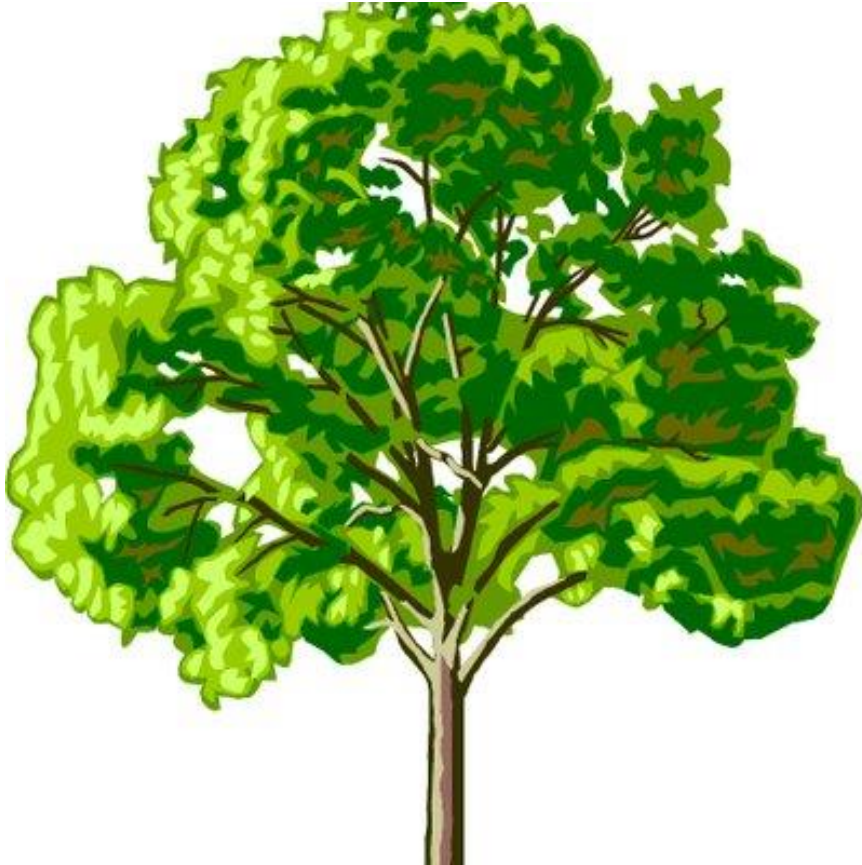


Park Hill Primary School



Forest School Handbook

Review Date: October 2024



Contents

1. Park Hill Primary School's Vision
2. The Forest School Ethos
3. Forest School at Park Hill
4. What do the children do?
5. Delivery
6. Risk Management
7. Clothing
8. First Aid
9. Emergency Procedure
10. Policies
11. Health and Safety
12. Behaviour
13. Safe use of Hand Tools Policy
14. Managed Fire Safety Policy and Procedure
15. Appendices

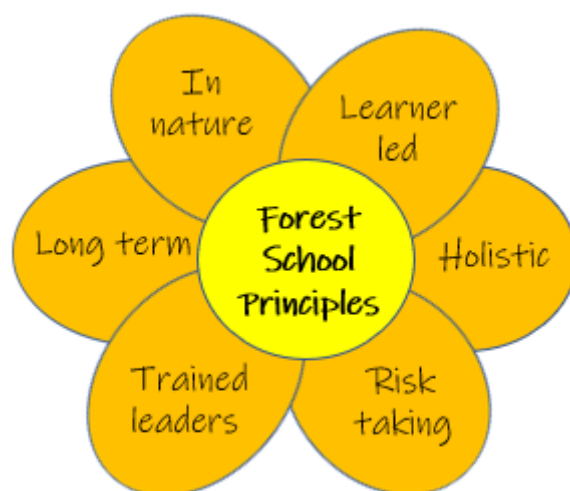


1. Park Hill Primary School's Vision

A Park Hill child will experience a curriculum that is creative, engaging and challenging. We want Park Hill learners to face challenge and learn the skills to become a resilient learner. Our curriculum is based on a sense of awe and wonder across all subjects, where experiences leave a lasting mark. A curriculum where children are curious, willing to make mistakes and demonstrate resilience.

We want Park Hill children to experience a curriculum that moves, inspires and motivates them to want to learn more. We want Park Hill children to be curious and make connections throughout their learning. In all subjects Park Hill's curriculum encourages children to take risks, adapting to challenges with their learning. We encourage our children to see making errors as a positive part of their learning, pushing them to remain resilient to reach ambitious goals.

2. The Forest School Ethos



Forest School is a child-centred, inspirational learning process that offers opportunity for holistic growth. It believes in children's right to play, access the outdoors (in particular, a woodland environment), assess risk and explore the natural world, and to build a resilience that will enable continued and creative engagement with their peers and their own potential.

Forest School supports play, exploration and supported risk taking. It develops confidence and self-esteem through child-led, hands-on experiences in a natural setting.

The concept of Forest School originated in Scandinavia and was originally aimed at pre-school children. They found that children who attended a Forest School setting had better social and communication skills, better team working skills, greater self-esteem and showed more confidence in their own abilities in comparison to children who had not attended a Forest School setting. This approach has now been extended to include all ages, up to young adults and demonstrates all of the benefits as listed above.

At Park Hill Forest School, we will:



- Provide flexibility and freedom for child-initiated, experimental learning, which increases motivation and concentration.
- Encourage risk taking whilst developing physical skills, coordination and resilience.
- Develop a sense of trust and achievement, self-esteem, and confidence.
 - Encourage problem solving and creative skills.
 - Develop children's personal, social and communication skills.
- Develop practical skills, including the use of tools to create, build or manage.
 - Improve concentration skills.
- Be considerate of our Forest School environment and how we can preserve the area for years to come.

The ethos of Forest Schools and the opportunities it provides fit well with the aims of Park Hill Primary School as outlined in the school's vision and values, which are available online at <https://www.parkhillprimaryschool.co.uk/vision-and-values/>.

They are stated as follows –

At Park Hill Primary School, our Core Values are:

Respect

Responsibility

Resilience

3. Forest School at Park Hill



At Park Hill, Forest School sessions generally take place within the school grounds in an area of woodland, which has a lovely woodland walk and access to a vast amount of grassland.

Forest School sessions are currently run by Mrs McKinnell and Miss Allsopp, who have completed the Level 3 Forest School Practitioner course. Mrs McKinnell also has previous experience as a Cub Leader for the Scout Association.

4. What do the children do?

Children taking part in Forest School sessions are given an opportunity to participate in activities in a natural setting on a weekly basis over a half term/term. The setting provides a safe environment for them to learn and explore.

Whilst the sessions provide opportunities to learn and understand more about the natural world, they also provide opportunities to develop their PSED, communication and teamwork skills. There is also scientific evidence that Forest School improves general wellbeing and mental health.

There are opportunities to learn practical skills that there is often little opportunity to learn in formal school settings or even in the home these days. For tasks such as shelter building, tool use, fire lighting or cooking there might be an element of managed risk. However, by giving children these opportunities they ultimately become better equipped to manage risk and as a result have the opportunity to grow their self-confidence.

Opportunities for reflection and to share experiences are provided and these help with the social and emotional development of participants. Group size plays an important role in this area, smaller groups allow time and attention to build on specific skills and development.

The Forest School leader should be seen as a facilitator. Although activities are well planned, they are predominantly child led. There should be flexibility in the planning to allow children to pursue their interests, and make their own choices.

Activities for Forest Schools are diverse and numerous but it should be reminded that we are trying to create independent learners who are inspired to try out their own ideas, explore their own interests and to attempt new tasks.

The following will give some indication of the type of activities that might be undertaken:

- Den and shelter building
 - Foraging
 - Fire lighting
 - Tool use
- Wildlife and Habitat investigation
- Playing team and group games
 - Tracking and Trail skills
 - Cooking on an open fire
 - Rope and string work
- Woodland and traditional crafts
 - Obstacle courses

5. Forest School Delivery

Forest school sessions at Park Hill generally follow a common pattern.

- At the start of each session there will be a short input during which children are reminded of the expectations that are in place for forest school and, any new safety information is relayed.
 - A short game or team bonding activity usually then takes place.
- The main activity or skill follows. Activities are commonly offered that link into the interests of the children wherever possible. Where tools are being used there is a high emphasis on safety. If the activity requires a high ratio of supervision the group may be split.
- **"Child Led"** A key element of the Forest School approach is the opportunity for children to explore a natural environment and pursue their own direction of learning. Therefore, in each session an opportunity for children to pursue their own interests is included. Quite often children will continue with the activity they have started or will continue with something that has sparked their interest in a previous session.
- Finally, the group is brought together for a period of reflection. This may involve a review of whatever guided activities have taken place or their independent activities.

6. Risk Management

Forest School encourages safe risk taking. The Forest School Leader will therefore be responsible for conducting appropriate site sweep and activity risk assessments prior to each session. When unexpected outcomes or ideas come into place a dynamic risk assessment will take place by the pupils and the staff.

Participants, including staff and volunteers, will be informed of potential hazards and methods of working in order to minimise their risk further. When possible, all participants will be involved in the risk assessment process as part of their learning.

Particularly in relation to the use of hand tools and management of fire, participants will be taught appropriate and adequate skills in order to keep themselves safe.

Specific risk assessments can be found on Park Hill Primary School's Sharepoint.

7. Clothing

All participants need to bring:

- Long sleeved t-shirt
- Trousers (to reduce the risk of bites, stings and scratches)
- Waterproof jacket and trousers
- Wellies or old trainers

During the Summer, a sunhat and sun cream should be supplied.

During Winter months, extra layers such as a fleece, leggings, tights, hats and gloves are required.

These need to be old clothes, as we do not intend to stay clean!

8. First Aid

The Forest School leaders, Mrs McKinnell and Miss Allsopp, are both first aiders.

A first aid kit is available on site during each session.

9. Emergency Procedure

Although the Forest School area is situated within the school grounds the nature of the activities undertaken means that there is the possibility of an emergency occurring. Therefore, the following steps will be taken:

A mobile phone and a Walkie Talkie will be carried by the Forest School leader when undertaking sessions at the school.

During all sessions a basic first aid kit will be carried. In addition, it will be the responsibility of the Forest School leader to ensure any necessary medication for children is also carried. During sessions when there is fire lighting taking place there will be in addition to the standard first aid kit, a fire bucket with water, container with clean water for immersing burns.

Following any emergency incident all relevant incident and accident reports will be completed in line with current legislation and school policies.

In the case of a fire, we would gather on to the field outside the Mini pitch. A register will be checked at this point.

Emergency Procedure

All attendees of Forest School will be aware of the emergency procedure. The procedure is as follows:

In the event of an emergency, on the Forest School site the following steps will be taken.

The whistle will be blown, and all children will stop and come to the entrance of the woodland. There are two exits either end of the woodland.

Immediate safety of other group members and self-assessed.

Attend to any casualty and make as comfortable as possible.

Make sure the group is safe sending them to the wooden hut area

Administer any needed First Aid

Radio to the SLT using the walkie-talkie.

If necessary, contact emergency services.

10. Policies



Park Hill Primary School has a wide range of policies in place. These can be accessed via the school web site at <https://www.parkhillprimaryschool.co.uk/policies/>. These include the Child Protection and Safeguarding Policy, Anti-bullying Policy, GDPR.

Please find Park Hill's Positive Handling Policy and Equal Opportunities Policy in the Appendix.

11. Health and Safety

The following legislations are relevant to Forest School:

- ✦ Health and Safety at Work Act 1974
- ✦ Employers' Health and Safety Policy Statements (Exception) Regulations 1975
 - ✦ Safety Representatives and Safety Committees Regulations 1977
- ✦ Health and Safety (Consultation with Employees) Regulations 1996
 - ✦ Education (school Premises) Regulations 1999
- ✦ Management of Health and Safety at Work Regulations 1999
- ✦ School Premises (England) Regulations 2012 The policy states:

'We recognise our responsibilities under the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999. We will take all reasonably practicable steps to provide and maintain safe and healthy working conditions, equipment and systems of work for all our pupils, school personnel and visitors to the school.'

For Forest School two additional policies and procedures documents have been prepared. These are the '**Safe use of Hand Tools Policy**' and the '**Managed Fire Safety Policy**'. Copies of these can be found at the end of this document.

12. Behaviour

The Forest School setting requires and expects high standards of behaviour. Children are allowed a certain amount of autonomy, but in an environment which allows children to encounter a level of managed risk good behaviour is paramount.

The school behaviour policy can be downloaded as with other policies via the school website <https://www.parkhillprimaryschool.co.uk/policies/>.

The schools philosophy as outlined in the document provides an appropriate summary of the schools approach. It is outlined below:

*At Park Hill Primary School we encourage good behaviour but underpinning everything we feel **RELATIONSHIPS AND TRUST** must come first. We aim to follow and maintain our core values for the school through everything we do:*

RESPECT - Maintaining relationships.

We recognise that building trust and maintaining strong, positive relationships is vital and should be the heart of all we do - we want children to want to work hard but overall feel valued for who they are.

RESPONSIBILITY - Being consistent.

Following simple, clear instructions with agreed consequences and a restorative approach. We know that our actions affect everyone. Our responsibility to ourselves and others is to keep everyone safe and happy at school.

RESILIENCE - Being positive.

Rewarding children through more than just material things. Reward needs to be embedded into the 'self' and self-efficacy is our ultimate aim.

The school's approach to rules is a simple one, which encourages children to treat others how they wish to be treated, try their best and to be responsible for our learning and behaviour. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Again, this is something which fits well with the Forest School approach.



13. Safe Use of Hand Tools Policy

The use of hand tools is an integral part of the Forest School experience

Before using tools with participants the tools will be introduced, their use explained and then children will receive instruction as to how to use them safely. A tool script is used when introducing new tools and as an aide memoire when participants use them. The form of script is easily adapted if other tools are introduced.

The following tools are amongst those most likely to be used with children as part of our Forest School sessions.

- Bow saw
- Loppers
- Hand drills
- Sheath knife
- Bill Hook
- Mallet

Tools are used under close supervision, the ratio for this is dependent on each child's individual needs. Until participants have shown a reasonable level of confidence, understanding and safe use of tools there will be a high adult to child ratio.

The Forest School leader will be responsible for overseeing safe use and maintenance of all tools. When not in use the tools are stored in a secure setting. A full list of all tools is kept with the tools and a separate list carried when tools are taken out on site. This allows the tools to be counted out and in.

When using any items it is essential that appropriate personal protection equipment is used. These may include gloves, hard hats, safety boots and high visibility jackets dependent on the task. The Forest School leader is able to advise further.

Basic risk assessments have been completed for each tool. However, as with any risk assessment it is advisable to review and modify as appropriate dependent upon the individuals involved and specific conditions.



14. Managed Fire Safety Policy and Procedure for Forest Schools

A risk assessment has been prepared for fires based around this method of management. However, as with any risk assessment it is advisable to review and modify as appropriate dependent upon the individuals involved and specific conditions.



Campfires are an important part of Forest School and are used in many sessions. The Forest School leader will aim to ensure that all children and adults participating in Forest School sessions with fires will do so safely and with as little risk to their health as possible.

Location

There will be an established fire area which will be the only area where fire will be permitted. The Forest School leader will establish the area. The site will be chosen so as to avoid tree roots, peaty soil, deep leaf mould and uneven ground etc. The fire pit will be central to the area and surrounded by logs or bricks to help prevent the spread of fire.

Seating Arrangements

Children will be seated a safe distance away around the fire pit. This area being demarcated by seating logs. Exit points will be created at regular intervals around the fire circle and logs. When the campfire is in use, participants are not permitted to

access the area immediately surrounding the fire without permission. All participants will be taught how to change seats by standing, stepping back over the log and then walking around the outside of the seating area. They must never cross the inner area. Participants will be advised how to deal with fire smoke in an appropriate way. Where there is an obvious wind direction seating in the line of smoke will not be used. Wherever possible, asthma sufferers will be seated in positions well away from the line of smoke.

Safety

A first aid kit will always be on site and easily accessible. A fire bucket containing water will be available on site and its position indicated at the start of the session.. A container of fresh clean water will be available to immerse for immersing a burn should it be required. Before a fire is lit participants must demonstrate that they are able to follow instructions. Weather conditions should also be considered. High winds or very dry conditions would mean that fire lighting does not continue. Participants working with the fire should ensure that long hair is tied back and loose clothing is fastened or secured.

Only adults are permitted to light fires, unless children are under the direct supervision of the Forest School leader.

Sticks/wood must be placed, not thrown, from the side of the fire. The hand should never go over the fire. A fire glove should be used. Fires should never be left unattended.

Extinguishing Fires.

All fires must be extinguished at the end of the session. Whenever possible, fires should be allowed to burn out naturally. With careful management this is easily achievable. If larger logs have been used these should be separated out from other ashes. The fire must be doused down with water. It is advisable that ashes are stirred once doused in case there are any hot spots remaining. A good indication that the fire is fully extinguished is when all smoke and steam has ceased.

Declaration

The undersigned have read and understood the Forest School handbook.

Signed: Georgia Allsopp (Forest School Leader) 10/11/23
Allison McKinnell (Forest School Leader) 10/11/23

APPENDICIES

1.1 Positive Handling Policy

(This policy should be used in conjunction with the Behaviour Management and Physical Intervention Policy)

Rationale

This policy sets out the framework for the use of reasonable force or positive handling, but it must be clearly understood that this is always set within Park Hill's overall behaviour management framework and is only used as a last resort underpinned by sound risk assessment.

Providing successful inclusion may necessitate physical restraint but only as one of the strategies available for the management of challenging behaviour. Only in the event of failure of clearly defined protocols to bring control to the situation, or imminent danger to persons, should positive handling be considered.

Legislation that came into force on 1.9.98 (Section 550 of the Education Act 1996) together with national guidance (DfES Circular 10/98), establishes the power of teachers and other staff to use reasonable force if required. This applies to all occasions when that member of staff is in charge of children both on and off school premises. There is no legal definition of reasonable force, this would depend on the individual circumstances of each case. Only a court may judge what is reasonable in terms of the amount of force used in physical handling and obviously does so retrospectively.

Reasonable force would not include any of the following:-

- Holding a child around the neck, collar or other way that may restrict breathing
- Slapping, punching, kicking or tripping a child. Holding or pulling a child by their hair or ear.
- Twisting or forcing limbs against joints.
- Indecently touching or holding.
- Holding a child face down on the ground
- Lifting a child off the floor in order to intimidate

N.B. An adult in charge of children has a responsibility to intervene in the event of the following types of incident.

Types of incident where the use of force may be necessary are given as:-

- Action due to imminent risk of injury
- Action due to imminent risk of significant damage to property
- Action where a pupil is compromising good order and discipline

(The third type of incident is unlikely to be a cause for restraint in a primary school setting as it is usually possible to remove the rest of the children from the scene and allow the child concerned to calm down safely)

The definition of restraint is **the positive application of force with the intention of over-powering the child**. The use of restraint requires skill, judgement and knowledge of non-harmful methods of control. Reasonable force would include those methods taught and

practised in Safer Handling/Team Teach training. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired result. In all cases, the person exercising the restraint must be authorised by the Head-Teacher or his Deputy in his absence and have completed The Safer Handling/Team Teach Training.

Staff must take into account if the child has an **individual risk assessment** or is listed on the **medical needs register** kept in the school nurse file and follow any guidelines mentioned. Individual staff risk assessments must be considered.

Staff Risk Assessments.

In the event of restraint becoming necessary, before touching the child, the member of staff should advise the child calmly and repeatedly about what they are going to do and why, and how the child might change his/her behaviour, in order that the restraint would become unnecessary. Any other children and adults present should also be warned.

A second adult should be called to reduce the risk of the member of staff or child suffering bodily harm and as a witness if allegations of assault are made later by the child.

While intervening, the member of staff must:-

- employ minimum physical force necessary for the minimum period needed
- wherever possible keep talking to the child and give choices as to how they could behave in a manner that would end the need for restraint
- avoid committing any act of punitive violence
- keep his or her temper

Types of restraint which may be appropriate:

- Any holding tactic in which a young child is restrained without injury until the young child calms down
- Physical contact with a young person designed to control the young person's movements, which pose a danger (e.g. holding by the arms against the side of the body). Standing by the side of the young person is likely to minimise the risk to adult and young person.
- The holding of a young person's arms or legs to prevent/restrict striking/kicking.
- The use of sufficient physical force – without causing injury – to remove a weapon/dangerous object from a young person's grasp (if foreseeable this requires specialised training).
- Physically preventing a young person from exposing themselves to possible danger by leaving the premises.

Pupils should not be placed on the floor. Specialist accredited training is necessary for this procedure.

If restraint is required for an extended period (for example, more than five minutes), a senior member of staff must monitor the situation closely with a view to safeguarding the child and the staff concerned.

After the incident, it is vital that a full report is completed by all concerned and the agreed de-briefing procedures adhered to in order to support the child, the members of staff involved, any other children involved and the parents.

In the event of an incident when physical restraint is required, an incident form will be completed within 24 hours. If possible, all staff and children involved will undertake a de-briefing meeting with the Head-Teacher within 24 hours. The parents/guardians or carers should meet with the Head-Teacher as soon after the incident as possible.

Copies of the form will be kept in the office and in the Behaviour Records Book and copies added to special educational needs files and sent to all concerned in the incident including parents. If an injury has been incurred to anyone involved, the usual procedures regarding this will be followed.

If physical restraint is necessary to manage the behaviour of an individual, it would be appropriate to instigate a **Personal Handling Plan** during de-briefing meetings. In the event of physical restraint being necessary on more than one occasion, it would be appropriate to include **positive handling advice** in the child's **Individual Education Plan** (IEP). It is also necessary to compile an **individual risk assessment** in discussion with all staff, parents and any relevant outside agencies. In the case of a child with an EHC plan, there will be opportunities to address issues of challenging behaviour at annual review meetings and an interim review organised in exceptional circumstances. **Looked-After Children** will have a **Personal Education Plan** which features planning and strategies to address challenging behaviour, where appropriate.

The Head-Teacher, Leadership Team and Governors need to ensure that all authorised teachers and other authorised staff are appropriately trained and updated by safer Handling approved trainers and accept the responsibility of their role by being aware of the guidelines in this policy. Records are to be recorded on CPOMS of any physical restraint or incident involving physical contact. These are to be clear, comprehensive and prompt (completed within 24 hours of incident). Parents must be informed and consulted each time a record is completed. These records will be part of an ongoing annual review procedure that examines practice and informs future planning.

The Head-Teacher, Senior Leadership/Management Team and Governors need to ensure that, as far as possible, preparation and planning has taken place to identify areas where physical restraint might be used.

However, the school may also have to intervene in circumstances where preparation and planning have not been possible.

When physical restraint takes place, Park Hill will always endeavour to protect children and adults from physical harm, however, there may be cases in which some discomfort and/or bruising may occur, to both staff and children, as a result of the restraint taking place. If, after reading the report of an incident where physical intervention has occurred, the Head-Teacher considers the school's guidelines have been seriously breached and that further investigation is warranted, the incident should not be pursued, but action in accordance with Child Protection procedures must be taken. In these circumstances, any school internal investigations must cease and no further statements should be taken. If the school's guidelines have been breached, the Head-Teacher will contact the LA Personnel Division and advise the staff member to consult his/her professional association.

Disability Equality

At Park Hill Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, which is anything that is additional to or different from what is normally available in schools in the area.

At Park Hill Primary School, we undertake the duties, including in relation to **this policy**:

- Not to treat disabled pupils less favourably for a reason which relates to their disability
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To do our best by all disabled members of our school community in relation to the requirements of this policy
-

Gender Equality

Park Hill Primary School fully recognises its duty to comply with equality and diversity legislation, and its Single Equality Scheme sets out the school's aims in relation to equality and what it will do to ensure that equality is fully embedded in practice. The school fully acknowledges its responsibilities in terms of equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation and gender reassignment, including in relation to this policy. Park Hill Primary School is firmly committed to equality and diversity, and when carrying out our function, we shall have due regard to the need to:

- eliminate unlawful discrimination and harassment;
- promote equality of opportunity between men and women.

This policy will be reviewed every three years, or earlier if necessary

Agreed by Governors:

- Signed Chair of Governors:
- Date:
-
- Signed Head-teacher:
- Date

1.2 Equal Opportunities Policy

1. Status.

This policy is adapted from the corporate policy and is applicable to all mainstream, special and voluntary aided schools (as adopted).

2. Policy. The City Council/Governing Bodies believe that: • Everybody should have an equal opportunity to contribute to and benefit from society. • A diverse community is a positive asset to the establishment. The City Council/Governing Bodies recognise that women and people from minority groups continue to experience inequality in society. They will therefore not discriminate on the grounds of disability or impairment, employment status, gender, gender reassignment, home address, marital status, nationality, national origin, race, religious belief, responsibility for dependants, sexual orientation or trade union membership. It will not discriminate on the grounds of age, with the exception that employees will normally be expected to

retire on or before their 75th birthday. The City Council/Governing Bodies will lead by example, taking active steps to challenge prejudice and discrimination and will allocate resources to promote social justice and equality of opportunity.

Employment

The City Council/Governing Bodies will:

- Demonstrate their commitment to equality in all aspects of employment, including recruitment, career development, training, promotion and welfare
- Take positive action with a view to ensuring that their workforces at all levels reflect the communities they serve
- Inform all employees of equality of opportunity and of their rights to protection from discrimination, harassment or victimisation
- Treat failure to comply with this equality of opportunity as a disciplinary offence

The City Council/Governing Bodies will ensure that all employees are made aware of the regulations and that they understand the principles of the City Council's/Governing Bodies' Equal Opportunity Policy. If legal requirements are contravened, both the employer and the employee concerned will be liable to proceedings. However, if the City Council/Governing Bodies have taken all necessary steps to prevent discrimination (see advice below), only the individual will be considered liable for the unlawful act.

1. DISABILITY EQUALITY POLICY 1a. Definition Statutory regulations introduced in December 1996 (with amendments in October 2004) provided disabled people with new rights under the law and employers with new duties.

1b. Scope of the legislation

The Disability Discrimination Act differs from other discrimination legislation in that there is a duty to consider reasonable adjustments is different from other equality legislation in its requirement for positive action. For employers this has implications for:

- the selection process
- job content / personnel specification
- access.

In respect of an employee or applicant who is known to be a disabled person, an employer considering possible adjustments, or rejecting adjustments which may be judged to be reasonable, is likely to be found by a tribunal to be illegally discriminating.

The City Council/Governing Bodies must therefore:

- take positive action, using the legal powers available, to encourage more disabled people to apply for jobs and ensure that application and interview procedures do not put disabled applicants at a disadvantage e.g. location of interview and access implications

- ensure job descriptions and person specifications do not contain unnecessary requirements and that information about jobs is available in appropriate formats e.g. Braille, large print and audio tape formats
- guarantee interviews to disabled candidates who meet the minimum requirements for the post, or who could do so if reasonable adjustments to premises, working practices and equipment were made
- encourage employees to make full use of the "Access to Work" scheme (details of which can be obtained from your HR Adviser)
- endeavour to provide car parking near to their work location for orange badge holders, if this is possible.

1c. Job Details

Job descriptions should be written:

- in clear language
- to give an overall picture of the job
- where appropriate, to indicate the frequency / importance within the total job of any particular aspect of the job

(e.g. If it were not otherwise obvious from the nature of the job, it might assist disabled people deciding whether it is reasonable to request adjustments to know, for instance, whether the requirement to visit other sites, complete written reports or lift heavy weights was a daily, weekly or occasional aspect.)

Updated information on Disability Discrimination Act

Amendments to the Disability Discrimination Act came into effect on October 1st 2004. The amendments add to the existing definitions of discrimination, which are: less favourable treatment for a reason relating to a disability, failure to make reasonable adjustment and victimisation. The amendments include the following changes: -

a) Direct discrimination – an employer's treatment of a disabled person amounts to direct discrimination if:

- the treatment is on the grounds of his/her disability and
- the treatment is less favourable than the way in which a person not having that particular disability is (or would be) treated.

b) Failure to comply with the duty to make reasonable adjustments - schools have a duty to make reasonable adjustments for disabled job applicants or staff when a policy or practice or a physical feature of their premises, places the disabled person at a substantial disadvantage. Some examples of reasonable adjustments are:

- altering the person's working hours
- allowing absences during working hours for medical treatment
- giving additional training
- getting special equipment or modifying existing equipment
- changing instructions or reference manuals
- providing additional supervision and/or support.

c) treating a disabled person less favourably - The law says that an employer's treatment of a disabled person amounts to less favourable treatment if:

- the treatment is for a reason related to their disability, and
- the treatment is less favourable than the way others would be treated.

2. RACE EQUALITY POLICY

2a. Definition

Racism exists in many forms; direct and indirect; deliberate or out of ignorance. The Race Relations (Amendment) Act 2000 and the Race Relations Act 1976 (Statutory Duties) Order 2001 were created in order to ensure that everyone has equal access to services, and to opportunities for employment, irrespective of race, nationality, culture or religion.

The City Council/Governing body are responsible for making their employees aware of their commitment to race equality and for identifying and taking action to prevent instances of racial discrimination. Failure to comply with this policy will be a disciplinary offence. Please follow guidelines in your HR Handbook under 'Disciplinary' (ALL).

2b. Scope of the legislation

In the employment field it is unlawful to discriminate, in respect of:

- Recruitment
- Appointment
- Selection for Promotion
- Selection for Transfer
- Training
- Other employment benefits

This includes:

- The arrangements made to decide who will be offered employment.
- The terms offered for the employment.
- Refusing or omitting to offer the employment
- Provision of opportunities for promotion, transfer, training or other benefits, facilities, etc., or exclusion from access to any of the foregoing.
- Dismissal

2c. Practical Implications

The following are regarded as genuine occupational qualifications/requirements in respect of race:

- Where it involves acting or participating in the dramatic performance or other entertainment where a person of a particular racial group is required for authenticity.
- Where the job involves personal welfare, education or similar services, which can most effectively be provided by a person of a particular race or racial group.

- The City Council/Governing Body should ensure that all management and supervisory staff and particularly staff responsible for training matters dealing with advertising, recruitment and promotion are fully aware of the implications of the legislation and that it may be necessary to justify actions against accusations of discrimination. Accordingly, in situations where there is the possible risk of an accusation of discrimination, the reasons for actions should be adequately documented.

3. SEX DISCRIMINATION

3a. Definition

The Sex Discrimination Act 1975 made unlawful certain kinds of discrimination on the grounds of sex (against both men and women). Discrimination occurs when an employer treats a man or woman less favourably than a person of the opposite sex or a married person less favourably than a single person or vice versa.

3b. Scope of the legislation

In the employment field it is unlawful to discriminate, in respect of:

- Recruitment
- Appointment
- Selection for Promotion
- Selection for Transfer
- Training
- Other employment benefits

This includes:

- The arrangements made to decide who will be offered employment.
- The terms offered for the employment.
- Refusing or omitting to offer the employment
- Provision of opportunities for promotion, transfer, training or other benefits, facilities, etc., or exclusion from access to any of the foregoing.
- Dismissal

3c. Practical Implications

The restrictions do not apply where being of a particular sex is a genuine occupational qualification/requirement for the job. In respect of sex the following are genuine occupational qualifications/requirements:

- For reasons of decency or privacy.
- Where the employee lives on the employers premises and it is not reasonable to expect the employer to equip the premises to accommodate more than one sex.
- Where the work is required to be carried out by a member of one sex because of the nature of the special care establishment.
- Where there are personal, welfare, education or similar services, which can most effectively be provided by a person of one sex.

4. RELIGION OR BELIEF

4a. Definition

New statutory regulations introduced in December 2003 make it illegal to discriminate directly or indirectly against an employee or individual on the grounds of their religion or belief. Religion or belief is defined as being any religion, religious belief or similar philosophical belief. This does not include any philosophical or political belief unless it is similar to religious belief. Employers should be aware that these Regulations extend beyond the better-known religions and faiths to include beliefs such as Paganism and Humanism.

4b. Scope of the legislation

The regulations apply to all employees, self-employed workers, contract workers (from the first day of employment) and job applicants. The legislation applies to all areas of employment, including recruitment, terms and conditions of employment, promotions, training, transfers and dismissals. The regulations make it unlawful on the grounds of Religion or Belief to:

- Discriminate or harass someone in certain circumstances after the working relationship has ended. For example, organisations may be held responsible for the actions of their staff, as well as the staff being individually responsible for their own actions. If harassment takes place in the workplace or at a time and/or place associated with the workplace, for example, a work related social gathering, then the organisation may be liable.
- Perception; this states that individuals or employees will be able to bring a claim even if the discrimination was based on incorrect assumptions about their religion or belief.

4c. Practical Implications

- Recruitment – The City Council/Governing Bodies and all employees involved in recruitment and selection should be aware of the following:
 - Advertising – The regulations allow an employer, when recruiting for a post, to treat job applicants differently on the grounds of religion or belief, if possessing a particular religion or belief is a genuine and determining (i.e. decisive) occupational requirement for that post.
 - GOR (Genuine Occupational Requirements) should be identified at the beginning of the recruitment, training or promotion process, before the vacancy is advertised. Advertisements and material sent to potential applicants should clearly show that the employer considers a GOR applies and this should be reiterated during the selection process. For example, where employment is for the purposes of an organised religion, Catholic Primary or Secondary schools may have the right to give preference to Catholic Teachers as this could be seen as a valid GOR. It is recommended that you take advice from your Diocesan Authority, HR Recruitment or your HR Adviser.
 - Interviews – Where reasonable, avoid scheduling around major

religious festivals or if an applicant has indicated that they are unavailable on that date, take all reasonable steps to arrange an interview at a different time.

- Training – Consider the appropriateness of any training that involves physical contact and ensure that delegates are aware of this. Establish if the training venue provides for special dietary requirements.
- Responding to Requests for leave - The Regulations do not state that employers must provide time and facilities for observance of religion or belief in the workplace. However, all religions or beliefs have special festivals or spiritual observance days and employees may request leave in order to celebrate such festivals or attend ceremonies. The City Council/Governing Bodies should consider these requests and respond positively where it is reasonable and practical to do so in a consistent manner. Any cover arrangement costs will need to be met by school budgets.
- Prayer Rooms -The regulations do not require the employer to provide a prayer room. However, it may be possible to designate a room or quiet place for this purpose. Wherever possible, the City Council/Governing Bodies are encouraged to respond positively to such requests.
- Family Friendly Policies - Under the Council's Family Friendly provisions, employees are entitled to the same provisions irrespective of their Religion or Belief.
- Managing Grievance – Discrimination, Harassment & Victimisation - Investigate thoroughly and promptly complaints of discrimination, victimisation or harassment or any other hate crime by employees in accordance with the approved Disciplinary and Grievance procedures. Organisations may be held responsible for the actions of their staff as well as the staff being individually responsible. If harassment takes place in the workplace or at a time and place associated with the workplace, for example a work related social gathering, the organisation may be liable and may be ordered to pay compensation unless it can be shown that it took reasonable steps to prevent harassment. Support is available from your HR Adviser and in your HR Handbook. Acts of discrimination, victimisation or harassment by employees should be treated as serious disciplinary offences.

5. SEXUAL ORIENTATION

5a. Definition

New statutory regulations introduced in December 2003 make it also illegal to discriminate directly or indirectly against an employee or individual on the grounds of their sexual orientation. Within the Regulations, sexual orientation is defined as –

- Orientation towards persons of the same sex (lesbians and gay men)
- Orientation towards persons of the opposite sex (heterosexual)
- Orientation towards persons of the same sex and the opposite sex (bisexual).

5b. Scope of the legislation

These Regulations apply to all employment and vocational training and include recruitment, terms and conditions, promotions, transfers, dismissals and training. They make it unlawful on the grounds of sexual orientation to:

- discriminate directly against anyone – that is, to treat them less favourably than others because of their

actual or perceived sexual orientation; • discriminate indirectly against anyone – that is, to apply a criterion, provision or practice which disadvantages people of a particular sexual orientation unless it can be objectively justified; • subject someone to harassment. Harassment is unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them having regard to all the circumstances including the perception of the victim; • victimise someone because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination on grounds of sexual orientation;

- discriminate against someone, in certain circumstances, after the working relationship has ended.

The regulations apply to all employees, self-employed workers, contract workers (from the first day of employment) and job applicants.

5c. Practical Implications

- Recruitment - Job applicants must not be treated less favourably because of their sexual orientation or their perceived sexual orientation. Care should be taken with the wording on application forms. It is most unlikely, for instance, that an organisation needs to know the marital status of the applicant. If such information is required for purposes such as security clearance, it can be sought in confidence when the selection process has been completed.
- Family Friendly Policies - Under the Council's Family Friendly provisions, employees are entitled to the same provisions irrespective of their sexual orientation. For example, with Parental leave, eligibility should be based on being the parent of or having a parental caring role on a continuous basis for a child and not limited by reasons such as sexual orientation. The eligibility of the employee requesting the leave and the child to which the leave relates, will often be known to the manager. Where this is not clearly known, Management has the right to make reasonable enquiries of the employee and, if need be, request evidence. In doing this managers should be mindful of the need to have regard for confidential or sensitive relationship issues; equal treatment of applicants regardless of such factors as their marital status and sexual orientation; and not unfairly discouraging applicants.

.....

..... Equality of opportunity will underpin all decisions taken by the City Council/Governing Body and all actions by its employees.

1.3 Ecological Impact Assessment- Park Hill Forest School site

Identify the impacts	What is the nature of the impact?	What are you already doing to minimise / avoid the impact?	How will this information inform your management plan?
Human Impact	Scaring off wildlife with loud presence. Minibeast or other habitat destruction. Trampling of flora with feet. Picking of flowers/ snapping or damaging live wood.	Encourage long term wildlife presence with feeders, bird boxes, bug huts etc. If looking at insects try to return them to where they were and turn back over logs or stones. Encouraging keeping to the path and discussed boundaries when possible. Discus not picking live plants, damaging live bark.	FSL to make expectations of environmental responsibility clear to all children and staff using the Forest School site.
Litter and other foreign objects	Danger to wildlife. Potential danger to children. Environmental damage/pollution.	Carry out 'Sweep' before use to remove anything harmful/inappropriate If large amount of litter present, return with bag and/or litter pickers.	FSL during sweep. Children to recover any litter they can safely and put in bag that will be taken with us following session.
Fire	Ground scorching, Fire damage to tree canopy, or surrounding area. Loss of control.	Fire extinguishing bucket always at hand. Clear safe ground area, and carryout canopy check. Use the same, prepared pit site each time. Fire safety awareness	To be planned in accordance to risk assessment. Only carried out by FSL(s). Needs to be followed any and every time fire is used on site.
Dead wood use- fire or crafting.	Removal of habitats. Removal of wood that would otherwise	Only use as much fire wood as needed for purpose, possibly start with kindle from elsewhere. Return unused picked up wood to roughly where it came from.	FSL to source fire wood sustainably from both on and off site. Set expectations for what wood to pick and to return waste.

		Tell children to leave wet wood, as this is both already decaying, and will likely house insects (as well as being useless for craft or fire).	
Human impact—live branch removal.	Leaving trees with dead wood and more susceptible to rot and therefore disease. Potential damage to overall structure of the tree. Changing of the environment and/or habitats.	Intentional coppicing for creation of poles for woodcraft. Sustainable tree pruning—using correct equipment. Not wasting any cut wood.	FSL to carry out or closely supervise all live branch removal. SSO to support removal of branches and to update site tree survey.
Ropes, shelters, tyre swings	Damage to branches or bark. Possible disturbance to wildlife in the trees.	Use established trees. Correct knot use for releasing. Regular inspection	FSL to check with site tree survey before attaching ropes or objects to trees.

**1.4 Three Year Management Plan
Park Hill Forest School**

Year One (September 23-August 24)

Management Objectives (what do you want to do)	Proposals & action plan (include timescale) (How are you going to get it done)	Person responsible for action and date action will be completed	Monitoring / review / comments
Litter Picking	With the help of the schools Eco Ambassadors, run litter picking sessions to clear up the FS area. (ongoing) Make banners for the school fence to stop public from littering our FS area. (Autumn/Winter term)	FSL Sustainability Lead Eco Ambassadors Sustainability Lead Eco Ambassadors' (complete January 24)	Initial meet with SL (3/10/23) Recycle week 16/10/23 (Launch day)
Create mid term obstacles	Use ropes, tyres, ladders e.c.t to develop a physicals skill "go ape" long term course. (Develop from Autumn 23)	Forest School Leaders (Ongoing) Permanent fixtures (Winter 23)	Discuss with other year groups that use the area. Review safety of trees regularly
Removal of pathway borders	Speak to SSO and FS Volunteer to remove broken pathway boarder to increase freedom of woodland roaming. (Nov 23)	SSO FS volunteer (complete by Feb 24)	Site sweeps for regular risk assess. Alert SSO of any dangerous wiring.
Clearing and thinning of overgrowth.	Clear overgrowth of shrubbery between the shrub layers. Use Loppers and Bowsaw to cut down any branches and bushes to clear obstructions. (Nov23-Feb24)	FSL FS volunteer (complete by March)	Review over time to observe new growth. (Additional Flora)
Replacing of boundary posts	Speak to SSO to remove broken boundary posts and replace with new ones around the woodland outlay. (Nov 23)	SSO (Complete Feb 24)	Risk assessment for broken boundary posts.

Year Two (September 24- August 25)

Management Objectives (what do you want to do)	Proposals & action plan (include timescale) (How are you going to get it done)	Person responsible for action and date action will be completed	Monitoring / review / comments
Create a wild grown area	Get permission from HT for a section of the field to be a non-mowed area. Wild seed sown to create additional biodiversity area to encourage insects. (Spring 24)	FSL Leader Supported by Sustainability lead Complete by Autumn 24)	PTA support
To increase birdlife into the canopy.	Make bird boxes and bat boxes with the children during FS sessions. (Summer 24)	FS Leader (Complete Autumn 24)	PTA support
Trial a FS after school group	To think about the age, we are offering this to Set activities for the group Cost? Consider individual needs. (Feb 24) Letters, Groups, Permission (March 24)	Forest School Leaders Head Teacher HP (Club coordinator) (Ongoing 2024)	Speak to relevant staff for support.
Visit Primary Schools within MAT to develop FS across the trust.	Liase with Executive Head and HT to visit schools in the MAT to explore the advantages.	MAT (executive head) (June 24) Forest School Leaders to visit (June/July 24)	Speak to relevant staff for support.

Year Three (September 25- August 26)

Management Objectives (what do you want to do)	Proposals & action plan (include timescale) (How are you going to get it done)	Person responsible for action and date action will be completed	Monitoring / review / comments
Extend the width of FS area	Ask Headteacher for permission of 3 meters of the school field to be added to FS Area. (September 25) SSO to reassign boundary fence FSL to create a Flora plan. Source and Price selected Flora (Oct-Nov 25)	Head Teacher (Sep 25) SSO Support (Oct 25) FSL (Winter term 25)	
Plant Trees	To raise the funds for tree planting Arrange for volunteer support (January 26) Plant Trees (Spring 26)	Forest School Leader (Jan 26) Eco Lead Science Lead (Support)	PTA for funding support.
Increasing Forest School provision to five afternoons.	Discuss progress and child developments with HT, SENCO and PSHE lead. Propose lengthening the amount of FS sessions to ensure children's development. (Spring 26)	Forest School Leaders (Spring 26) Headteacher, SENCO, PSHE lead (Summer 26)	Long term plan
Create a large rolling mound	Gain permission to create mound on FS site (September 25) Plan, research and source provider of topsoil. (October half term 25) Create mound(s) with help of volunteers and children. Lay grass seed (February 26)	Permission from HT and SSO Forest School Leaders Complete (Spring 26)	

1.5 Communication Strategy for all stakeholders

Who?	What?	How?
Head Teacher	Insurance General Forest school facilitation of course.	Face to face.
Deputy Head Teacher	Course details Initial groups PH, FS content (length, days, times e.c.t) Funding and liaising with PTA	Face to Face Meetings Emails
Sustainability Lead Science Lead	Support with portfolio (policies and procedures) Forest School site Curriculum links	Face to face Emails Meetings
Business Manager	Insurance Tree surgeon information Site maps Volunteers (DBS) Food hygiene course	Emails Face to Face
School Site Officer	Coppicing of trees Forest School site Support with storage and locks	Face to Face SSO job list.
Assistant Head	To free up from class Update meetings/ Support	Face to Face Meetings
PTA	Funding Donations	Sustainability lead and Deputy Head. (discussed at leadership and PTA meets)
Senco and Pastoral Lead	Children with additional needs or emotional wellbeing. (identified for small group work)	Email
Class Teachers	Communication on new groups and Individual children. Discussions around timetable.	Email Register group (SharePoint) Face to face
Parents of children involved in Forest Schools	Times and Dates Clothing General updates	Letters Dojo Face to Face (individuals)
Wider community	Requests for donations (clothing)	Via Dojo School website

	Volunteer help	Leadership
--	----------------	------------