



The Forest Folk

Policies and Procedures

2026



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The Forest Folk

ATTENDANCE AND SUPERVISION POLICY

Created by	Artemis Artemiou
Role	Director
Date created	25/02/2026
Last review date	N/A
Review frequency	Annual or following significant change
Next review due	25/02/2027
Location / Site	All sites used for Forest School provision.

This policy should be read alongside the Safeguarding & Child Protection Policy and the Health & Safety Policy.

1. Policy Statement

The Forest Folk CIC recognises that accurate awareness of attendance is essential for safeguarding, supervision, and the safe delivery of Forest School provision.

This policy sets out how attendance is recorded, monitored, and responded to during sessions.

2. Scope of the Policy

This policy applies to:

- all Forest School sessions
- all staff, supporting adults, volunteers, and visitors involved in supervision

3. Roles and Responsibilities

Forest School Leader

- holds responsibility for maintaining an accurate register during sessions
- ensures participants are always accounted for
- responds to any discrepancies or concerns

Supporting Adults



- support headcounts and supervision
- report any concerns immediately

Partner Schools / Organisations

- retain overall responsibility for formal attendance recording
- are informed of absence or concerns in line with agreed procedures

4. Attendance Procedures

At each session:

- a register of expected participants is available
- participants are checked in on arrival
- headcounts are conducted regularly throughout the session
- participants are checked out at the end of the session

Registers may be held in written or digital form but must be accessible during the session.

5. Non-Attendance

If a participant is expected but does not arrive:

- this is identified promptly
- the relevant school or organisation is informed where appropriate
- any safeguarding concerns are escalated in line with safeguarding procedures

6. Missing Participant

If a participant cannot be accounted for during a session:

- immediate headcount is conducted
- the group is secured
- the immediate area is searched
- emergency procedures are followed where necessary

This is treated as a serious safeguarding concern.

7. Supervision and Ratios

- Appropriate adult-to-participant ratios are always maintained
- No participant should be unsupervised



- Responsibility for supervision sits with the Forest School Leader during sessions

8. Record Keeping

Attendance records are:

- accurate and up to date
- stored securely
- retained in line with data protection requirements

End of Attendance and Supervision Policy.



The Forest Folk

BEHAVIOUR & RELATIONAL PRACTICE POLICY

Created by	Artemis Artemiou
Role	Director
Date created	25/02/2026
Last review date	N/A
Review frequency	Annual or following significant change
Next review due	25/02/2027
Location / Site	All sites used for Forest School provision.

This policy should be read alongside the Forest School Handbook, the Safeguarding & Child Protection Policy, the Health & Safety Policy, and the Risk-Benefit Assessment Policy.

1. Policy Statement

The Forest Folk CIC understands behaviour as a meaningful form of communication.

Participants may express curiosity, excitement, stress, unmet need, or dysregulation through their behaviour. Our Forest School practice responds to behaviour through relationships, co-regulation, and clear boundaries, rather than punishment or reward.

This policy sets out how behaviour is supported in ways that prioritise safety, dignity, inclusion, and learning, while maintaining appropriate professional boundaries.

2. Theoretical and Practice Foundations

Our approach to behaviour and relationships is informed by a range of well-established perspectives, including:

- trauma-informed and attachment-aware thinking
- awareness of nervous system regulation and stress responses
- biological and social theories of child development



- ecological understandings of development, including the influence of family, school, community, and wider systems
- restorative approaches to relationships and conflict

These perspectives help adults understand behaviour in context. They inform, but do not replace, professional judgement, safeguarding responsibilities, or the role of specialist services where required.

3. Behaviour as Communication

Behaviour is understood as a response to internal and external experiences.

This may include:

- sensory or environmental factors
- emotional state or stress response
- developmental stage
- social relationships and group dynamics
- experiences beyond the Forest School setting

Adults aim to ask: “*What might this behaviour be telling us?*” rather than focusing solely on stopping or controlling behaviour.

Behaviour that may be experienced as bullying is addressed through this policy and, where appropriate, safeguarding procedures.

4. Nervous System Awareness and Regulation

Forest School environments can be regulating, stimulating, or overwhelming.

Adults are attentive to signs that a participant may be:

- calm and engaged
- excited or highly aroused
- withdrawn or overwhelmed
- dysregulated or distressed

Support may include:

- calm adult presence
- reducing demands
- offering movement, space, or sensory grounding



- adjusting activities or expectations

This approach supports co-regulation, recognising that children and young people develop self-regulation through supportive relationships over time.

5. Developmental and Contextual Understanding

Behaviour is understood in relation to:

- age and developmental stage
- individual differences and needs
- previous experiences
- social and cultural context

In line with ecological models of development, adults recognise that behaviour is shaped not only by the individual, but also by:

- family systems
- educational settings
- peer relationships
- wider social and environmental factors

Forest School does not seek to diagnose or treat difficulties, but to provide a supportive, predictable, and relational environment within its scope.

6. Clear Boundaries and Safety

While Forest School is participant-led, clear and consistent boundaries are always in place.

Non-negotiable boundaries include:

- physical safety of all participants and adults
- emotional safety and dignity
- care for the natural environment

Boundaries are:

- explained clearly
- revisited regularly
- held calmly and consistently

Boundaries exist to create safety, not to exert control.



7. Graduated Responses to Unsafe Behaviour

When behaviour becomes unsafe, adults follow a graduated, proportionate response, which may include:

1. **Support and Redirection**
Calm guidance or reminders to support safe engagement.
2. **Co-Regulation**
Staying close, offering space, or adjusting activities to support regulation.
3. **Environmental Adjustment**
Changing location, activity, or group structure to reduce stress or risk.
4. **Protective Action**
Temporarily removing a participant from an activity or relocating the group to maintain safety.

Protective actions are taken to keep everyone safe and are not used as punishment.

8. Physical Intervention

The Forest Folk CIC does not use physical intervention as a behaviour management strategy. Our practice prioritises prevention, de-escalation, co-regulation, and environmental adjustment.

However, in exceptional circumstances, reasonable and proportionate physical intervention may be used solely to prevent immediate harm to a participant or others. This may be to:

- prevent immediate harm
- guide a participant away from danger
- support safety in an emergency

Any physical contact is:

- proportionate
- in the participant's best interests
- in line with safeguarding guidance
- recorded where appropriate

Authorisation and Responsibility

Physical intervention may only be carried out by:

- The Forest School Leader, or



- A supporting adult who has received appropriate training and authorisation from the Director.

No volunteer, visitor, or untrained adult is permitted to use physical intervention under any circumstances.

Training and Competence

Adults authorised to use physical intervention must:

- Hold up-to-date, accredited training in positive handling and de-escalation, or
- Have received approved internal training aligned with recognised safeguarding and behaviour management guidance.

Training records are maintained and reviewed annually.

Adults are expected to use the least restrictive intervention possible and to disengage as soon as safety is restored.

Insurance and Legal Cover

The Forest Folk CIC ensures that:

- All authorised staff are covered by appropriate Public Liability and Employer's Liability insurance in relation to physical intervention.
- Physical intervention undertaken in line with policy, training, and professional judgement is supported by organisational insurance arrangements.

Any intervention outside policy or training may not be covered.

Recording and Reporting

All incidents involving physical intervention must be:

- Recorded on an Incident / Safeguarding Record Form within 24 hours
- Logged by the Forest School Leader
- Reviewed by the Director

Records must include:

- Date, time, and location
- Individuals involved
- Precipitating factors
- De-escalation strategies attempted
- Nature and duration of intervention



- Outcome and follow-up actions

Safeguarding Oversight

Where physical intervention:

- results in injury
- causes distress
- is repeated
- or raises safeguarding concerns

the incident will be reviewed by the DSL and may be referred to:

- the Local Authority Designated Officer (LADO)
- commissioning bodies

Parents/carers and partner organisations will be informed in line with safeguarding and information-sharing procedures.

Review and Learning

All physical intervention incidents are:

- Reviewed reflectively
- Used to inform risk assessments and support plans
- Considered within staff supervision and training

The aim is always to reduce the likelihood of future intervention through improved support, environment, and planning.

9. Repair, Reflection, and Restorative Practice

When difficulties arise, adults support:

- reflection on what happened
- understanding impact on others
- repairing relationships where possible

Restorative approaches may include:

- conversation
- shared problem-solving
- revisiting expectations and boundaries

Blame, shame, or punitive responses are avoided.



10. Inclusion and Individual Support

Behaviour support is adapted to reflect:

- developmental needs
- additional or special educational needs
- sensory profiles
- emotional wellbeing

Where appropriate, individual support strategies or risk considerations may be developed in partnership with families or schools.

11. Staff Support and Reflection

Supporting behaviour is relational and emotionally demanding work.

Adults are supported through:

- clear guidance
- reflective discussion
- supervision and debriefing

This supports consistency, wellbeing, and safe practice.

12. When Ongoing Concerns Arise

If behaviour consistently impacts safety or wellbeing:

- concerns are discussed outside the session context
- support strategies are reviewed
- decisions are made collaboratively with relevant adults

In rare cases, participation may be paused or ended to protect safety. This is handled sensitively and transparently.

End of Behaviour & Relational Practice Policy.



The Forest Folk

CODE OF CONDUCT POLICY

Created by	Artemis Artemiou
Role	Director
Date created	25/02/2026
Last review date	N/A
Review frequency	Annual or following significant change
Next review due	25/02/2027
Location / Site	All sites used for Forest School provision.

This policy should be read alongside the Forest School Handbook, the Safeguarding & Child Protection Policy, the Behaviour & Relational Practice Policy, and the Health & Safety Policy.

1. Policy Statement

The Forest Folk CIC is committed to creating a safe, respectful, and relational environment for all children, young people, and adults involved in Forest School provision.

This Code of Conduct sets out the standards of behaviour expected of all adults. It exists to protect participants, support consistent and ethical practice, and uphold the values of the organisation.

All adults share responsibility for maintaining a culture of safety, respect, and accountability.

2. Scope of the Policy

This policy applies to:

- staff
- Forest School Leaders
- supporting adults
- volunteers
- visitors



It applies during Forest School sessions and in any context where an individual is acting in a professional capacity on behalf of The Forest Folk CIC.

3. Core Expectations

All adults are expected to:

- act with integrity, honesty, and accountability
- communicate respectfully with participants, colleagues, and families
- model calm, regulated behaviour
- follow the direction of the Forest School Leader during sessions
- work within the limits of their role, training, and competence
- raise concerns promptly through appropriate channels

Professional conduct underpins safe and effective Forest School provision.

4. Safeguarding Responsibilities

Safeguarding is everyone's responsibility.

All adults must:

- remain vigilant to signs of harm or concern
- report concerns immediately to the Designated Safeguarding Lead (DSL)
- not investigate safeguarding concerns independently
- not promise confidentiality to participants
- maintain professional curiosity where concerns arise

The welfare of the child or young person is always the primary consideration.

5. Professional Boundaries

All adults must maintain clear and appropriate professional boundaries.

This includes:

- avoiding favouritism
- maintaining appropriate emotional and physical boundaries
- not sharing personal contact details with participants
- not engaging in private or personal communication outside agreed professional channels



- ensuring interactions are transparent and appropriate

Physical contact must always be necessary, proportionate, and in the best interests of the participant.

6. One-to-One Working

One-to-one interactions must be managed safely and transparently.

Where possible:

- interactions take place within sight or awareness of other adults
- another adult is informed of the interaction
- the purpose and duration are clear and proportionate

One-to-one working must never involve secrecy, isolation, or behaviour that could be misinterpreted.

7. Behaviour and Relational Practice

Adults are expected to:

- understand behaviour as communication
- remain calm and non-judgemental
- avoid shaming or punitive responses
- use guidance, co-regulation, and clear boundaries
- support repair and reflection following incidents

Behaviour is supported through relational practice rather than control or punishment.

8. Equality, Diversity, and Inclusion

All adults must:

- treat all individuals with dignity and respect
- use inclusive and respectful language
- avoid assumptions about identity or ability
- challenge discriminatory behaviour appropriately

Discrimination, harassment, or exclusionary behaviour is not tolerated.

9. Health, Safety, and Risk

All adults must:



- follow health and safety procedures
- support dynamic risk-benefit assessment
- report hazards or concerns immediately
- not introduce new activities, tools, or fire without agreement

The Forest School Leader holds final responsibility for safety decisions during sessions.

10. Confidentiality and Information Sharing

All adults must:

- handle personal and sensitive information appropriately
- share information only on a need-to-know basis
- follow data protection procedures

Confidentiality does not prevent the sharing of safeguarding concerns.

11. Use of Phones, Media, and Communication

Adults must:

- use personal devices only where necessary and appropriate
- not take photographs or videos without consent
- not share information about participants on personal social media
- ensure all communication reflects professional standards

12. Conduct Outside of Sessions

Professional conduct extends beyond Forest School sessions.

Adults must:

- avoid behaviour that could bring The Forest Folk CIC into disrepute
- maintain appropriate boundaries in public and online spaces
- ensure any external contact with participants is authorised and appropriate

13. Concerns About Adults

Any concern regarding the behaviour or suitability of an adult must be reported immediately.

Adults must:

- report concerns to the DSL or Director



- not discuss concerns informally
- follow safeguarding and whistleblowing procedures

14. Breaches of the Code of Conduct

Failure to adhere to this policy may result in:

- additional guidance or supervision
- removal from sessions
- termination of involvement
- referral to external agencies where appropriate

Responses will be proportionate and prioritise safety and wellbeing.

16. Declaration

I confirm that I have read, understood, and agree to follow the Code of Conduct Policy of The Forest Folk CIC.

Name	Signature	Date

The signed copy of the Code of Conduct is kept securely on The Forest Folk CIC's servers.

End of Code of Conduct Policy.



The Forest Folk

COMPLAINTS POLICY

Created by	Artemis Artemiou
Role	Director
Date created	25/02/2026
Last review date	N/A
Review frequency	Annual or following significant change
Next review due	25/02/2027
Location / Site	All sites used for Forest School provision.

This policy should be read alongside the Forest School Handbook, the Safeguarding & Child Protection Policy, and the Data Protection & Privacy Policy.

1. Policy Statement

The Forest Folk CIC is committed to providing high-quality, safe, and inclusive Forest School provision.

We recognise that concerns or complaints may arise and welcome the opportunity to address these fairly, transparently, and constructively. Complaints are viewed as an opportunity for reflection and improvement.

2. Scope of the Policy

This policy applies to:

- parents and carers
- participants (where appropriate)
- partner schools and organisations
- members of the public
- staff, volunteers, and supporting adults

This policy covers concerns relating to:



- Forest School provision
- staff conduct
- health and safety
- inclusion and access
- communication and professionalism

Safeguarding concerns are managed through safeguarding procedures and may fall outside this complaints process.

3. Principles Guiding Complaints Handling

Complaints are handled in line with the following principles:

- fairness and impartiality
- respect and dignity
- confidentiality
- timeliness
- proportionality

No individual will be treated unfavourably for raising a concern in good faith.

4. Informal Resolution

Where possible, concerns should be raised informally in the first instance.

This may involve:

- speaking with the Forest School Leader
- seeking clarification or reassurance
- addressing misunderstandings promptly

Many concerns can be resolved quickly through open communication.

5. Formal Complaints Procedure

If a concern cannot be resolved informally, a formal complaint may be made.

Formal complaints should be:

- submitted in writing
- addressed to The Forest Folk CIC



- clearly set out the nature of the complaint

Complaints may be submitted by email or letter.

Mail

The Forest Folk CIC
141, Towcester Road,
Northampton
NN4 8LR

Email

hello@theforestfolkcie.co.uk

6. Handling of Formal Complaints

Upon receipt of a formal complaint:

1. Acknowledgement
The complaint will be acknowledged within two working days.
2. Investigation
The complaint will be reviewed by an appropriate officer or director of The Forest Folk CIC, who has not been directly involved in the matter where possible.
3. Response
A written response outlining findings and any actions will be provided.

Timescales may vary depending on the complexity of the complaint. Where delays occur, the complainant will be kept informed.

7. Safeguarding and Serious Concerns

Where a complaint raises safeguarding concerns:

- safeguarding procedures take precedence
- the Designated Safeguarding Lead is informed immediately
- the matter may be referred to external agencies

Such matters may not follow the standard complaints process.

8. Confidentiality and Data Protection

Complaints are handled confidentially and in line with data protection legislation.

Information is shared only where necessary to investigate and resolve the complaint or to meet legal obligations.



9. Escalation and Further Action

If a complainant remains dissatisfied after the outcome of a formal complaint, they may request further review by the directors of The Forest Folk CIC.

Where appropriate, complainants may also raise concerns with:

- partner schools or commissioning bodies
- relevant regulatory or professional bodies

10. Record Keeping

Records of complaints are:

- kept securely
- limited to relevant information
- retained in line with data protection and retention guidance

Records support accountability and learning.

11. Learning and Improvement

Complaints are reviewed to:

- identify themes or patterns
- inform changes to practice or policy
- support continuous improvement

Learning from complaints contributes to the ongoing development of Forest School provision.

End of Complaints Policy.



The Forest Folk

DATA PROTECTION & PRIVACY POLICY

Created by	Artemis Artemiou
Role	Director
Date created	25/02/2026
Last review date	N/A
Review frequency	Annual or following significant change
Next review due	25/02/2027
Location / Site	All sites used for Forest School provision.

This policy should be read alongside the Forest School Handbook, the Safeguarding & Child Protection Policy, and the Complaints Policy.

1. Policy Statement

The Forest Folk CIC is committed to protecting personal data and respecting the privacy of participants, families, staff, supporting adults, and partners.

Personal data is handled lawfully, fairly, transparently, and securely, in accordance with data protection legislation and good practice.

This policy sets out how personal data is collected, used, stored, and protected within Forest School provision.

2. Legal Framework

This policy is informed by:

- the UK General Data Protection Regulation (UK GDPR)
- the Data Protection Act 2018
- the Data (Use and Access) Act (where applicable)

Together, these laws set out requirements for the lawful processing of personal data and the rights of individuals.



3. Data Controller

For the purposes of data protection legislation, The Forest Folk CIC is the data controller.

The Forest Folk CIC is responsible for determining how and why personal data is processed in relation to its Forest School provision.

Day-to-day responsibility for data protection sits with the Forest School Leader, acting on behalf of The Forest Folk CIC. However, the Director acts as Data Protection Lead and is responsible for overall GDPR compliance, ICO liaison, and annual data protection audits.

4. What Personal Data We Collect

Personal data collected may include:

- names and contact details
- emergency contact information
- medical, allergy, or additional needs information
- safeguarding or incident records
- attendance records
- photographs or video (where consent is given)

Special category data (such as health information) is handled with additional care and safeguards.

5. Lawful Basis for Processing

Personal data is processed only where there is a lawful basis, which may include:

- consent
- legitimate interests
- safeguarding and child protection
- legal obligations

The lawful basis used depends on the nature and purpose of the data being processed.

6. Purpose Limitation and Data Minimisation

Personal data is:

- collected for specific, clear purposes
- limited to what is necessary



- not used in ways that are incompatible with those purposes

We do not collect data “just in case”.

7. Storage and Security of Data

Personal data is stored securely, whether held digitally or in paper form.

Security measures may include:

- password protection
- restricted access
- secure storage of paper records
- appropriate use of encrypted or trusted systems

Access to personal data is limited to those who need it for their role.

8. Data Sharing

Personal data is shared only where:

- there is a lawful basis
- it is necessary for safeguarding or safety
- it is required by law
- consent has been given

Data is not shared unnecessarily or for commercial purposes.

9. Retention of Data

Personal data is retained only for as long as necessary.

Retention periods take account of:

- safeguarding responsibilities
- legal and insurance requirements
- the nature of the data

Data is securely disposed of when no longer required.

10. Rights of Individuals

Individuals have rights under data protection legislation, including the right to:

- access their personal data



- request correction of inaccurate data
- request deletion where appropriate
- object to certain processing

Requests are handled in line with statutory timescales and guidance.

11. Photographs, Video, and Media

Photographs or video recordings are used only where appropriate consent has been obtained.

Images are:

- used respectfully
- stored securely
- not shared beyond agreed purposes

Consent may be withdrawn at any time.

12. Digital Safety and Device Use

The Forest Folk CIC recognises that while Forest School provision is not technology-focused, digital devices and online activity may still form part of participants' wider lives.

Digital safety is considered within the broader safeguarding framework.

Use of Devices by Participants

The use of personal devices during Forest School sessions is generally discouraged.

Where devices are present:

- they must not be used to photograph or record others without consent
- they must not be used in ways that compromise safety, dignity, or inclusion
- they must not interfere with participation or engagement in activities

Where device use becomes a concern, adults will respond proportionately and in line with behaviour and safeguarding procedures.

Use of Devices by Adults

Adults must:

- use personal devices only where necessary and appropriate
- prioritise supervision and engagement over device use
- not use devices in a way that reduces awareness of participants or safety
- not share images or information about participants on personal platforms



All professional communication must take place through appropriate and authorised channels.

Online Safety and Safeguarding

Safeguarding responsibilities extend to online spaces where concerns arise.

If a participant:

- shares concerning online content
- discloses online harm or exploitation
- or presents behaviour indicating potential online risk

this must be treated as a safeguarding concern and reported to the Designated Safeguarding Lead (DSL) in line with safeguarding procedures.

Adults must not investigate online concerns independently

Professional Boundaries and Communication

Adults must:

- maintain clear professional boundaries in all digital communication
- not engage in private or personal messaging with participants
- not connect with participants via personal social media accounts

Any digital communication must be transparent, appropriate, and authorised.

13. Data Breaches

Any actual or suspected data breach is:

- taken seriously
- investigated promptly
- managed proportionately

Where required, breaches are reported to the Information Commissioner's Office (ICO) and affected individuals.

14. Safeguarding and Data Protection

Data protection does not prevent the sharing of information where:

- there are safeguarding concerns
- a child or vulnerable person may be at risk

Safeguarding always takes priority over data protection where necessary.



15. Complaints and Concerns

Concerns about data protection or privacy may be raised with the Forest School Leader.

Individuals also have the right to raise concerns with the Information Commissioner's Office.

End of Data Protection & Privacy Policy.



The Forest Folk

EQUALITY, DIVERSITY & INCLUSION (EDI) POLICY

Created by	Artemis Artemiou
Role	Director
Date created	25/02/2026
Last review date	N/A
Review frequency	Annual or following significant change
Next review due	25/02/2027
Location / Site	All sites used for Forest School provision.

This policy should be read alongside the Forest School Handbook, the Behaviour & Relational Practice Policy, and the Safeguarding & Child Protection Policy.

1. Policy Statement

The Forest Folk CIC is committed to embedding equality, diversity, and inclusion at the heart of its values, decision-making, and Forest School provision.

EDI is understood not as a standalone policy, but as an ongoing commitment that shapes how we lead, plan, deliver, and reflect on our work with participants, families, staff, supporting adults, and partner organisations.

2. Legal and Ethical Framework

This policy is informed by:

- the Equality Act 2010
- safeguarding responsibilities
- Forest School Association principles
- good practice guidance for voluntary and community organisations

We recognise our duty to:

- eliminate discrimination, harassment, and victimisation



- advance equality of opportunity
- foster good relations between different groups

3. Anchoring EDI in Our Values and Practice

Equality, diversity, and inclusion are embedded within:

- organisational values
- Forest School ethos
- expectations of adult conduct
- reflective practice and review

EDI is treated as a collective responsibility, supported through leadership, reflection, and learning rather than compliance alone.

4. Understanding Inclusion in Forest School

Inclusion within Forest School is understood as a relational and contextual process, shaped by:

- individual identity and lived experience
- relationships and group dynamics
- environmental and sensory factors
- social, cultural, and systemic influences

We recognise that barriers to participation may exist and commit to identifying and reducing these where reasonably possible.

5. Equality and Protected Characteristics

We aim to ensure equitable access and participation regardless of:

- disability or additional needs
- neurodivergence
- race, ethnicity, or cultural background
- religion or belief
- gender identity or sexual orientation
- family structure or socio-economic context

Discrimination, harassment, or exclusionary behaviour is not tolerated.



6. Inclusive and Accessible Practice

Inclusive practice is embedded into Forest School delivery rather than added retrospectively.

This may include:

- adapting activities, environments, or expectations
- offering multiple ways to engage
- adjusting pacing, structure, or group size
- responding flexibly to sensory and emotional needs

Reasonable adjustments are considered on an individual basis, informed by dialogue, observation, and reflection.

7. Using an Equality Lens

When planning and reviewing practice, adults are encouraged to consider:

- who benefits from this approach
- who might be excluded
- what barriers may exist
- how participation and belonging can be strengthened

This reflective “equality lens” supports thoughtful, inclusive decision-making across provision.

8. Language, Culture, and Challenge

Adults are expected to:

- use respectful and inclusive language
- avoid assumptions about identity or experience
- model curiosity and openness
- challenge discriminatory language or behaviour calmly and appropriately

We aim to create Forest School environments that are safe, respectful, and brave spaces for difference.

9. Challenging Discrimination and Raising Concerns

Concerns relating to discrimination, exclusion, or inequitable practice are taken seriously.

Clear routes exist for:

- raising concerns



- reporting incidents
- seeking support or advice

Concerns are responded to proportionately and in line with safeguarding and complaints procedures.

10. Adults, Volunteers, and Visitors

All adults involved in Forest School provision are expected to:

- uphold this policy
- reflect on their own learning and assumptions
- act in ways that support inclusion and belonging

Where concerns arise about adult conduct, these are addressed through appropriate professional processes.

11. Partnership and Co-Production

Inclusion is strengthened through partnership.

We value dialogue with:

- participants
- families
- schools
- community partners

Where appropriate, practice is shaped with, not simply *for*, the communities we serve.

12. Learning, Reflection, and Development

We recognise that embedding EDI is an ongoing process.

This includes:

- reflection on practice
- feedback from those we work with
- review of policies and approaches over time

Learning informs future development and improvement.

13. Future Procedures and Action Planning

This policy sets out the commitment and values that guide EDI.



Specific procedures, action plans, or supporting guidance may be developed over time to support implementation and accountability.

End of Equality, Diversity & Inclusion Policy.



The Forest Folk

FIRE SAFETY POLICY

Created by	Artemis Artemiou
Role	Director
Date created	25/02/2026
Last review date	N/A
Review frequency	Annual or following significant change
Next review due	25/02/2027
Location / Site	All sites used for Forest School provision.

This policy should be read alongside the Health & Safety Policy and the Risk-Benefit Assessment Policy.

1. Policy Statement

The Forest Folk CIC is committed to managing fire safely and proportionately within Forest School provision.

Fire is recognised both as a potential hazard and, when carefully managed, as a valuable and meaningful learning tool. This policy sets out how fire risks are identified, reduced, and managed to protect children, young people, adults, and the wider environment.

Fire safety arrangements are based on a risk-benefit approach, informed by statutory guidance for open-air environments and Forest School principles.

2. Scope of the Policy

This policy applies to:

- all Forest School sessions delivered by The Forest Folk
- all woodland and outdoor sites used
- all staff, supporting adults, volunteers, and visitors

3. Legal and Guidance Framework

Fire safety practice is informed by:



- the Regulatory Reform (Fire Safety) Order
- government guidance on fire safety for open-air events and venues
- Forest School Association guidance
- site-specific fire risk assessments

Fire safety measures are proportionate to the scale, complexity, and risk level of Forest School provision.

4. Roles and Responsibilities

Responsible Person

The Forest School Leader acts as the *responsible person* for fire safety during Forest School sessions.

Responsibilities include:

- ensuring a suitable fire risk assessment is in place
- identifying fire hazards and people at risk
- implementing appropriate fire control measures
- ensuring adults are informed of fire procedures
- making dynamic decisions during sessions
- responding to fire-related incidents

Supporting Adults

Supporting adults:

- follow fire safety procedures
- maintain vigilance for fire hazards
- support safe participant behaviour
- do not light, manage, or extinguish fires unless directed

5. Fire Risk Assessment

Fire risk is managed through a combination of planned fire risk assessment and dynamic assessment.

Fire risk assessment considers:

1. sources of ignition
2. sources of fuel



3. sources of oxygen
4. people at risk
5. measures to reduce and manage risk

Fire risk assessments are:

- site-specific
- reviewed regularly
- adapted to environmental conditions

6. Fire Activities

Fire activities are introduced only where:

- there is clear educational or developmental benefit
- appropriate control measures are in place
- participants are assessed as ready
- supervision ratios are appropriate

Fire activities include:

- small campfires
- fire lighting demonstrations
- cooking on fires

Fires are:

- lit only in designated areas
- always supervised
- fully extinguished at the end of sessions

7. Fire Safety Procedures During Sessions

Fire safety procedures include:

- clearly defined fire boundaries
- safe seating positions
- clear entry and exit points
- hair and clothing management



- safe tool use around fire

Participants are supported to understand and follow fire safety rules through modelling, discussion, and repetition.

8. Emergency Procedures

In the event of an uncontrolled fire:

- the Forest School Leader takes immediate control
- participants are moved to a place of safety
- emergency services are contacted where required
- fire-fighting equipment is used only where safe to do so

Evacuation procedures are proportionate to the site and group size.

9. Fire-Fighting Equipment

Fire-fighting equipment may include:

- fire blanket
- water bucket
- fire extinguisher (where appropriate to site risk)

Adults are trained in the safe and appropriate use of any equipment provided.

Participants are not expected to use fire-fighting equipment.

10. Environmental Considerations

Fire use considers:

- ground conditions
- vegetation and seasonal risk
- weather and wind
- local fire restrictions

Fire activities are modified or cancelled where conditions increase risk beyond acceptable levels.

11. Recording and Review

Fire-related incidents, near misses, or concerns are:

- recorded promptly



- reviewed reflectively
- used to inform future practice

Fire safety arrangements are reviewed:

- annually
- following incidents
- following site changes

End of Fire Safety Policy.



The Forest Folk

FOOD, ALLERGIES, & COOKING POLICY

Created by	Artemis Artemiou
Role	Director
Date created	25/02/2026
Last review date	N/A
Review frequency	Annual or following significant change
Next review due	25/02/2027
Location / Site	All sites used for Forest School provision.

This policy should be read alongside the Forest School Handbook, the Health & Safety Policy, the Risk-Benefit Assessment Policy, and the Fire Safety Policy.

1. Policy Statement

The Forest Folk CIC recognises that food preparation and cooking can be a meaningful part of Forest School provision, supporting learning, wellbeing, and social connection.

Food activities are planned and delivered in ways that prioritise safety, hygiene, inclusion, and dignity, while remaining proportionate to the scale and nature of Forest School sessions.

This policy sets out how food, allergies, and cooking are managed safely within outdoor and woodland environments.

2. Scope of Food Activities

Food activities within Forest School may include:

- snack preparation
- cooking over fires
- simple food handling activities
- shared eating experiences

Forest School provision is not operated as a catering business and does not involve commercial food sale or large-scale food production.



Food activities are:

- small-scale
- supervised
- session-based
- risk-assessed

3. Principles Guiding Food Practice

Food practice is guided by the following principles:

- safety and hygiene
- proportionate risk management
- inclusion and reasonable adjustment
- respect for dietary needs and preferences
- environmental responsibility

Activities are designed to be educational rather than commercial.

4. Food Safety and Hygiene

Food safety is managed through:

- good hygiene practice
- appropriate supervision
- simple control measures
- dynamic risk assessment

Key principles include:

- clean hands before food handling
- separation of raw and cooked foods
- clean utensils and surfaces
- food kept off the ground
- appropriate temperature control where relevant

These principles reflect good practice for outdoor food handling and are applied proportionately to Forest School contexts.



5. Hand Hygiene

Hand hygiene is promoted and modelled.

This may include:

- handwashing with water and soap where available
- use of alcohol-based hand sanitiser where appropriate
- wipes for supplementary cleaning

Hand hygiene is required:

- before food handling
- before eating
- after toileting
- after handling raw ingredients

6. Food Storage and Transport

Food is:

- transported in clean, sealed containers
- stored to prevent contamination
- kept off the ground
- protected from weather, pests, and dirt

Perishable food is used within safe timeframes and conditions appropriate to the activity and environment.

7. Cooking Activities

Cooking activities are introduced only where:

- there is a clear learning or social benefit
- appropriate fire safety measures are in place
- supervision ratios are suitable
- participants are assessed as ready

Cooking areas are:

- clearly defined



- always supervised
- kept separate from non-cooking activities

Hot food is handled carefully, and participants are supported to understand safe distances, tools, and procedures.

8. Allergies and Dietary Requirements

Allergy and dietary information is gathered prior to participation.

This includes:

- food allergies
- intolerances
- medical needs
- cultural or religious dietary requirements

Allergy information is:

- recorded
- shared on a need-to-know basis
- reviewed regularly

Where food allergies present a significant risk, adjustments are made to activities or ingredients.

9. Inclusion and Choice

Participation in food activities is optional.

Participants are:

- never pressured to eat or handle food
- supported to make informed choices
- offered alternatives where appropriate

Food practices aim to be inclusive and respectful of difference.

10. Responsibilities

Forest School Leader

The Forest School Leader is responsible for:

- deciding whether food activities are appropriate



- ensuring hygiene and safety arrangements
- briefing supporting adults
- overseeing allergy management

Supporting Adults

Supporting adults:

- follow agreed guidance
- support hygiene and supervision
- do not independently introduce food activities

11. Accidents, Illness, and Incidents

Any food-related incidents, including:

- allergic reactions
- suspected food-related illness
- burns or injuries

are responded to promptly, recorded, and reviewed.

12. Environmental Responsibility

Food activities consider:

- minimising waste
- responsible disposal of food scraps
- care for the natural environment

Hot coals, food waste, and packaging are disposed of safely and responsibly.

End of Food, Allergies, & Cooking Policy.



The Forest Folk

HEALTH & SAFETY POLICY

Created by	Artemis Artemiou
Role	Director
Date created	25/02/2026
Last review date	N/A
Review frequency	Annual or following significant change
Next review due	25/02/2027
Location / Site	All sites used for Forest School provision.

This policy should be read alongside the Forest School Handbook and the Safeguarding & Child Protection Policy.

1. Policy Statement

The Forest Folk CIC is committed to providing a safe and healthy environment for children and young people who participate in Forest School provision, and for all adults involved.

We recognise that Forest School takes place in dynamic, outdoor environments where risk is present and meaningful. Our approach to health and safety is proportionate, reflective, and grounded in a risk-benefit philosophy, rather than risk avoidance.

Health and safety arrangements are designed to support safe exploration, wellbeing, and learning.

2. Scope of the Policy

This policy applies to:

- all Forest School sessions delivered by The Forest Folk CIC
- all woodland and outdoor sites used
- all staff, supporting adults, volunteers, and visitors

3. Legal Framework

Health and safety practice is informed by relevant legislation and guidance, including:



- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999
- Health and Safety (First Aid) Regulations 1981
- Equality Act 2010 (as it relates to reasonable adjustments for participants)
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- Forest School Association guidance
- Insurance requirements

The Forest Folk CIC, as a Community Interest Company and employer, accepts its duty to ensure, so far as is reasonably practicable, the health, safety, and welfare of employees, volunteers, participants, and others affected by its activities.

Valid Public Liability Insurance is maintained, and evidence is available on request.

4. Roles and Responsibilities

Director

The Director holds responsibility for maintaining valid Public Liability, Employer's Liability, and Professional Indemnity insurance. Serious incidents are assessed against RIDDOR criteria and reported by the Director within statutory timescales.

Forest School Leader

The Forest School Leader holds day-to-day responsibility for health and safety on site.

Responsibilities include:

- ensuring appropriate risk assessments are in place
- conducting or overseeing daily site checks
- confirming suitable adult-to-participant ratios
- ensuring first aid provision is available
- briefing supporting adults on safety procedures
- responding to incidents and emergencies
- recording and reporting accidents and near misses

The Forest School Leader holds final authority in relation to safety decisions during sessions.

Supporting Adults

Supporting adults are responsible for:

- following health and safety procedures



- modelling safe practice
- reporting hazards or concerns immediately
- supporting participants to engage safely

Supporting adults do not introduce new activities, tools, or equipment without agreement from the Forest School Leader.

5. Risk Assessment and Management

Health and safety is managed through a combination of formal risk assessments and dynamic risk-benefit assessment.

Formal risk assessments include:

- site risk assessments
- activity-specific risk assessments
- fire risk assessments
- tool-specific risk assessments
- consideration of participants' age, experience, emotional needs, and additional vulnerabilities

Dynamic risk-benefit assessment takes place throughout sessions in response to:

- changing environmental conditions
- participant needs and group dynamics
- spontaneous play or exploration

Risk assessments are reviewed regularly and updated as required.

6. First Aid and Medical Provision

At least one appropriately trained first aider is present during all Forest School sessions.

First aid provision includes:

- accessible first aid kits
- an emergency bag available on site
- clear procedures for contacting emergency services

Relevant medical information and emergency contact details are held securely and accessible during sessions.



7. Accidents, Incidents, and Near Misses

All accidents, incidents, and near misses are:

- responded to promptly
- recorded accurately
- reviewed to inform future practice

Serious incidents are reported to relevant authorities in line with statutory requirements.

Where Forest School provision is delivered in partnership with a school, incidents are shared in line with agreed procedures.

8. Emergency Procedures

Emergency procedures are in place for:

- serious injury or illness
- fire
- missing participant
- severe weather
- site evacuation

In an emergency:

- one adult remains with the affected individual
- another contacts emergency services
- the remainder of the group is supervised safely

All adults are briefed on emergency procedures and have access to the Emergency Action Plan.

9. Fire Safety

Fire activities are an important element of Forest School practice and are introduced only where appropriate.

Fire safety procedures include:

- designated fire areas
- agreed fire boundaries and rules
- appropriate supervision
- safe fire lighting and extinguishing methods



Fire activities are led only by trained staff.

Further detail is set out in the Fire Safety Policy.

10. Tools and Equipment

Tools and equipment used during Forest School sessions are:

- suitable for purpose
- checked before and after use
- stored safely when not in use
- used only under appropriate supervision

Participants are introduced to tools gradually and with clear guidance.

Further detail is set out in the Tool Use Policy.

11. Weather and Environmental Conditions

Forest School operates in most weather conditions.

Sessions may be adapted, paused, or cancelled where weather poses unacceptable risk, including:

- high winds
- electrical storms
- extreme temperatures
- flooding or unsafe ground conditions

Weather-related decisions are based on site-specific risk-benefit assessment and participant welfare.

12. Clothing and Personal Safety

Appropriate clothing is essential for safe participation.

Participants are expected to wear:

- weather-appropriate outdoor clothing
- sturdy footwear

Sessions may be adapted if clothing is inadequate to maintain safety and wellbeing.

13. Monitoring

Health and safety practice is monitored through:



- regular review of risk assessments
- reflection following incidents or near misses
- consultation with staff and supporting adults on health and safety matters through supervision, reflective practice, and feedback following sessions or incidents

End of Health & Safety Policy.



The Forest Folk

LONE WORKING POLICY

Created by	Artemis Artemiou
Role	Director
Date created	25/02/2026
Last review date	N/A
Review frequency	Annual or following significant change
Next review due	25/02/2027
Location / Site	All sites used for Forest School provision.

This policy should be read alongside the Safeguarding & Child Protection Policy and the Health & Safety Policy.

1. Policy Statement

The Forest Folk CIC recognises that elements of Forest School provision may involve adults working alone or in reduced-support environments.

This policy sets out how lone working is managed to ensure the safety, wellbeing, and accountability of both adults and participants.

Lone working is minimised wherever possible and managed through clear safeguarding and communication procedures.

2. Definition of Lone Working

Lone working includes situations where an adult:

- is working without another adult present on site
- is out of sight or immediate support of other adults
- is responsible for participants without direct support
- is setting up or closing down a site alone



3. General Principles

- Lone working is avoided wherever reasonably practicable
- No adult should be left alone with a child or young person unless unavoidable and risk-assessed
- Safeguarding and supervision always remain the priority

4. Responsibilities

Director

- ensures systems are in place to manage lone working safely

Forest School Leader

- assesses when lone working may occur
- ensures appropriate control measures are in place

All Adults

- follow lone working procedures
- report concerns or risks promptly

5. Control Measures

Where lone working cannot be avoided:

Communication

- the adult must have access to a charged mobile phone
- a designated contact (e.g. Director) must be aware of location and timings
- check-in and check-out arrangements must be in place where appropriate

Environment

- site-specific risks must be considered
- clear boundaries and meeting points must be established

Participants

- appropriate ratios must be maintained
- lone working with individuals is minimised and managed in line with safeguarding procedures

Emergency Planning

- adults must know emergency procedures
- location details (e.g. grid reference or postcode) must be accessible



- ability to contact emergency services must be confirmed

6. Safeguarding Considerations

- One-to-one situations must be avoided where possible
- Any unavoidable one-to-one interaction must be transparent and justifiable
- Concerns must be reported immediately in line with safeguarding procedures

End of Lone Working Policy.



The Forest Folk

RISK-BENEFIT ASSESSMENT POLICY

Created by	Artemis Artemiou
Role	Director
Date created	25/02/2026
Last review date	N/A
Review frequency	Annual or following significant change
Next review due	25/02/2027
Location / Site	All sites used for Forest School provision.

This policy should be read alongside the Forest School Handbook, the Health & Safety Policy, and associated risk assessments.

1. Policy Statement

The Forest Folk CIC recognises that exposure to risk is a necessary and valuable part of Forest School practice.

Our provision is grounded in a risk-benefit approach, which balances potential hazards with the developmental, emotional, social, and physical benefits of an activity or experience.

Rather than removing risk, we aim to understand, manage, and support it in ways that are proportionate, reflective, and participant-centred, while maintaining clear safeguarding and safety boundaries.

2. Purpose of the Policy

This policy sets out how risk-benefit decisions are:

- identified
- assessed
- communicated
- reviewed

It ensures that:



- participants are supported to engage with challenge and uncertainty safely
- adults are guided by clear professional principles
- practice remains aligned with Forest School and playwork guidance

3. Understanding Risk in Forest School

Risk within Forest School may include:

- physical risk (e.g. climbing, tools, fire)
- environmental risk (e.g. uneven ground, weather conditions)
- emotional risk (e.g. trying something new, expressing feelings)
- social risk (e.g. negotiating relationships or conflict)
- cognitive risk (e.g. uncertainty, problem-solving)

Not all risk is negative. Many forms of risk are developmentally beneficial and support learning, resilience, and self-awareness when appropriately supported.

4. Understanding Benefit

Benefits considered within risk-benefit decisions may include:

- increased confidence and self-esteem
- improved emotional regulation
- development of judgement and decision-making
- physical strength, balance, and coordination
- resilience and persistence
- social competence and cooperation
- connection to the natural world

The presence of meaningful benefit is a key factor in determining whether and how an activity is supported.

5. Risk-Benefit Assessment in Practice

Risk-benefit assessment operates at multiple levels within Forest School practice.

Planned Risk-Benefit Assessment

Planned assessments are used when:

- introducing activities involving tools, fire, or construction



- working with unfamiliar sites
- planning activities with known hazards

These assessments identify:

- potential hazards
- potential benefits
- control or support measures
- supervision and environmental considerations

It is recognised that child-led activity may develop beyond the scope of written risk assessments and is therefore managed through ongoing dynamic professional judgement.

Dynamic Risk-Benefit Assessment

Dynamic risk-benefit assessment takes place continuously throughout Forest School sessions in response to:

- changing weather or environmental conditions
- group dynamics and emotional regulation
- individual readiness and needs
- spontaneous play or exploration

Before intervening, adults pause to observe, reflect, and consider whether:

- intervention is necessary
- the level of risk is appropriate
- adaptation of the environment or adult support would be sufficient

Dynamic decisions are led by the Forest School Leader, informed by observation, reflection, and professional judgement.

6. Involving Participants in Risk Awareness

Participants are actively supported to engage with risk in age- and developmentally appropriate ways.

This may include:

- naming hazards without creating fear
- modelling safe practice
- discussing choices and consequences



- reflecting on experiences after activities

This supports the development of:

- self-regulation
- confidence
- responsibility
- informed decision-making

7. Individual Differences and Inclusion

Risk-benefit decisions consider:

- age and developmental stage
- physical capability
- emotional regulation
- sensory needs
- previous experience

What is appropriate for one participant may not be appropriate for another. Adjustments are made to support inclusion while maintaining safety and dignity.

8. Roles and Responsibilities

Forest School Leader

The Forest School Leader is responsible for:

- holding final responsibility for risk-benefit decisions
- ensuring appropriate assessments are in place
- supporting dynamic decision-making on site
- adapting or stopping activities where necessary

Supporting Adults

Supporting adults:

- follow the direction of the Forest School Leader
- contribute observations
- support safe participation
- do not introduce new risks independently



9. Stopping or Modifying Activities

Activities may be stopped or modified if:

- risks outweigh potential benefits
- conditions change unexpectedly
- safety or emotional wellbeing cannot be maintained

Intervention occurs where there is a risk of serious or unreasonable physical or emotional harm, or where safeguarding concerns arise.

Stopping or modifying an activity is understood as good practice, not failure.

10. Recording

Risk-benefit assessments are:

- recorded where appropriate
- reviewed regularly
- updated following incidents or near misses

Records support:

- reflective practice
- accountability
- communication with partner organisations

End of Risk-Benefit Assessment Policy.



The Forest Folk

SAFEGUARDING & CHILD PROTECTION POLICY

Created by	Artemis Artemiou
Role	Director
Date created	25/02/2026
Last review date	N/A
Review frequency	Annual or following significant change
Next review due	25/02/2027
Location / Site	All sites used for Forest School provision.

This policy should be read alongside the Forest School Handbook, particularly Section 5: Welfare & Safeguarding.

1. Policy Statement

The Forest Folk CIC is committed to safeguarding and promoting the welfare of children and young people who participate in Forest School provision.

We recognise that safeguarding is everyone's responsibility and that children and young people have the right to feel safe, respected, listened to, and protected from harm. Safeguarding underpins all aspects of Forest School delivery.

Where appropriate, children and young people's views, wishes, and experiences are listened to, taken seriously, and inform safeguarding responses.

This policy applies to all staff, supporting adults, volunteers, and visitors involved in Forest School provision.

2. Legal and Statutory Framework

This policy is informed by and aligned with:

- *Keeping Children Safe in Education (KCSIE)*
- *Working Together to Safeguard Children*
- Local safeguarding partnership procedures



- Forest School Association guidance and good practice

Safeguarding practice is reviewed in response to updates in statutory guidance.

The Forest Folk CIC works in line with local multi-agency safeguarding arrangements and referral thresholds.

3. Definitions

Safeguarding refers to:

- protecting children and young people from maltreatment
- preventing impairment of health or development
- ensuring safe and effective care
- taking action to enable best outcomes

Child protection refers to specific actions taken where a child or young person may be at risk of significant harm.

4. Roles and Responsibilities

Designated Safeguarding Lead (DSL)

A Designated Safeguarding Lead (DSL) is appointed for Forest School provision.

Designated Safeguarding Lead (DSL): Artemis Artemiou

Phone: 07942 911110

Email: arte@theforestfolkcic.co.uk

The DSL is responsible for:

- receiving and responding to safeguarding concerns
- maintaining secure safeguarding records
- liaising with partner schools, local authorities, and safeguarding agencies
- seeking advice or making referrals where required
- ensuring safeguarding procedures are reviewed and updated

The DSL always holds authority to act in the best interests of the child or young person.

The Forest Folk CIC ensures that safeguarding leadership is always maintained, including when the Designated Safeguarding Lead (DSL) is not physically present on site. When the DSL



is not on site, safeguarding responsibilities are managed through agreed escalation and communication arrangements to ensure that concerns are responded to promptly and appropriately.

All Adults Involved in Provision

All adults, including staff, supporting adults, volunteers, and visitors, are responsible for:

- remaining vigilant to safeguarding concerns
- responding appropriately to disclosures
- reporting concerns promptly to the DSL
- maintaining confidentiality and professional boundaries
- following this policy and associated procedures

No adult should investigate safeguarding concerns independently.

Named safeguarding cover

When the DSL is unavailable or off site:

- The Forest School Leader acts as the Deputy DSL for the session, unless otherwise stated.
- The Deputy DSL is responsible for managing immediate safeguarding concerns in line with policy.
- The Director retains overall safeguarding accountability.

Details of DSL and Deputy DSL cover are shared with staff and supporting adults before sessions where possible.

Access to the DSL

When off site, the DSL remains:

- Contactable by telephone, and/or
- Available by secure email, where appropriate.

All adults are informed of current contact arrangements at the start of sessions.

5. Safer Recruitment

The Forest Folk CIC is committed to ensuring that all adults working with children and young people are suitable to do so and share a commitment to safeguarding and promoting welfare.

Safer recruitment practices are followed for all staff, supporting adults, and volunteers involved in Forest School provision.

These include:



Pre-appointment checks

- verification of identity
- confirmation of right to work in the UK
- enhanced DBS check with children's barred list check, where appropriate
- obtaining and reviewing references
- verification of relevant qualifications and experience

Where an individual is not in regulated activity but may have contact with children and young people, a risk assessment is carried out to determine appropriate safeguarding measures.

Recruitment processes

- safeguarding responsibilities are clearly outlined in role descriptions
- safeguarding questions are included as part of the selection process
- gaps in employment history are explored
- candidates' attitudes towards safeguarding and working with children are assessed

Induction

All new staff, supporting adults, and volunteers receive an induction that includes:

- this Safeguarding & Child Protection Policy
- the Forest School Handbook (including Welfare & Safeguarding procedures)
- the Code of Conduct and expectations around professional boundaries
- clear guidance on reporting concerns

Ongoing suitability

The Forest Folk CIC maintains a culture of vigilance, where:

- concerns about an adult's behaviour or suitability are taken seriously and acted upon
- appropriate supervision and support are in place
- safeguarding remains a standing priority in practice and reflection

No adult is permitted to work unsupervised with children unless appropriate safeguarding checks have been completed.

6. One-to-One Working and Supervision

The Forest Folk CIC recognises that situations may arise where an adult needs to work directly with a single child or young person. This may occur for support, safety, emotional regulation, or practical reasons.



Where one-to-one interaction is necessary, this is managed in ways that maintain safety, transparency, and professional boundaries.

Wherever possible:

- adults avoid being alone with a child or young person in a way that cannot be observed by others
- one-to-one support takes place within sight or awareness of other adults
- the location and purpose of the interaction are clear
- the duration is proportionate to the need

If more private space is required (for example, emotional support), adults take reasonable steps to ensure:

- another adult knows where they are
- the interaction remains observable or interruptible where possible
- professional boundaries are always maintained

Unplanned or unavoidable one-to-one situations are minimised and managed transparently.

Any one-to-one interaction that is unusual, extended, or raises concern is recorded and shared with the Designated Safeguarding Lead.

Physical contact during one-to-one support is guided by safeguarding and behaviour policies and must be:

- necessary
- proportionate
- in the best interests of the child or young person

One-to-one working must never involve secrecy, isolation, or behaviour that could be misinterpreted.

7. Recognising Safeguarding Concerns

Adults should be alert to signs that a child or young person may be at risk of harm.

Concerns may relate to:

- physical abuse
- emotional abuse
- sexual abuse



- neglect
- peer-on-peer abuse
- exploitation
- domestic abuse
- self-harm or suicidal ideation

Concerns may arise through observation, disclosure, or changes in behaviour.

8. Responding to Disclosures

If a child or young person makes a disclosure, adults will:

- listen calmly and attentively
- take the disclosure seriously
- avoid asking leading questions
- reassure the child that they have done the right thing
- explain what will happen next in age-appropriate language

Adults will not:

- promise confidentiality
- express shock or disbelief
- investigate or challenge the account

All disclosures are passed to the DSL as soon as possible.

9. Recording and Reporting Concerns

Safeguarding concerns are:

- recorded promptly and accurately
- factual and objective
- stored securely

Records include:

- dates and times
- the child or young person's own words where possible
- actions taken



Where Forest School provision is delivered in partnership with a school, concerns are shared with the school's DSL in line with agreed procedures.

10. Managing Allegations Against Adults

Any concern or allegation regarding the behaviour of an adult involved in Forest School provision must be reported immediately to the DSL.

The DSL will:

- follow local authority procedures
- contact the Local Authority Designated Officer (LADO) where required
- prioritise the safety of children and young people

No internal investigation will take place unless advised by appropriate authorities.

11. Confidentiality and Information Sharing

Safeguarding information is shared:

- on a need-to-know basis
- with appropriate professionals
- in line with data protection guidance

The welfare of the child or young person is always the primary consideration.

12. Training and Awareness

All adults involved in Forest School provision:

- receive safeguarding training appropriate to their role
- are made aware of this policy
- know how to report concerns

The DSL undertakes appropriate training to fulfil their role effectively.

End of Safeguarding & Child Protection Policy.



The Forest Folk

TOILETING, HYGIENE, & PERSONAL CARE POLICY

Created by	Artemis Artemiou
Role	Director
Date created	25/02/2026
Last review date	N/A
Review frequency	Annual or following significant change
Next review due	25/02/2027
Location / Site	All sites used for Forest School provision.

This policy should be read alongside the Forest School Handbook, the Safeguarding & Child Protection Policy, the Health & Safety Policy, and the Equality, Diversity & Inclusion Policy.

1. Policy Statement

The Forest Folk is committed to supporting toileting, hygiene, and personal care needs in ways that protect dignity, privacy, safety, and wellbeing.

We recognise that toileting and personal care are sensitive areas of need and that participants may require varying levels of support depending on age, development, health, or context.

Support is provided respectfully, proportionately, and in line with safeguarding guidance.

2. Scope of the Policy

This policy applies to:

- all Forest School sessions delivered by The Forest Folk
- all staff, supporting adults, volunteers, and visitors
- all sites used for Forest School provision

3. Principles Guiding Practice

Toileting and personal care support is guided by the following principles:

- dignity and respect



- privacy and consent
- safeguarding and professional boundaries
- inclusion and reasonable adjustment
- clear communication

Support is never rushed, shaming, or punitive.

4. Independence and Development

Forest School encourages the development of independence where appropriate.

Participants are supported to:

- recognise toileting needs
- manage personal hygiene independently where possible
- ask for help when needed

Support is developmentally appropriate and responsive to individual needs rather than age alone.

5. Supporting Toileting Needs

Where toilet facilities are available, participants are supported to use these safely and hygienically.

Where facilities are not available, agreed outdoor toileting procedures are followed, including:

- selecting appropriate, private locations
- maintaining environmental care
- hand hygiene following toileting

Outdoor toileting procedures are explained sensitively and age-appropriately.

6. Hygiene Practices

Good hygiene practices are promoted and modelled.

This includes:

- handwashing or sanitising after toileting
- hand hygiene before food preparation or eating
- use of gloves where appropriate
- safe disposal of waste



Hygiene arrangements are adapted to site conditions and group needs.

7. Personal Care and Physical Support

Personal care support is provided only where necessary and in ways that prioritise dignity and safeguarding.

Support may include:

- verbal guidance
- prompting or reassurance
- assistance with clothing
- supervision to ensure safety

Physical support is:

- proportionate
- explained to the participant
- based on consent where possible
- recorded where appropriate

8. Intimate Care

Where intimate care is required, this is managed carefully and in line with safeguarding guidance.

Key principles include:

- clear rationale for support
- involvement of parents/carers and partner settings where appropriate
- maintaining professional boundaries
- never being alone in unsupervised situations
- recording and transparency

The Forest School Leader oversees arrangements for any ongoing intimate care needs.

9. Inclusion and Additional Needs

Some participants may require additional toileting or personal care support due to:

- disability
- medical needs



- neurodivergence
- developmental stage

Reasonable adjustments are made to support participation and dignity, in partnership with families and schools where appropriate.

10. Clothing, Accidents, and Changes

Accidents are responded to calmly and respectfully.

Procedures include:

- supporting privacy
- helping participants change if needed
- safe handling and storage of soiled clothing
- reassurance and emotional support

No participant is shamed or excluded due to toileting accidents.

11. Safeguarding and Boundaries

All adults involved in toileting and personal care support:

- follow safeguarding procedures
- maintain professional boundaries
- avoid unnecessary physical contact
- report concerns promptly

Any safeguarding concerns arising during personal care are reported to the Designated Safeguarding Lead.

12. Roles and Responsibilities

Forest School Leader

The Forest School Leader is responsible for:

- ensuring appropriate arrangements are in place
- briefing supporting adults
- overseeing safeguarding and recording
- liaising with families or schools where required

Supporting Adults



Supporting adults:

- follow agreed procedures
- seek guidance when unsure
- report concerns promptly
- do not provide personal care beyond agreed roles

13. Recording and Communication

Where relevant, toileting or personal care support is:

- recorded appropriately
- shared on a need-to-know basis
- handled confidentially

Communication is handled sensitively and professionally.

End of Toileting, Hygiene, & Personal Care Policy.



The Forest Folk

TOOL USE POLICY

Created by	Artemis Artemiou
Role	Director
Date created	25/02/2026
Last review date	N/A
Review frequency	Annual or following significant change
Next review due	25/02/2027
Location / Site	All sites used for Forest School provision.

This policy should be read alongside the Forest School Handbook, the Health & Safety Policy, and the Risk-Benefit Assessment Policy.

1. Policy Statement

The Forest Folk CIC recognises that the use of hand tools can be a valuable part of Forest School provision when introduced thoughtfully, safely, and for a clear purpose.

Tool use is approached through a risk-benefit framework, supporting the development of confidence, competence, responsibility, and practical skill, while maintaining clear safety and safeguarding boundaries.

Tool use is never assumed to be an essential part of Forest School and is introduced only where it is meaningful, appropriate, and beneficial for participants.

2. Scope of the Policy

This policy applies to:

- all Forest School sessions where hand tools are used
- all staff, supporting adults, volunteers, and visitors
- all sites where tool use may take place

This policy does not cover power tools.



3. Principles Guiding Tool Use

Tool use within Forest School is guided by the following principles:

- tools are used only where there is a clear purpose
- risk is managed, not eliminated
- participants are supported to develop respect and responsibility
- readiness is assessed individually
- supervision is close and proportionate
- safety is prioritised over productivity

4. Roles and Responsibilities

Forest School Leader

The Forest School Leader holds overall responsibility for tool use during sessions.

Responsibilities include:

- deciding whether tool use is appropriate
- ensuring risk-benefit assessments are in place
- assessing participant readiness
- delivering or overseeing tool talks
- establishing safe working areas
- supervising tool use
- ensuring tools are checked, counted, and stored

The Forest School Leader holds final authority to stop or modify tool use at any time.

Supporting Adults

Supporting adults:

- follow the direction of the Forest School Leader
- support supervision and safety
- contribute observations
- do not introduce tools or techniques independently

Supporting adults do not lead tool use unless trained and explicitly authorised.



5. Readiness for Tool Use

Readiness for tool use is assessed individually and may consider:

- emotional regulation
- ability to follow guidance
- awareness of others
- physical coordination
- previous experience

Readiness is not determined by age alone.

Participants may observe or engage indirectly until they are ready to use tools themselves.

6. Risk-Benefit Assessment

Tool use is supported by:

- site-specific risk-benefit assessment
- activity-specific risk-benefit assessment
- dynamic assessment throughout the session

Assessments consider:

- hazards associated with the tool
- benefits of participation
- supervision requirements
- environmental conditions
- participant needs

Dynamic decisions are made by the Forest School Leader in response to changing conditions.

7. Introducing Tools (“Tool Talks”)

Before using tools, participants receive a tool talk, delivered in age- and developmentally appropriate ways.

Tool talks include:

- naming the tool and its purpose
- identifying key parts



- demonstrating safe handling and use
- explaining safe carrying, passing, and placing
- outlining expected behaviour
- explaining storage and maintenance expectations

Tool talks are repeated as needed and adapted to individual understanding.

8. Safe Working Areas

A designated tool-use area is established where tools are in use.

Safe working area principles include:

- clear boundaries
- stable seating or working surfaces
- appropriate spacing between individuals
- maintaining a safe working distance (often described as an arm's length plus the tool length)
- supervision always

Participants not using tools do not enter the tool-use area.

9. Supervision and Group Management

Tool use is:

- always supervised closely
- undertaken in small groups
- time-limited where appropriate to support focus

Sessions are adapted if concentration, emotional regulation, or safety cannot be maintained.

10. Personal Protective Equipment (PPE)

Appropriate PPE is used where relevant and proportionate to the task.

This may include:

- eye protection
- gloves for non-tool hands where appropriate

Gloves are not used on tool-holding hands where this would compromise grip or control.



11. Behaviour and Safety Boundaries

Clear behavioural expectations are established before tool use.

If a participant:

- misuses a tool
- behaves unsafely
- is unable to follow guidance

they may be required to:

- put the tool down
- step away from the activity
- rejoin when ready

This is understood as a safety measure, not a punishment.

12. Storage, Transport, and Maintenance

Tools are:

- checked before and after use
- maintained in a safe, serviceable condition
- stored securely when not in use
- transported safely

Tools are counted out and back in at the start and end of sessions.

Damaged tools are removed from use immediately.

13. Accidents and Incidents

Any accident, incident, or near miss involving tools is:

- responded to promptly
- recorded accurately
- reviewed to inform future practice

End of Tool Use Policy.



The Forest Folk

VOLUNTEER & VISITOR POLICY

Created by	Artemis Artemiou
Role	Director
Date created	25/02/2026
Last review date	N/A
Review frequency	Annual or following significant change
Next review due	25/02/2027
Location / Site	All sites used for Forest School provision.

This policy should be read alongside the Forest School Handbook, particularly Section 5: Welfare & Safeguarding.

1. Policy Statement

The Forest Folk CIC recognises that volunteers and visitors can make valuable contributions to Forest School provision through support, learning, observation, and shared experience.

All volunteers and visitors are welcomed in ways that prioritise:

- safeguarding
- safety
- clarity of roles and boundaries
- respectful participation
- positive learning environments

The welfare of participants is always the primary consideration.

2. Scope of the Policy

This policy applies to all individuals who are not employed staff but are present during Forest School provision, including:

- regular volunteers



- occasional volunteers
- trainees or students
- visiting professionals
- observers
- site visitors
- family members attending by arrangement

Different levels of access and responsibility may apply depending on the nature of involvement.

3. Definitions

Volunteer

An individual who supports Forest School provision on a planned or ongoing basis without employment status.

Visitor

An individual present temporarily for observation, learning, partnership working, or agreed purpose, without an ongoing support role.

4. Safeguarding and Suitability

The Forest Folk CIC is committed to safer working practices.

Where appropriate to their role and level of contact with participants, volunteers may be required to:

- provide references
- complete safeguarding training
- undergo DBS checks
- receive induction and role briefing

Visitors do not have unsupervised responsibility for participants.

All volunteers and visitors must:

- follow safeguarding expectations
- maintain professional boundaries
- report concerns promptly
- respect confidentiality



5. Roles and Responsibilities

Volunteers and visitors support provision under the direction of the Forest School Leader.

They must:

- follow instructions and guidance
- remain within agreed role boundaries
- prioritise participant safety and wellbeing
- seek clarification if unsure

They must not:

- take sole responsibility for participants
- manage behaviour independently
- administer first aid (unless trained and authorised)
- make safeguarding decisions
- share participant information externally

6. Induction and Briefing

Before participating, volunteers and visitors receive appropriate orientation, which may include:

- site boundaries and safety expectations
- safeguarding awareness
- emergency procedures
- supervision arrangements
- role expectations

The level of induction is proportionate to the nature and duration of involvement.

7. Supervision and Conduct

Volunteers and visitors remain under supervision appropriate to their role.

Expected conduct includes:

- respectful communication
- positive role modelling



- appropriate interaction with participants
- adherence to health and safety expectations

One-to-one work with participants must follow safeguarding procedures.

8. Confidentiality and Data Protection

Volunteers and visitors may become aware of personal or sensitive information.

They must:

- treat information confidentially
- not discuss participants outside provision
- not record or share images or information without permission

Confidentiality obligations continue after involvement ends.

9. Health and Safety

Volunteers and visitors must:

- follow site safety guidance
- use equipment only when authorised
- report hazards or incidents promptly
- comply with supervision arrangements

They must not undertake higher-risk activities without appropriate briefing and supervision.

10. Ending or Limiting Involvement

The Forest Folk CIC may:

- limit access
- change roles
- end involvement

where this is necessary to protect safety, wellbeing, or the integrity of provision.

This may occur without notice where required for safeguarding or safety reasons.

11. Training and Support

Where volunteers have ongoing roles, The Forest Folk CIC may provide:

- training opportunities



- reflective support
- role review discussions

This supports safe and effective participation.

12. Complaints and Concerns

Volunteers and visitors may raise concerns using the Complaints Policy.

Concerns about volunteers or visitors are managed in line with safeguarding and organisational procedures.

End of Volunteer & Visitor Policy.