

The Mosley Academy



Forest School Handbook



Forest School

*'Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees'.
(Forest School Association)*

Our Vision

At The Mosley Academy, through our Forest School sessions, we hope to encourage independent, enthusiastic and creative learners, who develop holistically through a well-planned and interesting child centred approach.

What is Forest School?

Forest School takes place in our small wooded / garden environment, out on the school field area, and is used by the whole school. We also have access to the National Forest in the village. The Forest School principles and how they link to our setting are as follows:

1. Forest School is a long term process of frequent and regular sessions - we aim for children across the school to visit in blocks of six to eight weeks throughout the academic year.
2. Planning, adaptation, observations and reviewing are all integral parts of the Forest School process.
3. We aim to promote the holistic development in all of those involved, fostering resilient, confident, independent and creative learners.
4. We offer learners the opportunity to take supported risks appropriate to the environment and themselves.
5. We use a range of learner centred processes to create a community for development and learning.
6. It is managed by a qualified Forest School Practitioner; Sally Price, who is currently the school's Level 3 Forest School Leader.

Forest School ethos

At The Mosley Academy we are committed to the ethos of Forest School and aim to:

- Fulfil every child's potential
- Develop a love of learning that creates independent and confident learners
- Promote a secure, exciting and fascinating learning environment
- Support a positive relationship with home and the wider community
- Promote children's self-esteem
- Encourage independence

- Promote positive behaviour to ensure the safe running of Forest School sessions
- Provide appropriate adult:child ratios
- Plan sessions that contribute towards a safe environment

Our rules and routines at Forest School

Expectations of behaviour will be set by the Forest School Leader and discussed with the children in the classroom beforehand, in conjunction with the School's Behaviour Policy. Children will also help set rules, which will be revisited at every session.

These include:

- Respect for plants, trees and animals
- Staying in view of the base camp at all times
- Staying within the designated areas at all times
- Adult supervision for tree climbing

Adult Role

All adults at Forest School model appropriate behaviour and safe practices, whilst interacting with the children and each other; boundaries are shared, promoting positive reinforcement and choices and consequences discussed. They will:

- Promote the safety and well-being of the children at all times
- Carry out necessary risk assessments
- Carry a first aid kit in the 'emergency rucksack' and administer first aid as required
- Create a positive learning environment, based on each child's needs
- Encourage good relationships, based on respect of each other
- Promote, honesty, politeness and kindness through example
- Use encouraging language and show appreciation of each child's contributions and effort
- Ensure fair treatment and equality for all attending, regardless of age, gender, ability or race, in line with the school's Equality Policy.

Forest School Clothing

Forest School sessions will take place in all weathers unless the safety of the participants is in question, due to high winds or icy roads. *'There is no such thing as bad weather, just bad clothing'*

Suitable clothing is essential for everyone participating; children and adults need to be adequately dressed in order to gain the full learning potential of the session.

In their kits, children should have:

- Long sleeved top
- Trousers, to reduce the risk of bites, stings and scratches
- Waterproof jacket and waterproof trousers
- Long socks, wellies or old trainers (in very hot dry weather)
- During the summer, a sunhat and sunscreen should be supplied
- During the colder months, extra layers such as a fleece, leggings, tights, hats and gloves etc. are required.

Children should arrive at school in their school uniform and bring other items, in a bag, to change into for the session. There are spare coats and wellies in the Forest School shed should children forget those items of clothing.

Practical Skills and safe tool use at Forest School

General rules for tool use:

- All tools have a separate risk assessment
- The Forest School Leader is nominated to ensure safe storage of tools on school premises
- All staff ensure safe storage whilst at the Forest School Site and tools to be signed out
- We do not walk around with tools, wherever possible
- Tools should be kept clean with oily rag, sharp and checked before every use
- Tools should only be used with a designated trained adult

Knives:

- Children must be supported 1:1 or 1:2 depending on age range by an adult, preferably the Forest School Leader, initially demonstrating good practice
- Users should preferably be sat down in a designated area
- Knives should be used away from the body
- Ensure knives are clean and covered when not in use.

Bow-Saw or Pruning Saw:

- Children will be supported 1:1 by an adult preferably the Forest School Leader and good practice demonstrated
- Guard is in place when not in use
- Use in a designated area away from others
- Use with a glove on the non-sawing hand
- Use a saw-horse where possible with the bow saw.

Loppers:

- Children must be supported 1:1 by an adult preferably the Forest School Leader and good practice demonstrated
- Use in a designated area, away from others
- Loppers must be kept closed except when in use

Fire:

- Fires must only be lit in designated area and surrounded by a safe zone
- Safe fire-lighting equipment must be used with no accelerants
- An adult must be located at the fire at all times
- Suitable accident prevention and management should be next to site
- Tools and water will be available to extinguish fire
- Site to be made safe on completion of activity
- Cooking or other activities located near the fire to have ratios of 1:2.

Ropes and Knots:

- All equipment to be regularly checked for fraying etc.
- Children should not wrap rope around their bodies
- Children should be encouraged to learn to tie and undo simple knots
- If tying between trees, the rope should be able to be seen and not cause a trip hazard.

Assessment and Reporting Arrangements for Forest School Sessions

During Forest School sessions, children will be observed and assessed in an unobtrusive way as within the classroom. Evidence will be gathered using photographs, videos, written observations and through our electronic observation tool Tapestry for EYFS. All staff involved in Forest School will be responsible for gathering evidence; volunteers would be asked to feedback to the Forest School Leader.

The school will report to parents on the impact of Forest School work at parents evening and in annual school reports. Parents will also be able to access photographs of the children working on the school website.

Forest School Policies

The following pages include all the Forest School Policies required.



The Mosley Academy's Weather Policy.

Statement of intent:

The Mosley Academy believes 'There is no such thing as bad weather, only bad clothing'.

The Health and Safety at work Regulations Act 1999 requires employers to assess the risks of activities; introduce measures to control these risks and to tell their employees about these measures.

So far as reasonably practicable the academy staff and management will take all reasonable steps to identify and reduce hazards to a minimum. However all staff, parent helpers, volunteers, students, governors and children must appreciate that their own safety and that of others also depends on their individual conduct and vigilance whilst partaking in outdoor learning sessions, including Forest School activities.

Forest School is an outdoor 'classroom' environment; and as such, weather can be the most influential element in what and how things happen.

Procedures:

The Forest School Activity Leader is responsible for checking local weather conditions on the morning of a planned forest school activity. We will use BBC local weather forecasts to get an accurate and up to date understanding of the local weather patterns.

There is no such thing as bad weather; however, wind can be a dangerous element in woodland areas due to potential falling branches etc. Therefore in the event of strong winds (measuring over 25 mph) or during storms where there is thunder and lightning, sessions will not take place in the woodland areas, and other options will be considered.

Dependent on conditions these options may include;

- Activities to take place on the fields away from wooded areas.
- Groups moved to playground.
- Sessions conducted in outdoor classroom.
- Children moved to school hall / empty classroom.

At the first opportunity, after storms or periods of strong wind, particular attention should be paid to the canopy layer of wooded areas, to check for fallen/damaged trees/branches and debris.

Clothing:

All children will be equipped with appropriate clothing before embarking on Forest Schools activities. See early section of Forest School Handbook.

NB: As a matter of course, children are expected to have warm coats, hats, scarves, gloves and waterproof footwear in school during winter months. They are also required to have a sunhat, sun cream (factor >30spf) and a drinking water bottle in school during warmer months.

Adult helpers are advised to be appropriately dressed for outdoor learning activities, including Forest School activities and, where necessary, wear wellies / hats / gloves / spare socks and additional coats, as well as protecting themselves during warm/sunny weather conditions.

Itinerary:

The Mosley Academy will strive to take the children outside at all times as we believe exposure to the elements is part of the magic of nature and therefore an integral part of Forest School learning.

Planned themes and activities will always be very flexible and able to be adapted due to changeable weather conditions.

In cold weather children will be more encouraged to be more active.

More sedentary activities will take place in warmer conditions.

In severe cold weather; sessions times will be reduced accordingly and children will be taken for a warming drink if appropriate.

Additional clothing including socks and gloves are available to Forest School staff should any child find they do not have sufficient protection.

Duties of the management (head teacher, deputy head teacher and governing body):

To monitor the project and the safety measures put in place

To be aware of the risk assessments

To be available as a contact for the group leader to contact as part of emergency procedures.

Periodically assess the effectiveness of the policies and procedures put into place.

Review the effectiveness of the use of the school site and the cost effectiveness.

Reviewed: September 2017.



The Mosley Academy
Equal Opportunities Policy
adapted from the NAHT model policy

Equal Opportunities Statement of Commitment

The governing body and school is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

We aim to empower our pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities in the context of the school's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

All members of the school community are responsible for promoting the school's equal opportunities policy and are obliged to respect and act in accordance with the policy.

Aims and objectives

The governing body and school, through its adopted Equal Opportunities Policy, aims to: carry out its legal duty in complying with the relevant legislation (including The Sex Discrimination Act, Race Relations Act, Disability Discrimination Act and Employment Equality Regulations);

- reinforce the school's position as a provider of high quality education and as a good employer providing development opportunities;
- ensure that equality remains high on the school's strategic agenda;

- establish good people management practice and to set out a proactive agenda in which discrimination is recognised as an organisational issue which needs an organisational response;
- achieve a staffing composition that reflects the composition of the wider community;
- ensure all staff work together with a shared sense of purpose to meet the needs of every pupil;
- ensure that pupils and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals;
- ensure that complaints or evidence of failure to comply with the school's equal opportunities policy will be dealt with promptly and fully investigated according to the relevant procedure (e.g. complaints relating to staff may be investigated either under the disciplinary, grievance or anti-harassment procedure as appropriate). All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable.

Policy and planning

Equal opportunities implications, including race equality, will be considered and recorded whenever school policies are developed or reviewed. All policies will be regularly reviewed to provide a comprehensive and consistent process of monitoring and evaluation.

Employment matters

Appointments: in all staff appointments the best candidate will be appointed based on strict professional criteria.

Family-friendly policies: the governing body/school is a family-friendly employer and will do its best to respond to the changing needs of all staff by publicising existing schemes designed to support employees in combining work and other responsibilities (parental leave arrangements, job share opportunities, flexitime where appropriate, carers' leave provision).

HIV/AIDS: the governing body/school recognises that people with HIV/AIDS suffer not only from the purely medical effects of the infection but may also experience prejudice and misunderstanding leading to unfair discrimination and victimisation. The governors/school therefore will ensure that people with HIV/AIDS do not experience unfair treatment in relation to employment, as pupils or as other members of the school community. The school and governing body will follow the detailed guidelines regarding staff recruitment and pupil admissions set out in Appendix B.

Transsexual employees and gender reassignment:

The Sex Discrimination Act now expressly covers discrimination on grounds of gender reassignment. *(The Governors follow the local authority's gender reassignment code of practice, which provides clear guidelines in respect of recruitment and selection and arrangements for existing staff in cases of gender reassignment.)*

Training and development

The success of the Equal Opportunities Policy is closely linked to the provision of relevant training. Governors will be encouraged to take up all relevant opportunities provided re Equal Opportunities.

The Mosley Academy will endeavour to:

- enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status;
- provide equal access to training and development opportunities for all staff including part time, on the basis of their assessed training needs;
- promote greater awareness of equal opportunities and the contribution which staff, governors, parents/guardians and pupils can make;
- equip employees with the skills to provide personal and organisational solutions, discriminatory practices and behaviour and to promote anti-discriminatory behaviour generally.

Professional development involves a continuous process of learning involving self-development, encouragement and motivation. The school places great importance on the relationship between team leaders and their teams and will ensure that employees are encouraged and supported to take responsibility for their own learning and development in the context of the school's performance management system.

Pupils and the curriculum

The school follows the local authority pupil admission policies that do not permit sex, race, colour or disability to be used as criteria for admission. The school's aim is to provide for all pupils according to their needs, irrespective of gender, ability or ethnic origin.

The Education Reform Act 1988 stated that 'the school curriculum should reflect the culturally diverse society to which pupils belong and of which they will become adult members.' Pupils should have access to a broad and balanced curriculum which avoids stereotypes and provides good role models for all

pupils. Equality of opportunity should inform the whole of the curriculum and be reviewed regularly.

Equal opportunities issues will be taken account of in planning the curriculum. This should be reflected in curriculum planning documentation.

Internal managerial issues

These guidelines are primarily designed to address employment aspects of governance and management. However, in consulting on the policy and developing it further the head teacher and members of the senior management group will wish to take a range of other internal issues into account. Many of the issues listed will already be the subject of detailed agreed policies. All existing policies are 'audited' from an equal opportunities perspective.

Monitoring, review and evaluation

Governors have a duty to ensure that policies are regularly monitored and reviewed.

Monitoring is an essential aspect of this policy, as it should provide important information by which the school can measure its performance against its aims and objectives. Statistical information can also enable the governors and head teacher to detect where potential or actual imbalances exist and to take steps to correct them.

Monitoring with respect to employment will be undertaken in the following areas on at least

an annual basis by sex, race, disability, grade and subject area:

- composition of the school staff;
- recruitment trends;
- take up of training opportunities;
- promotion patterns;
- use of complaints procedure;
- use of grievance, disciplinary, harassment etc;
- use of sanctions;
- take-up of family-friendly policies, e.g. flexible working arrangements.

Exit interviews can also provide further helpful information and feedback.

Governors should ensure that the Equal Opportunities Policy is reviewed annually basis.

Date: Sept 2017

Appendix A: Discrimination, victimisation and harassment

Discrimination on grounds of race, sex, disability, religion or belief, or sexual orientation is illegal. However, for the school community, discrimination is also unacceptable on any of the other grounds referred to in this policy statement.

Failure to comply with the policy will be fully

and promptly investigated using the appropriate procedures.

There are four ways in which discrimination may occur:

1. **Direct discrimination:** This means treating someone less favourably than others would be treated in the same or similar circumstances on the grounds of race, sex etc

2. **Indirect discrimination:** This means applying a requirement or condition which cannot be justified to all groups but which has a disproportionately adverse effect on one group because the proportion of that group which can comply is smaller than the proportion of the group(s) which can comply with it.

3. **Victimisation:** This occurs when a person is treated less favourably than other persons would be treated because that person has done a 'protected act' under the Equal Pay Act, Sex Discrimination Act, Race Relations Act or Employment Equality Regulations, for example, by bringing forward proceedings or giving evidence or information.

4. **Harassment:** Harassment can take many forms, from the most obvious abusive remarks to extremely subtle use of power. As with unfair or unlawful discrimination, harassment can be intentional or unintentional. However, the key issue is not simply the intention of the offender but the impact of the behaviour on the person receiving it. Harassment may involve any of the following:

- physical contact or violence;
- offensive humiliating and intimidating remarks or actions;
- exclusion from participation in job-related or classroom-related discussions, training or social or other events;
- unfair work allocation;
- unjust or excessive or humiliating criticism of performance;
- offensive signs or notices;
- graffiti;
- repeated demands or requests for sexual favours.

These are merely examples and not an exhaustive list. Whatever the form, the school will

provide support for any member of the school community, pupil or staff member who feels

threatened or isolated because of such actions.

014 Equal Opportunities Guidelines and Model Policy Statement for Schools

Appendix B: HIV/AIDS guidelines

The governors and school will:

- ensure that job applicants who are deemed to be medically fit to perform the job for which they have applied, are not denied an offer of work solely because they are

HIV positive. In arriving at the decision, the school's normal recruitment criteria will be observed including the normal medical procedures;

□ ensure, where possible, that resources are available to support employees or pupils with AIDS or other major health problems associated with HIV infection. The school's normal rules and procedures regarding ill health will apply in such cases. Equally the school will make appropriate arrangements for the provision of counselling (i.e. by referral to external agencies);

□ give positive consideration to applications for unpaid leave for those with responsibility for caring for people with AIDS-related conditions in accordance with carers' leave arrangements;

□ treat any breaches of confidentiality as a serious matter to be dealt with in accordance with the normal disciplinary (or other appropriate) procedure;

□ provide appropriate training in relation to AIDS in order to combat fears and prejudice and to enable the school community as a whole to function without risk to health.

Safeguarding at Forest School

Safeguarding at Forest School is in line with The Mosley Academy's Safeguarding Policy, available on the school website or from the school office.

As this is such a large document, a summary of the policy is included below:

- Every child has the right to be kept safe from danger and learn in a safe and secure environment
- All staff involved in Forest School hold relevant DBS checks
- All Forest School staff attend regular safeguarding training
- All concerns and disclosures are confidential and will only be shared with the school's designated safeguarding leaders and necessary agencies, if appropriate

The Mosley Academy is fully committed to safeguarding and promoting the welfare of all its pupils and expect all staff, volunteers and visitors to share this commitment.

Health and Safety at Forest School

The Forest School provision follows the practices outlined in the Health and Safety policy, which can be found as a separate document. The following H & S statement applies.

1. The Mosley Academy's Health Safety and Wellbeing Policy and Policy Statement complements and has been developed from Staffordshire County Council Health, Safety and Wellbeing Policy 2017.
2. The requirement to provide a safe and healthy working environment for all employees is acknowledged and the Governing Body and those in control of the school recognise and take responsibility for compliance with the statutory duties under the Health and Safety at Work etc Act 1974.
3. In compliance with the Health and Safety at Work etc. Act, The Mosley Academy's Governing Body will ensure so far as is reasonably practicable that:
 - all places and premises where staff and pupils are required to work and engage in school activities are maintained in a condition which is safe and without risk to health. (This includes the health and safety of persons on school premises or taking part in school activities elsewhere.)
 - all plant and equipment is safe to use and that arrangements exist for the safe use, handling and storage of articles and substances at work.
 - appropriate safe systems of work exist and are maintained.
 - sufficient information, instruction, training and supervision is available and provided to ensure that staff and pupils can avoid hazards and contribute in a positive manner towards their own health and safety and others.
 - a healthy working environment is maintained including adequate Wellbeing facilities.
4. In addition to the above The Mosley Academy will ensure that so far as is reasonably practicable that the health and safety of non employees is not adversely affected by its' activities.
5. Employee involvement is an important part of managing safely, and consultation on health and safety with employees and employee representatives forms part of this policy.
6. This policy statement and the accompanying organisational arrangements supersede any previously issued.



The Mosley Academy First Aid Policy



Adapted from the Local Authority guidelines and policy

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Version Control

Version	Date Approved	Changes	Reasons for Alterations
Issue 1	October 06	Corporate Policy	To replace Directorate guidance.
Issue 2	October 09	Alteration of training requirements.	Change in HSE guidance on training and refresher training requirements for First Aiders and Emergency First Aiders.

Success Indicators

- a. Assessments of first aid provision required undertaken in all council workplaces.
- b. Line managers of teams who work in the community have assessed employees first aid requirements
- c. First aid training provided to the required level and frequency.
- d. First aid materials are provided and regularly checked and documented.
- e. Appointed persons designated and aware of their responsibilities

1. Application

This policy applies to all council workplaces and work situations

2. Introduction

First aid is the immediate treatment necessary for the purpose of preserving life and minimising the consequences of injury or illness until expert medical assistance can be obtained. First aid also includes the initial treatment of minor injuries, which will not need treatment by a medical practitioner.

The object of first aid is to offer assistance to anyone injured or suddenly taken ill before expert help from a doctor or nurse is available, or before an ambulance arrives. The aims of first aid are threefold:

- Saving life by prompt and initial action;
- Preventing the injury or condition from deteriorating;
- Helping recovery through reassurance and protection from further danger.

3. Aims and Objectives

To implement and maintain effective systems for ensuring the provision of adequate and appropriate first aid equipment, facilities and personnel at individual workplaces and during off-site activities.

4. The Arrangements for Applying the Policy

4.1 First Aid Provision

At all county council workplaces, there must be adequate and appropriate provision of first aid equipment, facilities and appropriately trained staff to enable first aid to be administered to employees and non-employees if they become injured or ill.

The actual level of first aid provision at each workplace will be decided based on an assessment of need. The Assessment of First Aid Provision Appendix 1 lists the main factors to be considered when undertaking an assessment of the establishment's first aid needs.

Where an establishment's assessment identifies a comparatively low risk to health and safety, managers may only need to provide a clearly identified and suitably stocked first aid box and an appointed person to look after first aid arrangements and take charge in emergencies. An appointed person must be on-site at all times when there are personnel on-site.

However, where the work involves particular risks, for example work with hazardous substances or with dangerous tools or machinery, first aid needs will be greater and managers may need to increase the number of first aiders so that someone is always available to give first aid immediately following an incident.

It is important to ensure that first aid provision is adequate and appropriate during all working hours, so planned annual leave, maternity leave of first aiders and appointed persons must be covered. If first-aiders are absent, an appointed person must be available. Managers should consider what cover is needed for unplanned and exceptional absences such as sick leave or special leave due to bereavement. An emergency first aider (EFAW) may be provided in addition to, but not replace, the required number of first aiders (FAW) with the current First Aid at Work Certificate.

It may be appropriate to train appointed persons or others to be an emergency first aider (EFAW) if the assessment indicates that no first aider is required but large numbers of the public visit the premise. Table 2 in The Assessment of First Aid Provision form Appendix 1 gives an outline indication of the level of first aid provision according to type of risk and numbers employed. Managers should use this information to help determine and record the appropriate level of provision for their establishment.

A First Aider (FAW) is someone who has undergone an approved training course in First Aid at Work and who holds a current First Aid at Work Certificate. (See section on training for more details). Their role involves:

- undertaking first aid treatment in accordance with their training,
- summoning an ambulance or other external medical services,
- liaising with the premises manager to ensure first aid kits are fully stocked and refilled after use,
- keeping suitable records of all treatment administered.

An Appointed Person is someone who is nominated to take charge of a situation in the absence of a qualified first aider or emergency aider. Their role includes:

- taking charge when someone is injured or falls ill,
- calling an ambulance (where required), and
- being responsible for first aid equipment e.g. re-stocking the first aid box.
- Appointed persons are not first aiders and so should not attempt to give first aid for which they have not been trained. They may give emergency first aid where trained to do so (normally by completing the Emergency First Aid at Work Certificate).

An Emergency First Aider (EFAW) is someone who has undergone an approved Emergency First Aid at Work training course (of minimum one day duration) and who holds a current Emergency First Aid at Work Certificate. They are normally used in low hazard locations where the majority of people that may need first aid are members of the public and not employees. Their role involves:

- undertaking basic emergency first aid in accordance with their training,
- summoning the assistance of a First Aider where available,
- summoning an ambulance or other medical services
- liaising with the premises manager to ensure first aid kits are fully stocked and refilled after use,
- keeping suitable records of all treatment administered

4.2 Additional First Aid Requirements

Early Years

The Statutory Framework for the Early Years Foundation Stage requires that at least one person who has a current Paediatric First Aid Certificate must be on the premises at all times when children are present. In addition there must be at least one person on outings who has a current paediatric first aid certificate. It is important to ensure that first aid provision is adequate and appropriate during all working hours, so planned annual leave, maternity leave of Paediatric First Aiders and Appointed Persons must be covered. Managers should consider what cover is needed for unplanned and exceptional absences such as sick leave or special leave due to bereavement. In these circumstances it is appropriate that the services of a person who holds a current First Aid at Work Certificate be used to provide cover. The criteria for effective paediatric first aid training is included in Appendix 1 of Practice Guidance for the Early Years Foundation Stage.

Coach Assistants/Drivers and Attendants

Coach Guides, Drivers and attendants are required to undertake Emergency First Aid training to enable them to respond to an emergency medical situation until skilled help arrives. The training is not the full Emergency First Aid at Work Certificate course (see 4.1 above)

4.3 First-Aid Materials and Equipment

Once the assessment of first aid provision has been undertaken, the necessary materials, equipment and facilities must be provided and maintained in accordance with the determined need. This will involve ensuring that first-aid equipment is suitably marked, easily accessible and available in all places identified by the assessment.

Each workplace should have at least one first aid box supplied with a sufficient quantity of first-aid materials suitable for the particular circumstances, and a body spills kit. Large sites will require more than one first-aid box, and suitable quantities of body spills kits. All first aid boxes must be identified by a white cross on a green background.

First-aid boxes should be easily accessible, and sited, if possible, near to hand washing facilities. First aid boxes must only be used to store first aid materials and nothing else. They must not contain tablets, medications, creams etc.

First Aiders, Emergency First Aiders and Appointed Persons must regularly inspect the contents of first-aid containers and the contents must be restocked as soon as possible after use. Sufficient supplies should be held in a back-up stock on site. Care should be taken to discard items safely after the expiry date has passed.

Reference should be made to Appendix 2 for further guidance on the content of first aid boxes.

4.4 First Aid Arrangements at Individual Premises

Premise Managers are responsible for undertaking first aid assessments, ensuring adequate first aid arrangements at individual premises. These include ensuring that: -

- there are sufficient numbers of first aid trained personnel to meet the need identified in the assessment throughout the times that the premises are in use;
- there is adequate provision of first aid equipment which is stored in suitable containers;
- sufficient notices are displayed at appropriate places indicating the location of first aid equipment and trained first aiders so that assistance can be quickly summoned. These should be reviewed and amended regularly. An example of a suitable first aid notice that is coloured green/white is attached as Appendix 3;
- adequate access to a telephone is always available to call emergency services when required;
- where the workplace is shared/multi occupied, co-ordinate first aid arrangements with the other occupiers and ensure information is shared as necessary;
- Managers inform employees of the local first aid arrangements at induction and whenever changes are made;
- staff are made aware of the location of first aid equipment/facilities and personnel;
- A suitable first aid rooms is available when the need is identified;
- visitors and contractors are provided with information regarding first aid procedures and how to access first aid provision prior to commencing work, if this will be available to them whilst working on-site;
- records are maintained of: -
 - checking of first aid boxes;
 - all first aid administered must be recorded in the Record Of First Aid Treatment HSF 26 kept with the first aid box or on the accident form. (Refer to HR52 for detailed advice on accident recording and reporting)

Managers are responsible for assessing the first aid requirements for off-site activities where there may be an increased risk of injury.

4.5 Assessment of First Aid Requirements

A first aid assessment must be completed for all workplaces. The assessment procedure is as follows:

- The premises manager shall make a formal assessment of first aid requirements. The Assessment of First Aid Provision Form (HSF 16) shall be used to record the assessment.
- The premises manager shall keep the completed assessment readily available in his/her risk assessment file (i.e. at point of use).
- The premises manager will monitor the adequacy of first aid provision and revise as necessary.
- The premises manager shall review the assessment annually, in the light of any significant changes or if there is reason to suspect that it is no longer valid.
- Where activities are arranged in the community, line managers should undertake an assessment to determine whether first aid equipment should be provided. E.g. plasters or travel first aid kit.
- Employees who spend a significant amount of time away from their main workplace must have their first aid needs assessed.
- All County Council vehicles must carry a travelling first aid kit (this does not apply to County Council Lease Cars).

4.6 Training of First Aid Personnel

Employees who volunteer or are selected to be first aiders should be suitable for the task. For example, an individual who is susceptible to fainting at the sight of blood is unlikely to be a suitable first aider.

All employees who undertake first aid duties must be competent to carry out their role. The content and duration of training necessary will depend on the role of an individual.

Course	Intended For	Duration of Course	Refresher training	When revalidation is required	Revalidation Training
HSE Approved First Aid at Work Certificate (FAW)	First Aiders	3 days (From October 2009)	Annual basic skills update 3 hours *Strongly recommended from October 2009	Before certificate expires (3 years from date of certificate)	2 day revalidation
HSE Approved Emergency Aid Certificate (EFAW)	Emergency First Aiders and Appointed Persons if deemed necessary	1 day	Annual basic skills update 3 hours *Strongly recommended from October 2009	Before certificate expires (3 years from date of certificate)	Repeat of original 1 day course.

In certain cases, where activities might expose individuals to unusual risks e.g. remote outdoor activities, additional specifically focused training might be necessary according to the circumstances.

Appointed persons are not first aiders and so should not attempt to give first aid for which they have not been trained. However, as the appointed person is required to look after the first aid equipment and should ideally know how to use it, managers are strongly advised to consider the need for emergency first aid training for appointed persons.

4.7 Liability

The County's insurers have confirmed that our employer's liability insurance policy will provide indemnity for staff acting as first aiders or emergency aiders as defined above. First Aiders and Emergency First Aiders must ensure that any treatment they give is administered in accordance with the training they have received. Whether or not employees receive payment for acting as first aiders is irrelevant in this respect and has no effect on the provision of insurance cover. So long as treatment is administered with good intent and in accordance with current good practice, the County Council and its insurers will support the actions of its employees in the event of a legal case relating to first aid treatment.

4.8 Infection Control

To minimise risk of infection whilst administering first aid (for example, from hepatitis B and HIV), first-aid personnel must cover all exposed cuts/abrasions on their own bodies with a waterproof dressing before administering treatment. They must also wash their hands before and after applying dressings. If the casualty is bleeding from the mouth the blood must be wiped away using a clean cloth or handkerchief.

Although mouthpieces are available for administering mouth-to-mouth resuscitation, they should only be used by trained personnel as incorrect use may cause bleeding.

Disposable nitrile/vinyl gloves and aprons must be worn whenever blood, or other body fluids are handled, and disposable materials, such as paper towels and sanitising powder, must be used to mop up any substances. All disposable items must be disposed of in plastic bags in line with the Infection Control Policy. Contaminated work areas must be suitably disinfected and soiled clothing should be washed on a hot cycle or advice given to this effect if washing sent home.

If contact is made with any other person's body fluids the area should be washed immediately and medical advice sought.

Further advice on infection control is available in the HR 53 Infection Control Policy and Strategic Health and Safety Service.

5 Legislative Framework

- a. The Health and Safety at Work Act
- b. The Management of Health and Safety at Work Regulations
- c. The Health and Safety (First Aid) Regulations
- d. HSE Approved Code of Practice & Guidance L74 - First Aid at Work

6 Further Advice and Information

This policy document is for general guidance only. If you need any further assistance on the interpretation or practical application of this policy please contact The Strategic Health and Safety Service.

Further background information on this topic is available on the following Website:

www.hse.gov.uk

7 Standard Documents

Appendices

Appendix 1 - Assessment of First Aid Provision HSF 16

Appendix 2 - Contents of First Aid Boxes

Appendix 3 - Example First Aid Sign

Appendix 4 - Training requirements for first aid personnel

Appendix 5 - Record of First Aid Treatment HSF 26

Appendix 6 - How to access first aid training

Staffordshire County Council – First Aid Policy

Assessment of First Aid Provision

Establishment/Location:

The Mosley Academy

Name of Assessor(s): Anne James

Assessment of First Aid Factors

In order to assess the first aid requirements you should identify whether any of the following factors apply to the workplace or employees by ticking Yes or No in all cases: -

Table 1

Assessment Factor		Apply?		Impact on First Aid Provision
		Yes	No	
1	Have your risk assessments identified significant risks of injury and/or ill health?		No	If the risks are significant you may need to employ first aiders.
2	Are there any specific risks such as working with hazardous substances, dangerous tools or machinery, and dangerous loads or animals?		No	You will need to consider: <ul style="list-style-type: none"> - specific training for first aiders - extra first-aid equipment - precise siting of first-aid equipment.
3	Are there parts of the establishment with different levels of risk?	Yes		You may need to make different levels of provision in different parts of the establishment. Playground – risk of tripping, falling
4	Have you had any accidents or cases of ill-health in the past 12 months?		No	You will need to check your record of accidents and cases of ill health - what type they are and where they happened. You may need to: <ul style="list-style-type: none"> - locate your provision in certain areas - review the contents of the first aid box.

5	Are there inexperienced workers on site, or employees with disabilities or special health problems?		No	You will need to consider: - special equipment - local siting of equipment.
6	Are the premises spread out, e.g. are there several buildings on the site or multi-floor buildings?		No	You will need to consider provision in each building or on several floors.
7	Is there shift work or out-of-hours working?		No	Remember that there needs to be first aid provision at all times that people are at work.
8	Is your workplace remote from emergency medical services?		No	You will need to: - inform local medical services of your location - consider special arrangements with the emergency services.
9	Do you have employees who travel a lot or work alone?		No	You will need to consider: - issuing personal first aid kits and training staff in their use.
10	Do any of your employees work at sites occupied by other employers or is your site used by other occupiers?		No	You will need to make joint arrangements with the other site occupiers.
11	Do you have any work experience or other trainees?	Yes		Your first aid provision must cover them.
12	Do members of the public visit your premises?	Yes		There is no legal responsibility for non-employees however you are strongly recommended to consider them i.e. schools would consider and include their pupils and libraries their customers.
13	How many people are employed on site: - less than 5? - 5 to 49? - 50 to 100? - more than 100?			You may need to employ first aiders - see table 2 below. 1 x First Aid at work All staff are First Aiders 2 x Paediatric First Aid
14	Is a first aid room required?			Medical room in office area

The following table offers suggestions on how many first aiders or appointed persons might be needed in relation to levels of risk and number of employees on site. Increased provision will be

necessary to cover for absences. The table does not take into consideration any non employees who may be affected so an allowance will need to be made in such circumstances.

Table 2

	Type of Workplace	Numbers of First Aid Personnel Required
Lower Risk	Shops, offices, libraries, schools and similar workplaces	<p>Fewer than 50 employed at any location: at least one appointed person. (It may be appropriate to provide an Emergency First Aider (EFAW) if large numbers of the public visit the workplace.)</p> <p>50-100: at least one first aider.</p> <p>More than 100: one additional first aider for every 100 employed.</p>
Higher Risk	Light engineering and assembly work, food processing, warehousing extensive work with dangerous machinery or sharp instruments construction, chemical manufacture, work involving special hazards* such as hydrofluoric acid or confined spaces..	<p>Fewer than 5: at least one appointed person.</p> <p>5-100: At least one first aider (FAW) per 50 employees or part thereof.</p> <p>*Additional training may be needed to deal with injuries resulting from special hazards.</p>

The minimum first aid provision on any work site is:

- a suitably stocked first aid box
- an appointed person to take charge of first aid arrangements, at all times whilst people are at work

Assessment of First Aid Requirements

Having regard to the factors identified in table 1 and advice contained in table 2 above, the following first aid equipment/facilities/personnel are required to be provided (includes sufficient personnel necessary to cover for absences).

	No.		No.
Qualified First Aiders	18	Qualified Emergency First Aiders	Yes
Appointed Persons	1	First Aid Boxes	Yes
First Aid Room	Yes	Eye Wash Bottles	Yes
Travelling First Aid Kits	Yes		

Have arrangements been made to appoint/train the necessary appointed persons/first aid personnel and for the required amount of first aid equipment to be supplied? **Yes**

Informing Employees

Have arrangements been made to inform employees of the first aid arrangements (ideally at their induction) and notices posted to inform staff who and where the first aid personnel or appointed persons are and where the first aid box is? **Yes**

Signature of Assessor(s):

Date: **Review Date**.....

Review Date.....

Review Date.....

Review Date.....

Staffordshire County Council
First Aid Policy - Contents of First Aid Boxes

Where no special risk arises in the workplace, a minimum stock of first aid items is indicated in the table below.

Where activities are undertaken away from a recognised base, it will usually be appropriate to take a suitable first aid kit. As with first aid boxes, the contents of traveling kits should be kept stocked from the back-up stock at the home site.

Where the first aid assessment identifies additional equipment is required due to the circumstances of an activity, this may also be carried.

Item	First Aid Box	Travelling First Aid Box
Leaflet or card giving general guidance on first aid at work.	1	1
Individually wrapped sterile adhesive dressings (plasters) of assorted sizes appropriate to the type of work (dressings may be of a detectable type for food handlers)	20	6
Sterile eye pads.	2	-
Individually wrapped triangular bandages (preferably sterile).	4	2
Safety pins	6	2
Medium sized (12cm x12cm) individually wrapped sterile unmedicated wound dressings.	6	-
Large (18cm x 18cm) sterile individually wrapped unmedicated wound dressings.	2	1
Individually wrapped moist cleaning wipes	10	6
Disposable gloves (non-latex powder free)	2 Pairs	1 pair

Where additional equipment such as scissors, adhesive tape, disposable aprons, individually wrapped moist wipes, blankets, or protective equipment such as resuscitators, these may be kept in the first aid box or stored separately as long as they are available for immediate use if required.

Where mains tap water is not readily available for eye irrigation, at least one litre of sterile water or sterile normal saline (0.9%) in sealed, disposable containers should be provided. Once the seal has been broken, the containers should not be kept for re-use.

Staffordshire County Council

Location of First Aiders and First Aid Equipment



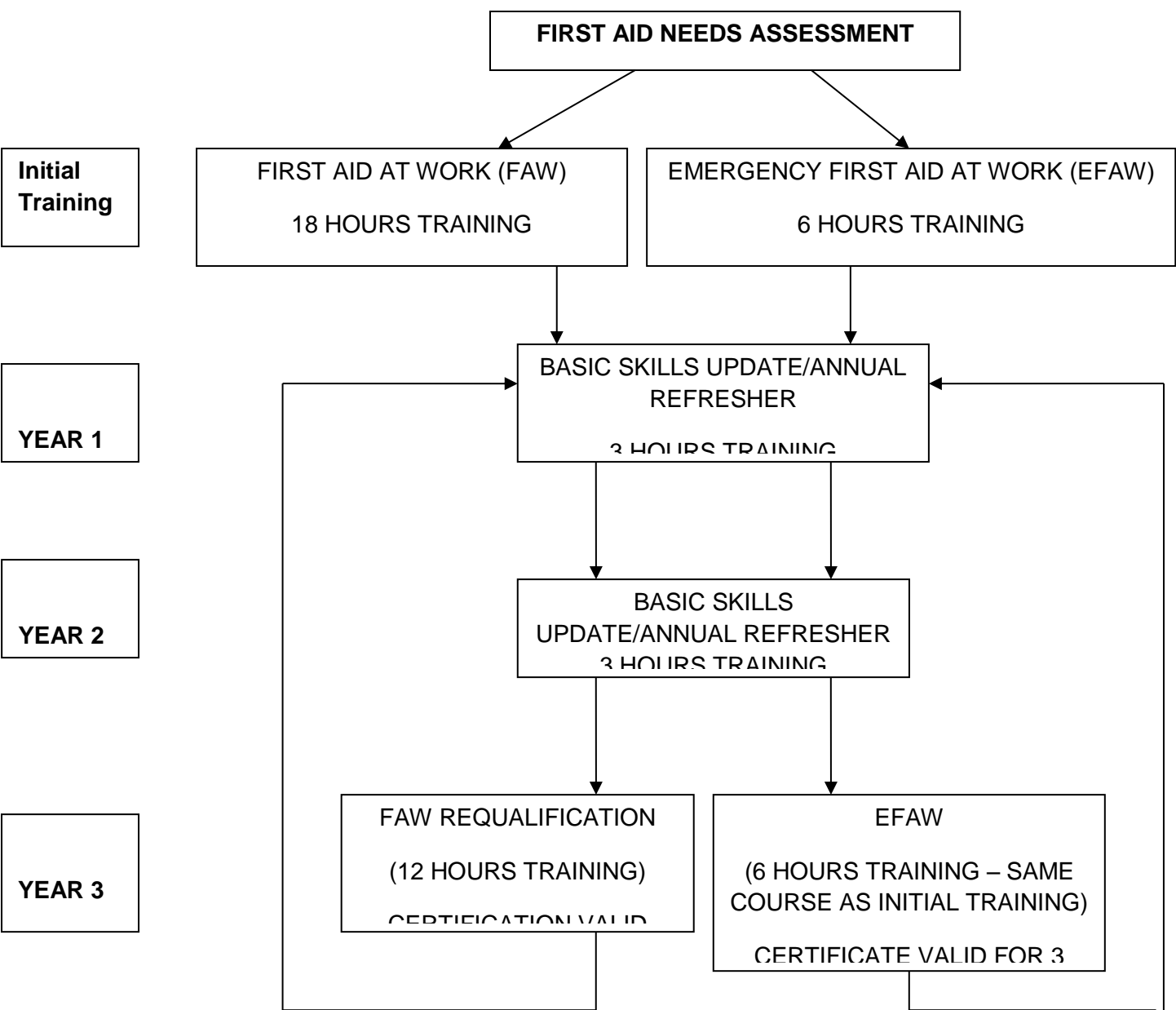
Nearest First **rs are located:**

[illegible]

First Aid Equipment Located:

DESCRIPTION	LOCATION
First Aid Box	
Eye Wash Bottle	
First Aid Box	
Emergency Phone	

Training Requirements for First Aid Personnel



Record of First Aid Treatment Given

Record Of First Aid Treatment Given						
A written record must be made and retained of all cases where first aid is given. This register, should be kept alongside the first aid equipment. It should be available for use and inspection at all times.						
Full name and address of person receiving treatment	Occupation	Date of entry	Date of accident	Place and circumstances of accident (please state clearly the work activity	Has Accident +	Signature of Person Making

Appendix 6

How to Access First Aid at Work Training

Development Services Directorate

Courses may be booked through the Quality Learning Services

Children and Lifelong Learning Directorate

Courses may be booked through the Quality Learning Services

Except Cultural and Library Services who should contact the Divisional Training Co-ordinator

Chief Executives Directorate

Courses may be booked through the Quality Learning Services

Social Care and Health Directorate

Courses are booked directly with St John Ambulance (Staffordshire Branch) 24 Lichfield Road, Stafford ST17 4LJ. Phone 01785 257124 Fax 01785 224451. Participants full name, pay reference number, designation and place of work will be required to book a place on a course.



THE MOSLEY ACADEMY **BEHAVIOUR POLICY**



Introduction

At The Mosley Academy we recognise that all pupils have the right to be educated in a safe, caring and supportive environment without distraction and disruption to their learning.

We believe that the responsibility for ensuring that our pupils develop self-discipline and an awareness of responsibility to others is a joint one between parents, pupils and staff.

The purpose of this policy is to make clear to everybody involved in the life of the school exactly what is expected of the pupils. It was written in consultation with all those expected to implement it, namely children, staff, parents and governors.

We hope that the guidelines suggested will help to ensure that The Mosley Academy continues to be a school where staff and pupils are calm, confident and successful.

Aims

- To value and appreciate one another, irrespective of age, gender, creed or race, and to acknowledge that everyone has a part to play within our school community;
- To provide a safe, caring and calm environment in which quality learning can take place;
- To promote fairness, consistency and clear expectations throughout the school community;
- To recognise caring and co-operative behaviour and to discourage anti-social attitudes;
- To help children develop their awareness of the school as a community and of the school as part of the wider community;
- To listen with respect to one another and be conscious to never damage another's self esteem;
 - To gain understanding and commitment regarding the policy from all members of the school community.

What we mean by good behaviour

We expect children to:-

- Follow instructions as and when they are given;
- Follow school routines;
- Show respect to both children and adults;
- Be polite and honest;
- Promote a positive image of the school in the community
- Not damage property or the school buildings;
- Walk within the school in a quiet and orderly manner.

Encouraging good behaviour

The Golden Rules

At The Mosley Academy we successfully adopted the "Golden Rules" behaviour guidelines following an inset day led by Jenny Mosley.

.The "Golden Rules" are :

- | | |
|---------------------------|---|
| • We are gentle | <i>We don't hurt others</i> |
| • We are kind and helpful | <i>We don't hurt anybody's feelings</i> |
| • We listen | <i>We don't interrupt</i> |
| • We are honest | <i>We don't cover up the truth</i> |
| • We work hard | <i>We don't waste our own or other's time</i> |
| • We look after property | <i>We don't waste or damage things</i> |

As a reward for keeping the "Golden Rules" the children will have "Golden Time" on Friday afternoons which provides a choice of different activities as a reward for keeping the "Golden Rules" during the week.

Children who break the rules lose part of their "Golden Time". They are given a yellow card as a warning of the potential loss of 5 minutes "Golden Time".

If the behaviour improves the yellow card is withdrawn.

If the behaviour continues a red card is given indicating that 5 minutes golden time is lost. During "Golden Time" the child sits with a sand timer watching the loss of their time whilst the other children are enjoying their reward.

Green cards are given as rewards for exemplary behaviour.

The introduction of "Golden Rules" and "Golden Time" has been a powerful force in promoting the exemplary behaviour of our children as judged to be "outstanding" by Ofsted in October 2008 and in May 2014.

The children thoroughly enjoy "Golden Time" on Friday afternoons and are never keen to lose any!!

Other strategies:

To support our behaviour strategy we offer a differentiated curriculum, aimed at meeting individual needs. There is also a range of extra curricular activities to help children become involved in school life in a positive way.

We:

- Explain and demonstrate the behaviour we wish to encourage;
- Recognise and highlight good behaviour as it occurs;
- Praise children for behaving well;
- Encourage children to be responsible for their own behaviour;
- Reward individual children and groups of children for behaving well.

In addition to the Golden Rules we encourage the growth of positive behaviour by recognising and rewarding achievement in both academic and personal/social development as follows:-

- Teachers' praise;
- Public praise - in rewards assemblies;
- Sending to Headteacher or other relevant member of staff for recognition;
- Awards of certificates/badges;
- Giving of special responsibilities;
- Choice of preferred activities during the week OR at specific times chosen by teacher;
- Team points;
- Inform parents of particular examples of good behaviour: e.g. kindness, caring
- through notes home / word of praise at end of school day

Class Rules:-

Each teacher will negotiate rules for within their class. These will fall within the framework of the whole school rules and will ensure appropriate attention to both rewards and sanctions.

Unacceptable behaviour

There is no place for violence, bullying, harassment (racial, sexual or other), vandalism, and rudeness to adults, bad language or dishonesty within our school community.

Occasionally children may have difficulty with finding the right behaviour. There is a staged process within the area of Special Educational needs through which a child will progress. This will often involve help from an outside agency.

Mobile phones, digital recording devices, portable gaming devices, digital cameras are not to be brought onto the premises without express permission.

Use of these devices without permission is unacceptable and any use of a recording device without permission will be in breach of this policy as well as data protection legislation and confidentiality rules and may lead to a permanent exclusion from the school.

Other sanctions

When dealing with unacceptable behaviour, we are conscious to always maintain a child's self esteem and communicate that it is the behaviour that is bad not the child.

Deprivation of any part of the school curriculum should only be considered as a last resort. Extra work such as maths or writing, should not be given as this promotes a negative image of academic work, quite the opposite to our aim.

The adult responsible should deal with minor infringements at the time. It weakens the authority of those such as class teachers and mid-day supervisors to make undue use of the hierarchy.

Punishments should, whenever possible, be immediate and of an appropriate duration.

Strategies for minor infringements might normally include:-

- Non verbal sign - look, head shake, etc;
- Clear warning;
- Time out, at teacher's discretion (this must be supervised);
- Appropriate handling of attention seeking behaviour;
- Private verbal rebuke or reminder;
- Repetition of tasks if necessary;
- Removal from the scene of disruption;
- Isolation within the classroom;
- Withdrawal of privilege - loss of break time;
- Informing and discussing with parents;
- Home / School diaries.

For more serious offences or continued transgressions:-

- Logging of incidents;
- Separating from class and referring to Headteacher / Deputy Headteacher;
- Establishing a behaviour contract with child and parents;
- Begin the staged model of the Special Educational Needs Code of Practice.

In case of persistent or serious misbehaviour, pupils may be excluded from school:

- For a definite period.
- Permanently.

See also Policy Statement for exclusion and National Guidelines

Physical restraint or guidance

There may be rare occasions when, for a child's own safety, or for the safety of others, a child may need to be physically restrained by staff.

This will always be carried out in accordance with guidelines in the Staff Handbook, which are based on County recommendations. Staff will use the minimum necessary force to achieve this.

See also policy for physical restraint

Parents

Home is the most dominant influence in a child's affecting their attitudes and behaviour. We believe that parents want their children to be able to take full advantage of all the activities offered in school. Co-operation between parents and staff is essential.

School will do all it can to help each pupil and we would be grateful if parents could help by:-

- Talking to your child about the school's expectations on behaviour, thus supporting the school's behaviour policy.
- Responding to all communications about your child's behaviour.
- Ensuring that when you are on the school's premises, you show, by example that you are mindful of the school's rules.

At our induction afternoons for children new to the school the "Golden Rules" are explained and in addition parents are reminded of the "Golden Rules" at the start of each school year.

Mid-day Supervisors

Mid-day supervisors have been made aware of this behaviour policy and have agreed to implement the rules where they apply to them and their time with the children.

In the playground and the dining room, they try to be positive with the children and take notice of good behaviour, kind acts, etc.

- Time out will be given for incidents and children will stand by the playground walls for these.
- In the event of more serious problems, children will be brought inside to the Deputy Headteacher in the first instance and then referred on to the Headteacher
- Reward stickers for positive lunchtime behaviour are available.

Children are provided with activities through "Huff Puff" run by our Y6 children as well as skipping ropes / hoops / speed stacks / playground zones to keep them purposefully occupied during the lunch break.

Updated 2017

Agreed by Governors 2017



THE MOSLEY ACADEMY

Policy for Risk Assessments



It is not only a legal requirement, but also this School's firm belief, that risks to health and safety should be controlled wherever possible through risk assessments. These are therefore conducted in this school on a regular basis and cover all identified risks to our pupils, our staff, our buildings, our grounds, in our daily routines and at all school events.

Conduct of Risk Assessments

The Headteacher, in conjunction with the Deputy Headteacher, Janitorial staff and following LA advice, conducts assessments. Assessment will not be delegated to staff who are uncomfortable about carrying out the task, or who do not have the influence to ensure that their recommendations are implemented.

Risk assessments are kept in a file in the Headteacher's office.

Risk assessments for Educational Visits are kept in a file in the Headteacher's filing system

Nature of Risk Assessments

Assessments identify significant risks, such as defects and deficiencies, and prescribe remedial action, i.e. risk control measures.

Thorough risk assessment involves answers to such questions as the following:

- What hazards are we faced with?
- Who might be affected?
- How can the risks be reduced to an acceptable level?
- Can effective measures be implemented now?
- If not, what contingency plans will serve us best for the time being?

Each assessment is written up on a standard proforma, for the convenience of all concerned.

Frequency of Risk Assessments

Assessments are normally bi-annually, but more frequent checks may be required in some risk areas e.g. climbing apparatus.

Rolling Annual Survey

Annual risk assessments are carried out on a two year rolling programme:

Some risk areas take longer to review than others, and the inside assessments (being the most numerous) will sometimes continue into the spring term. However, it makes good sense to leave the outside and off-site parts of the survey until the better weather.

Reporting Procedures for Surveys

The results of our periodic risk assessment surveys are reported to the full Governing Body.

Reporting Procedures for Newly-Identified Hazards

All staff are aware of the need to report major new hazards as soon as they are identified. All staff in turn are notified immediately any major new hazard is reported.

Display of Risk Assessments

Whenever a major new hazard is identified, e.g. Forest Schools related, it is highlighted on the corresponding assessment form and displayed on the main notice board. Assessments for specific places, such as the boiler room or the medical room, are displayed where they apply.

Sept 2017

Forest School Hygiene Policy

Toileting:

- Children will be encouraged to use the toilet before leaving school
- A designated area will be set aside for each session
- An adult, with the relevant DBS checks, will accompany the children to the area
- Wet wipes will be available for personal use and hand-cleaning
- A trowel will be carried in the Forest School Emergency Rucksack
- If a child has a wetting or soiling accident, they will be changed in accordance with the Schools Personal Care Policy

Hand Washing:

- Whenever possible, soap and water will be used for handwashing at snack Disposable paper towels will be used for drying and bagged for disposal
- Anti-bacterial wipes will be available throughout the session

Snack time or cooking:

- During snack time or cooking activities, food hygiene regulations will be adhered
- Children will wash and dry hands and sit on the base camp benches when consuming any food or drink
- Drinking water will be supplied.

Confidentiality Policy

All forest school staff and volunteers must adhere to the confidentiality policy.

Medical and personal information

- All adults will be made aware of any medical details such as allergies affecting the children attending on a need to know basis and kept confidentially within the school's Forest School Handbook
- In case of emergency, contact numbers of each child will be kept in the school's Forest School Handbook
- Only trained staff will apply first aid to children and adults attending; volunteers must make staff aware if they are approached by a child needing care
- Any adults attending, with medical conditions, must disclose to the Forest School Leader; this information will be treated with the utmost confidentiality

Photographic and Video permissions

- As part of the school photography permission forms, parents will be asked to agree to their child being photographed or filmed for observational, training or school promotion purposes; any child without this permission will be recorded in the school's Forest School Handbook
- Only school cameras and iPads must be used for this purpose
- Volunteers should only use school cameras under the guidance of the Forest School Leader.
- Mobile phones should only be used for emergency purposes.

Observations

- Trained staff will be required to undertake observations and assessments of the children attending, as part of the curriculum and wellbeing scales.
- Observations will be kept in school and remain confidential to that child and family
- Volunteers may give oral feedback to a staff member regarding an activity; this must be in strict confidence.



Conservation Policy:

At the heart of the Forest School ethos is the principle of respect for self, each other and the natural world. The best way to learn to love and respect the natural world is to play in it with people who love and understand it.

The natural environment is vital to the Forest School experience. Forest School takes place in woodlands, forestry areas, school playing fields, wildlife gardens and purposefully designed sites, to name but a few. All areas are local for the pupils, so they can build a relationship with each site and learn about what lives there, how to take care of it and how to use the natural materials from the site sustainably.

Being outdoors stimulates physical movement, language and communication and often people's stories are told round a fire, triggered by memories of other natural places.

Environmental Awareness:

Forest School activities aim to promote environmental awareness and encourage sustainability.

Both children and adults are encouraged to respect their environment and to be aware of conservation issues of the woodland around them.

Wherever possible environmentally friendly products and recycled materials will be used to promote environmental awareness and care for our environment.

Conservation issues and sustainability will also be supported.

Key Conservation Considerations:

It is important to bear in mind the ecological impact of running a Forest School in the grounds at The Mosley Academy and with that in mind, consideration will be given to the following:

- Any fire will be contained within a designated and clearly identifiable fire pit, which uses a small amount of natural, situated within the centre of the fire circle.
- There will be a maximum of one fire per week to reduce the impact of the smoke disturbing neighbours and any nesting birds in the trees.
- The above actions will limit the amount of dead wood that is burnt as it is an important part of the local eco-system.
- Children will be educated not to pick up anything still growing.

- There will usually be only 2 Forest School sessions per week to allow the ground to recover.
- The Forest School site has been cleared of debris and ground covering shrubs and this will be regularly monitored.
- There will be regular litter picks to remove other refuse which is in the area.
- Only branches at eye level and below will be removed, to avoid injuries for people entering the field area without the Forest School Leader.
- Dead and fallen branches will be removed, cut down and stored for use in dens or as fire wood.
- During the winter months large stones and logs will be left alone to avoid disturbing hibernating creatures.
- All participating pupils will be encouraged to undertake small conservation tasks, such as planting trees, protecting wild flowers and making bird boxes.

Considerations and activities such as those outlined above also encourage participating pupils to think about such environmental and conservation issues in the wider world.

Forest School programmes foster deep respect for the environment in general and woodlands in particular. Pupils retain their connection to nature for years after leaving Forest School, and many express a desire to seek employment in a land-based industry once they leave school.

Sept 2017.



The Mosley Academy Food Policy



Introduction

In our school we are committed to giving all our pupils consistent messages about all aspects of health to help them understand the impact of particular behaviours, and encourage them to take responsibility for the choices they make. This policy should be read alongside the school's SMSC policy.

The school supports the '5-A-DAY' campaign to encourage children to eat five portions of fruit and vegetables a day, which has been shown to reduce the onset of certain life-threatening conditions, as well as being helpful in tackling and preventing childhood obesity.

We have used the following approach to identify what areas we need to change to develop a more healthy approach to the issue of food in our school:

- How well are we doing?
- How well should we be doing?
- What more should we aim to achieve?
- What must we do to make it happen?
- What action should we take and how do we review progress?

Rationale

The Mosley Academy is a healthy school. It is important that we consider all elements of our work to ensure that we promote health awareness in all members of the school community. We can provide a valuable role model to pupils and their families with regard to food and healthy-eating patterns.

Through effective leadership, the school ethos and the curriculum, all school staff can bring together all elements of the school day to create an environment which supports a healthy lifestyle.

Aims and Objectives

To ensure that we are giving consistent messages about food and health

To give our pupils the information they need to make healthy choices

To promote health awareness

To contribute to the healthy physical development of all members of our school community

To encourage all children to take part in the '5-A-DAY' campaign

Settings for food policy

(We do not use vending machines in our school. Currently we do not run a tuck shop but if we decide to do so in the future, the food policy will be applied to all items sold.)

Snack

All FS and KS 1 classes include a morning break time snack of fruit to all children, which is shared via the fruit trolley. Children are given responsibility for passing the fruit to others and for helping to clear away. KS 2 children bring fruit or fruit bars which comply with the SFT, which they eat at playtime — no other snack is allowed during break. Our school kitchen is also now offering a range of healthy snacks/drinks at morning break. (All our school meals are provided by Entrust who has a healthy-food policy as part of their tender.)

School lunches and packed lunches

All our school meals are provided by Mellors who has a healthy-food policy as part of their tender. Where possible, this includes the use of fresh fruit and vegetables each day as a choice for the children. They provide a hot and cold option, both of which pay regard to nutritional balance and healthy options.

Many children bring a packed lunch to school. We regularly include newsletter items about the contents of these and we do not allow sweets, chocolate bars or fizzy drinks.

Water for all

Cooled water is freely available throughout the school day to all members of the school community. No water fountains are located inside toilet blocks. Every child has been provided with a free bottle to store their water in. Children may drink their water at any time except during the 15-minute assembly. Regular water and brain breaks are built into the school day and curriculum by class teachers.

Food across the Curriculum

In FS, KS 1 and KS 2, there are a number of opportunities for pupils to develop knowledge and understanding of health, including healthy-eating patterns and practical skills that are needed to understand where food comes from such as shopping, preparing and cooking food.

Literacy provides children with the opportunity to explore poetry, persuasion, argument and narrative work using food and food-related issues as a stimulus, e.g. writing to a company to persuade them to use non-GM foods in children's food and drink etc.

Maths can offer the possibility of understanding nutrition labelling, calculating quantities for recipes, weighing and measuring ingredients.

Science provides an opportunity to learn about the types of food available, their nutritional composition, digestion and the function of different nutrients in contributing to health, and how the body responds to exercise.

RE provides the opportunity to discuss the role of certain foods in the major religions of the world. Children experience different foods associated with religious festivals.

ICT can afford pupils the opportunity to research food issues using the internet and other electronic resources. Pupils design packaging and adverts to promote healthy food choices.

Food Technology as part of DT provides the opportunity to learn about where food comes from and apply healthy-eating messages through practical work with food, including preparation and cooking.

SMSC encourages young people to take responsibility for their own health and well-being, teaches them how to develop a healthy lifestyle and addresses issues such as body image. Pupils are able to discuss issues of interest to young people, e.g. advertising and sustainable development.

Music can provide pupils with knowledge about different properties of cooked and uncooked foods where pulses and grains are used in unpitched percussion instruments.

Geography provides a focus on the natural world and changing environment, offering the chance to consider the impact our consumer choices have on people across the world that rely on growing food as their source of income.

History provides insight into changes in diet and food over time.

Physical Education provides pupils with the opportunity to develop physically and to understand the practical impact of sport, exercise and other physical activity such as dance and walking.

School visits provide pupils with activities to enhance their physical development, e.g. to activity centres.

Learning includes cookery and gardening clubs from time to time.

Partnership with parents and carers

The partnership of home and school is critical in shaping how children and young people behave, particularly where health is concerned. Each must reinforce the other. This is not always easy but our school is well placed to lead by example.

Parents and carers are regularly updated on our water and packed-lunch policies through school and class newsletters. We ask parents not to send in fizzy drinks and we remind them that only water may be drunk during the school day, except at lunch when children may drink juice or squash.

During out-of-school events, e.g. school discos etc.; the school will encourage parents and carers to consider the food policy in the range of refreshments offered for sale to the children.

Role of the Governors

Governors monitor and check that the school policy is upheld and can also offer guidance where a member of the body has particular expertise in this area.

Monitoring and review

Subject leaders are responsible for the curriculum development of the food policy. The Headteacher and SMSC co-ordinator are responsible for supporting colleagues in the delivery of the food policy. Entrust is responsible for ensuring the quality of the food offered as part of the contract with the caterer.

This policy will be reviewed annually to take account of new developments.

Autumn 2017

Communication Strategy

Clear communication is essential for the smooth running of Forest School. Children and adults need to listen carefully to rules, boundaries and instructions, linked to safety procedures and activities. There will always be time for questions or comments from children and adults.

- All adults attending will have received a copy of the Emergency Action Plan which will be kept in the school's Forest School Handbook, in the 'emergency bag'.
- Any staff or volunteers attending Forest School must meet prior to leaving school to review ratios, health and safety and risk assessment for the day.
- If any adult cannot attend the session, they must give as much notice as possible and preferably 24 hours. If a replacement cannot be found the session will need to be cancelled due to inadequate ratios of child to adult.
- The Forest School Leader will have a mobile phone for emergency use
- A copy of this Handbook will be available on the school website
- Parents will receive general information letters before sessions begin, a permission slip and details of any transport costs
- Basic session information will be shared with children and staff prior to the sessions commencing; rules will be discussed and practised in the classroom setting.

Autumn 2017

Insurance Details



To Whom It May Concern

Our ref: SA/IND

29 July, 2017

Zurich Municipal Customer: Mosley Academy

This is to confirm that Mosley Academy have in force with this Company Public Liability Insurance until the policy expiry on 31 August 2018

Policy Number: KSC-242047-6643

Limit of Indemnity: £ 25,000,000 any one claim

Excess: Nil any one claim

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Zurich Municipal
Zurich Municipal is a trading
name Zurich Insurance plc
A public limited company
incorporated in Ireland
Registration No. 13460

Registered Office: Zurich House,
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UK Branch registered in England
and Wales Registration No.
BR7985.

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Our FCA Firm Reference Number
is 203093.

Yours faithfully

A handwritten signature in blue ink, appearing to be 'AJP'.

Underwriting Services
Zurich Municipal