, age, disability, gender or background. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children. We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement.

- Our activities are based on the experiences and interests of the children, in this way all children should feel included and part of forest school.
- We provide wet weather clothing but ask that both parents and children think about the usefulness of their other clothing, and to be aware that they are likely to take home muddy and wet clothes after a forest school session.
- We actively foster communication and collaboration between all children and adults.
- Children with medical need, disabilities or challenging behaviour will be supported so that they can take part fully in each forest school session.

12. Behaviour Policy in relation to Forest School

The roles and responsibilities of the Forest School leader, additional adults and the children are laid out in the Code of Conduct. It is the responsibility for each party to adhere to these guidelines.

Failure by the child to meet the expected behaviour requirements will result in:

- A verbal warning given by the forest leader or additional adult using a restorative approach
- If the child fails to respond to the reminder then they will be given time out from the activity
- If a child is asked to sit out three times in one session, the child will miss the next forest school session and a letter will be sent home to the child's parent or carers. A restorative conversation may be part of this process where deemed appropriate which would involve the class teacher.

If the child's behaviour is directly placing the group in deliberate danger or risk then the following will apply

- The school will be contacted and a member of the Senior Leadership Team will escort the child back to school and a letter will be sent home to the child's parent or carers

For further details please see Southwark Park Primary School Behaviour Policy

12. Serious Incident Policy – Forest School

SERIOUS INJURY OF A PUPIL OR MEMBER OF STAFF

- Staff member to withdraw pupils to a secure controlled area, assigned member of staff to remain with the pupils for reassurance
- Assess casualty and administer first aid
- Notify school office and if necessary ask for further assistance
- Notification of emergency services
- Have medical details available in medical bag
- Office staff notify parents/carers as appropriate
- All accidents must be reported and an accident form completed
- Follow up to parents

DEATH OF A PUPIL OR MEMBER OF STAFF

- Staff member to withdraw pupils to a secure controlled area, assigned member of staff to remain with the pupils for reassurance
- Assess casualty and administer first aid dependant on circumstances
- Notify school office
- School to inform emergency service, specifically the police
- Police will notify parents/carers
- School to notify LA
- Inform Chair of Governors
- Ensure welfare of remaining pupils and staff – inform these parents/next of kin
- Complete accident form, write report

ABDUCTED OR MISSING PUPIL

- Use '1,2,3, where are you?' procedure and recall rest of the group
- Commence immediate search of the vicinity
- Notify school office and ask for assistance
- Head teacher/SLT to decide whether to notify the police, then parent/carer
- Notify LA
- Attend to emotional welfare of pupils and staff
- Head teacher to notify Chair of Governors

POISONING

- Identify (if possible) cause of poisoning
- Administer first aid
- Notify school office who will call emergency services
- Have medical details available in medical bag and notify parents/carers as appropriate
- All accidents must be reported and an accident form completed
- Follow up to parents
- School to notify LA/H & S Team/HPU with all information
- Inform Chair of Governors
- Identify cause to prevent recurrence

MAJOR FIRE

- Evacuate the area immediately to a place of safety
- Take roll call

<ul style="list-style-type: none"> • Phone emergency service – do not attempt to put the fire out yourself • Return to school • Inform Head Teacher • Phone Park Wardens • Inform Chair of governors
ADVERSE WEATHER CONDITIONS <ul style="list-style-type: none"> • Ensure pupils and staff and properly dressed • Find a sheltered place until weather subsides • Ensure pupils and staff are warm and as dry as possible • Call school for assistance if necessary • Inform Chair of Governors
STRANGER OR UNINVITED PERSON <ul style="list-style-type: none"> • Challenge the intruder, asking them to leave immediately • Inform the school office and designated Child protection Officer • School will inform the police • Children must be removed from the situation and made to feel safe • Parents/carers to be informed conscientious and hard working.

□

13. Useful numbers

Southwark Park Primary School 383 Southwark Park Road London SE16 2JH office@southwarkpark.southwark.sch.uk	020 7394 4000
Ailie Rutherford Forest School Leader arutherford@southwarkpark.southwark.sch.uk	Contact through school office
Southwark Park Wardens Office	02077401665

Dear Parents/Carers,

I am very pleased to inform you that we will be running a Forest School for all of the children in Reception this academic year. We ran a trial for a Forest School in 2014 and we were delighted with the children's response to this unique way of learning. It will be held in the nature reserve area of Southwark Park on Mondays. It will be run by Miss Rutherford, the Key Stage One Intervention Teacher, who has two years' experience as a Reception teacher.

What is Forest School?

Forest School is an outdoor educational learning experience that encourages children to connect with nature through a range of activities taking place in a natural environment. Each child in Reception will have the opportunity to attend a two hour session for an eight week period.

Why Forest School?

Forest School is increasingly popular across the UK and many other countries. The experience of outdoor learning combined with the practical, hands on aspects of forest school has shown to be a successful way to motivate children and deepen their learning.

Forest School sessions

Forest School leaders carefully plan every session. Activities will be varied and include natural crafts such as weaving and knot tying, creation of shelters and dens as well as sensory exploration games like smelly potions and nature hunts.

A camp fire will be the centre piece of each session. The children will have a steadily increasing amount of involvement, learning in the first session without the fire being lit about fire safety and behaviour around the fire and slowly building up through the sessions to help the leader build the fire. Reflection time at the end of the session will be set around the fire discussing the day's activities and enjoying fire cooked treats such as toasted marshmallows, popcorn and a hot drink.

Small hand tools such as potato peelers for whittling and manual hand drills will be used in natural craft activities. These tools are introduced slowly and with supervision.

What to wear?

An integral part of the Forest School experience is that children will experience the outdoors in all weathers. With the exception of very high winds and thunder storms, please assume that your child will be outside when they take part in Forest Schools, even if it is for a shortened session. It is important that children are prepared for all conditions. The school will provide a waterproof outer layer of clothing - jacket and over trousers and wellies. On **your child's scheduled** Forest School days please make sure that children are wearing long trousers (not skirt) and long sleeves. They should also bring with them warm socks, coat and a jumper when it is cold. We ask you to provide a sun hat and sun cream in the summer. The first application of cream needs to be done before the child comes to school. Please be aware your child could possibly get muddy so a change of clothes is essential on their Forest School days!

All activities are risk assessed, all risks have been reduced to an acceptable level, activity risk assessments are in place, and you are welcome to read through these on our school website along with our Forest School Handbook. I have also attached information about ticks, so that you are aware of how they should be treated if your child is affected.

Finally we hope that you are as excited as we are about Forest School. If you are happy for your child to attend these sessions, please complete the permission form below. If we do not have a form for your child they will **not** be able to attend. Please note that there is also a photograph consent section- photographs may be used on our website or the leaders training portfolio.

If you have any questions about Forest School, please contact me through the school office. We thank you for your support during this exciting time for your child and the school.

Yours sincerely,

Miss Rutherford

Forest School Permissions Form

Name of Child:

I agree to my child taking part in Southwark Park Forest School activities. The sessions will be run _____ for 8 weeks and will be led by our intervention teacher Miss Rutherford, who is working on her Level Three Forest School leader qualification.

I understand that I will need to provide my child appropriate clothing and sun cream for each session. I understand that my child may, at an appropriate level, have opportunities to work with hand tools and small fires through the course of their Forest School work.

	Please tick
Medical information I confirm that the medical information I have supplied to the school is fully up to date.	
Sun cream I will provide sun cream when necessary and my child can apply this when supervised by an adult.	
Insect stings as an additional precaution we are required to ask in detail about allergies and insect stings	
My child has never been stung by a wasp / bee	
My child has been stung by a wasp / bee and made a normal recovery	
My child has been stung by a wasp / bee and had an allergic reaction	
If you ticked this last box, we will get in touch with you to get further details.	
I give permission for Antihistamine cream to be applied to a sting or bite	
Allergies My child has the following food allergy/allergies _____ _____	

I give permission for my child (named above) to take part in forest school activities. I will notify school of any changes which may affect my child.

Name of Parent/Carer: _____ Signature _____

Date: _____

I give permission for photographs or film of my child (named above), taken during forest school session to be used on the school website or in the leaders training portfolio.

Name of Parent/Carer: _____ Signature _____

Date: _____

Ticks and Lyme disease

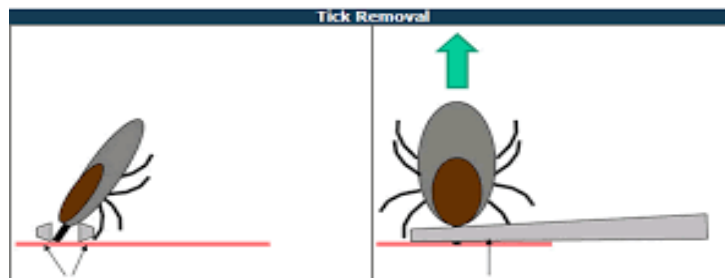
What are ticks? Ticks are tiny spider like creatures found in grassy or woodland areas. They attach themselves to passing animals and people. They do this by finding a suitable spot where they bite through the skin and feed on blood. They will feed for 3-5 days then drop off.



What is Lyme disease? Lyme disease is an illness caused by a bacteria, which lives in the gut of ticks. Most ticks do not carry the bacteria, but infection could be passed on if you are bitten by one.

How to prevent ticks On forest school days, please ensure that your child has most of their skin covered. They should wear trousers and a long sleeve top, even in summer. Please check your child over for ticks when they return from Forest School. Particularly vulnerable areas are where there are folds of skin, such as the armpit and also the scalp.

What to do if your child has been bitten by a tick. Remove the tick as soon as possible to reduce any chance of infection.



1. Grasp the tick as close to the skin as possible using fine tweezers and pull firmly and steadily out without jerking or twisting. Do not crush or squeeze the tick's body.
2. If any part of the tick remains in the skin, remove with fine tweezers.
3. Apply disinfectant to the area. |
4. If you are worried seek advice from your doctor.

Signs and symptoms of Lyme disease. The most common symptom is a slowly expanding rash round the bite, usually after 5 – 14 days. Other typical symptoms include fever, headaches, tiredness and rashes. Most cases can be treated successfully with a course of antibiotics.