



# HANDBOOK 2024

V14: 08/08/2024



**RECOGNISED**

Forest  
School  
Provider

[www.forestschoollassociation.org](http://www.forestschoollassociation.org)



*"What is it you plan to do with your one wild and precious life?"*

*Mary Oliver.*

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# Statement of Purpose

## Introduction

Elemental Adventures is a Community Interest Company (CIC) set up in West Wales in 2018 to provide outdoor play and learning services for people of all ages and abilities, including forest school, bushcraft, heritage skills, mindfulness, music, storytelling and natural arts & crafts.

Elemental Outdoor Play & Learning, registered with the Care Inspectorate Wales (CIW), is our drop-off service for children aged 5-15 years old, which offers 3 different sessions:

1. Bright Fires & Wildways Forest School (term time)
2. Tree Pirates Holiday Club (school holidays)

The CIW registration requires us to have two key documents that are available to the CIW and also for the parents, carers and staff.

1. Statement of Purpose - providing an overview of the service
2. Operational Plan - providing more detailed information of the service

The Forest School Association (FSA) requires us to have a one-stop-shop Handbook that includes all of the CIW documents as well as information relevant to running a Forest School, such as core principles, risky play guidelines and woodland management.

These documents, plus our policies and procedures, are what constitutes this Handbook and are under constant review.

If you have any questions, comments or feedback regarding this handbook do please contact us.



## Forest School Principles

1. These sessions are a long term process, running for the whole school year.
2. These sessions take place in a natural wooded environment to support the development of a relationship between the learner and the natural world.
3. These sessions aim to promote the holistic development of all 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. Our sessions are run by practitioners who continually maintain and develop their professional practice.
6. Our sessions are child centred and run by qualified Playworkers who are well versed in the principles of Playwork as well as Forest School.

Please see our Policies and Procedures below “Full Forest School Principles and Criteria for Good Practice” for more information.

## Playwork Principles

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and well being of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.



8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and well being of children.

## Elemental Principles

We work with three simple principles which we like all attendees to follow:

- Look after themselves
- Look after each other
- Look after the woodland

## Location

Our venue is Coed Blaenigau Woods, a 7 acre woodland near Llangrannog, Ceredigion. We have a contract with the owners, granting us access in exchange for carrying out woodland management. It is a diverse site with pockets of trees and meadows and offers a wide variety of natural resources. It has been developed to support different ways of engaging children, from climbing and balancing to shelter and envelopment. There are tree houses, balance bars, climbing areas, a mud kitchen, craft area, swings, hammocks, a pirate boat, a fire circle for cooking, a green woodwork area and a clay oven.

There are also 3 toilets with handwashing facilities, and access to a well stocked first aid kit if needed. When it is wet weather we use a variety of tarpaulins and a canvas yurt for shelter. Paths are wide and well kept and covered in woodchip, which have been successfully accessed with wheelchairs.

## Ethos

Our ethos and pedagogy are a really important part of our provision. We are passionate about child-led learning and see our role as long-term nature mentors and playworkers. We work with each child closely through observation and relationship, facilitating them to follow their own interests and fulfil their unique developmental needs.



We include circle times at the beginning and ends of our sessions, to encourage children to review their own learning and share their feelings and needs. This enables us, as practitioners, to understand and respond to the unique learning path of each child.

Please see our Policies and Procedures below “Full Forest School Principles and Criteria for Good Practice” for more information.

## Aims and objectives

- Elemental Adventures (EA) aims to provide a nurturing environment that supports children’s health and wellbeing. We do this by providing and implementing positive outdoor, child-led experiences in a natural setting, including using loose parts and natural materials. This helps foster traits such as resilience, confidence and independence whilst developing motivation, co-operation, conflict resolution, decision-making and social skills.
- We provide opportunities for children to develop their physical confidence and coordination. By facilitating risky play, the children learn to assess risk themselves and are therefore less likely to hurt themselves and more likely to engage in a wider range of play activities.
- Carry out regular consultation with children and families about the development of the sessions.
- Create an environment in which equal opportunities can flourish through treating everyone with respect and kindness.
- Work within the legislative framework of The Child Minding and Day Care (Wales) Regulations 2010.

## Activities

We believe in meeting children where they are at. There are no set activities and instead we have a variety of skills and ideas to share such as:

- Campfire cooking
- Outdoor arts and crafts
- Tree ID and foraging
- Practical tool use
- Storytelling
- Music making





- Den building
- Firelighting
- Muddy mess making
- Meditation
- Singing
- Woodcraft

...and much more! No session is the same and there is plenty of time for free play and exploration.

## Personal equipment

Each child must bring with them clothes for all weathers, including wellies and waterproofs. We also ask that children bring their own drinks, snacks and lunch.

## Range of needs we can support

These sessions are inclusive services, open to all children between the ages of 5-15 years old. We offer a child-centred environment meeting the social, physical, intellectual, creative and emotional needs of children and recognising the individual needs of each child who attends, regardless of ability.

We endeavour to meet these needs in a range of ways, for example: offering hand tools that are easier to use for children with less dexterity; creating sensory areas to offer experiences for children with a lack of sight or hearing, such as outdoor percussion, sensory plants; in itself the environment offers opportunity for space and solace, particularly for children who find social situations difficult. We also endeavour to make the space physically accessible for wheelchairs.

Whilst we welcome children who need to bring a parent/carers with them for support, we do invite each parent/carers and child to visit the site themselves and make their own assessment, before committing to a session.

## Language and communication needs for people using the service



This service is primarily delivered in English, with some inclusion of Welsh. We are currently seeking funding to expand our Welsh language provision.

## Our contract

When booking a place the parent/carer must read and understand this Statement of Purpose and also must complete the online booking form, which provides information and permissions, such as:

- Existing medical conditions
- Permission and guidance for administration of medication
- Doctor's surgery details
- Contact details including next of kin
- Dietary needs
- Photo consent

## Standard of care and support

Our service will support people to:

- **be as physically, mentally and emotionally healthy as possible:** we believe that by offering the opportunity for outdoor, child-led play that we are supporting physical, mental and emotional health.
- **be safe:** as experienced forest school leaders and playworkers, we are trained in facilitating managed risk through outdoor play. Through allowing children to develop their own risk assessment skills, they become much more aware of their own safety and the safety of others.
- **be involved in activities, hobbies or individual interests:** through offering a child-led service, we encourage the children to pursue their own interests and skills and support them in doing so, whatever that might be.
- **access education, learning and development opportunities:** by providing a broad range of activities and interactions, including: green woodwork, campfire cooking, nature crafts, teamwork, environmental education, woodland management, tool use, bushcraft, journaling, drama, music, mindfulness, folklore and Welsh language.
- **maintain their linguistic, cultural and /or religious identities:** we use seasonal celebration as a means to bring awareness to different cultural traditions. We partner



with a local Welsh theatre to help bring the Welsh language into our learning about the natural world through outdoor drama workshops.

- **maintain family and personal relationships, develop their potential and learn and practise life skills:** we feel that, through play, children are given the opportunity to role play relationships and practice life skills, which has a beneficial effect for home life.

## Staffing arrangements

Numbers and qualifications of staff:

- Graeme Dow: Responsible Individual / Playworker  
Forest School L3, Managing A Holiday Playscheme (MAHPS) L3, Playwork L3, Outdoor First Aid
- Suzanne Riley: Person in Charge / Playworker  
Forest School L3, Managing A Holiday Playscheme (MAHPS) L3, Playwork L3, Outdoor First Aid, Safeguarding L3
- We always have an experienced assistant or volunteer at these sessions.
- Staff will run on a ratio of one adult to eight children aged 3 - 7 years and one adult to ten children aged 8 – 12 years, and there will be at least three staff at all times.
- All staff will be DBS checked and the Person in Charge will have a safeguarding children certification.
- Occasionally we will have volunteers on site who will also need to provide photo ID and a DBS check and will have a full induction to the session.

## Terms and conditions: Tree Pirates Holiday Club

- Tree Pirates Holiday Club runs during school holidays from 09:30-15:00. Please check our website for the dates that it will be running.
- Age range of people using the service: 5-13 years
- Maximum capacity: 24 children
- Tickets are priced at £30 per child per day, £25 sibling. If you cannot afford the full cost of the ticket, please email us because we have a small number of subsidised tickets available.
- All bookings are taken through our website. All sessions must be pre-booked and paid for before admission.
- If children require a settling in period, we welcome parents/carers to accompany their child for the first activity.



- If any symptoms of illness become apparent please refrain from attending and tell us straight away so that we can open the place for someone else.
- For any cancellations we will need to be notified 48 hours in advance for money to be reimbursed, or 24 hours in advance to transfer tickets to future sessions.
- If EA need to cancel due to staff sickness then we will fully refund or transfer all tickets.
- If EA need to cancel due to circumstances beyond our control, such as extreme weather or government restrictions, then we will transfer all tickets to a future event.

## Terms and conditions: Bright Fires & Wildways Forest School

- Wildways Forest School (8-15 year olds), term time from 09:30-15:00 on Mondays.
- Bright Fires Forest School (5-12 year olds), term time from 09:30-15:00 on Tuesdays.
- Maximum capacity: 24 children.
- Tickets are priced £26.50 per day and are paid for by monthly direct debit. For full details of this system, including cancellations, please see our Direct Debit Membership System document.
- The tickets reserve a place in the session. If a child cannot attend a session there is no reimbursement.
- All bookings are taken through our website. All sessions must be pre-booked and paid for before admission.
- If children require a settling in period, we welcome parents/carers to accompany their child for the first activity.
- If any symptoms of illness become apparent please refrain from attending and tell us straight away so that we can open the place for someone else.
- If EA need to cancel due to staff sickness then we will fully refund or transfer any tickets.
- If EA need to cancel due to government restrictions, then we will transfer all tickets to a future session.
- Forest school is all about playing and learning outdoors in all weathers. We have a tarp and shelters for rain and cold. However, there are certain weather conditions that will affect the running of our Forest School. Staff will stay informed of the weather conditions via the Met Office website. We will always try to give 24 hours notice of closure, however we may need to cancel on the day if weather changes suddenly / overnight. We will inform families by email of any cancellation. In the event that a regular session is cancelled or cut short due to weather, refunds or a replacement session will be given if the customer has had a previous regular session with us cancelled within the same month.



## Staff training

We are committed to ongoing personal and professional growth for all of our staff members, as we believe this helps maintain the quality and delivery of high standards of care and education. All staff are kept updated with current and new legislation affecting the Playwork sector and supported to attend ongoing training in:

- First aid
- Safeguarding
- Health & safety
- Relevant pedagogy

We encourage a sharing of knowledge so that staff can benefit from one another's experience.

## Governance and quality monitoring arrangements

All staff will be working in accordance with our Policies & Procedures, including the Operational Plan, Statement of Purpose and also to the guidelines of The National Minimum Standards and The Child Minding and Day Care (Wales) Regulations 2010. We will conform to all guidelines set out by CIW necessary to ensure we fulfil our duty of care. Regular training will be sought to achieve this.

Appropriate Public Liability insurance is in effect to cover Elemental Adventures for this service. All policies and procedures have been developed according to NMS guidelines. These are reviewed annually or when services change, read by all staff and signed. We encourage regular reviews with children and parents/carers to maintain a high standard of service. We will also conduct regular staff review and appraisals with action points to consider. Staff will be encouraged to commit to further professional development and training to enrich their skill base and our service. We are always open to improvement.

We maintain a high level of financial conduct keeping records of all financial comings and goings including use of grant funding. Any cash money is recorded and kept in a locked container. We will act upon any instances of fraud or illegal activity.

All personal details of staff, parents and children are kept confidential.

## Complaints procedure

Any complaints are dealt with according to our 5 stage complaints procedure. In summary:



1. Initially a complaint can be made verbally to the project manager.
2. Putting the complaint in writing to the person in charge and any necessary investigation will be undertaken.
3. There is then the option of a face to face meeting with the Setting Manager, Person in Charge and Directors, if required.
4. An external mediator can be brought in to help resolve the complaint.
5. A final meeting is brought together including the mediator. Parents may approach CIW directly at any stage of this complaints procedure.

#### Records:

- A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed and the outcome.
- We must provide CIW, on request, with a written record of all complaints made during any specified period, and the action which was taken as a result of each complaint.

If you have a specific concern about the safety and quality of a care service in Wales, you can contact the Care Inspectorate Wales (CIW) here:

- website: [careinspectorate.wales/contact-us/raise-concern](https://careinspectorate.wales/contact-us/raise-concern)
- telephone: 0300 7900 126

## Dealing with emergencies

- All staff will have charged mobile phones in case of emergencies. In the instance of poor mobile signal, we will ask to use a neighbour's landline telephone.
- All staff will carry an emergency whistle to obtain children and staff's attention in an emergency situation.
- A fully stocked First Aid kit will be accessible at all times.
- The most senior member of staff will manage any emergency situation, including organising adults, delegating roles and managing children.

#### Accident Procedure



1. First Aid to be administered by qualified First Aider.
2. Refer to onsite medical records. Parents consulted or advised if necessary.
3. If necessary further assistance from emergency services sought: ring 999.
4. Incident recorded in HSE RIDDOR Accident Report Document file.

#### Death or Serious Incident Procedure

1. First Aid procedures followed (Remain with casualty. Remove others in the group making sure they are safe).
2. Emergency services informed.
3. Advice gained from Police as to next steps (Police to notify next of kin).

#### Emergency Drill

1. Emergency drills will happen whenever a new group of children begin sessions or when a new child joins. They will be practised on a regular basis. An alarm will be raised (using the emergency whistles) and all staff and children will be expected to take part in the drill.
2. A discussion will take place when the drill has finished to ascertain any improvements which can be made.

#### Fire Prevention

1. Fire prevention measures centre upon the availability, removal or control of fuel and ignition sources.
2. These include fuel, waste, debris and any flammable gas, liquid or materials.
3. No accumulation of waste around the site. Rubbish disposed of regularly.
4. Flammable gas and liquids never stored on site.
5. Children are always supervised around the fire.
6. Fire safety measures in place and at hand.
7. Smoking prohibited on site.
8. Fire lighting equipment is always supervised by an adult.
9. All staff and children trained in the safe containment and extinguishing of fires.

#### Fire evacuation procedure

1. On detection of a dangerous, out of control fire an alarm will be raised (shouting "Fire").
2. All participants are to assemble and be accounted for with the register at a specified fire assembly point (next to the entrance gate), well away from the fire circle, whilst fire containment strategies are put in place by emergency services (contacted by the leader).
3. Children's parents/carers will be contacted to collect the children and signed off as they leave. In an emergency, carers would be expected to leave work or send the next of kin to pick up the child.
4. Record time, location and cause of event.



5. Debrief with children in the next session.

## Reviewing the Statement of Purpose

- The Statement of Purpose will be reviewed annually.
- The CIW will be informed of any changes to the service.

Revised 28/03/2024

Graeme Dow





# Operational Plan

*“an operational plan is developed and periodically reviewed. This is available to parents. The aim of this plan is to ensure that the service is well planned and organised and to allow maximum flexibility in organising the provision according to available resources and the needs of children and families. The content of the plan will vary according to the type of provision”*

*National Minimum Standards for Regulated Childcare for children up to the age of 12 years, Section 14.1*

## Introduction

Elemental Outdoor Play & Learning (registered with the Care Inspectorate Wales) is our drop-off service for children aged 5-15 years old, which offers 2 different sessions:

1. Bright Fires & Wildways Forest School (term time)
2. Tree Pirates Holiday Club

This plan contains information relating to the running of Bright Fires & Wildways Forest School and Tree Pirates Holiday Club sessions in a safe and enjoyable way.

It is made available to parents and carers of children attending sessions. It is also to be read by all staff, volunteers, freelancers and partner organisations wishing to work with us.

This Operational Plan should be considered as a flexible guide.

It will be reviewed every two years unless it is a requirement to do so earlier following any incidents or changes in statutory guidance or legislation.

## Principles

Principles and criteria for good practice are:



1. These sessions take place in a natural wooded environment to support the development of a relationship between the learner and the natural world.
2. These sessions aim to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
3. We offer learners the opportunity to take supported risks, appropriate to the environment and themselves.
4. Our sessions are run by practitioners who continually maintain and develop their professional practice.

## Ethos

1. Elemental Adventures (EA) aims to offer children and adults the chance to develop confidence and self esteem through the medium of self-directed play and hands-on practical experiences in a woodland setting throughout the year and in most weathers.
2. Engaging in small achievable tasks designed to encourage problem solving, development of both practical and social skills, a sense of personal success and improved communication and language skills, they will enjoy managing their own learning by concentrating on their own interests, exploring the links between themselves and the natural world and feeling a real sense of personal achievement in overcoming difficulties in a supportive environment.
3. They will be given the time to reflect on both their learning and their experiences and are allowed to value and use their own individual styles of learning to explore ways of being creative, innovative and effective within their own environment. They will also be encouraged to explore and learn the boundaries of their own behaviour and interaction with others in a safe and supportive way.
4. They will not only be encouraged to develop confidence in their own decision making and risk taking but will also be helped to understand the benefits of a balanced and healthy lifestyle.
5. By improving physical motor skills, practical skills and effective use of tools and building techniques, they will experience a heightened level of motivation and an increase in their concentration skills.

## Policies & Procedures



All parents/carers can request information documents containing the policies and procedures of EA. Parents/carers are encouraged to read, support and adhere to the policies and procedures. Paper copies are available on request.

## The Woodland Space

The woodland is in a fenced, private site where outdoor activities can take place under supervision from practitioners. It offers a range of play areas, including woodland, scrubland and meadows, and hosts a wide variety of tree species and habitats.

There is a range of play equipment, such as climbing areas, swings and den building spaces. We have risk assessments for all features and continue to dynamically risk assess every session.

## Staffing Structure

1. Staff will run on a ratio of one adult to eight children aged 3 - 7 years and one adult to ten children aged 8 – 12 years. This is within the National Minimum Standards guidelines.
2. There is a minimum of three staff at all times.
3. All staff are qualified and first aid trained and at least one will have an up to date safeguarding certificate.
4. Any volunteers are DBS checked and up to date with EA's policies and procedures.

## Organisation Structure

Elemental Adventures is a Community Interest Company (11465145), and can be found on the Companies House website. We have five directors:

- Graeme Dow (Responsible Individual)
- Suzanne Riley (Person in Charge)
- Nick Kendall
- Jade Mellor



- Naomi Glass

## Code of Conduct

1. Respecting the forest: We will explore, investigate, learn and play in a way that will not damage the forest environment and the plants and animals that we share this with.
2. Setting physical boundaries: Before each session we will be made aware of the physical boundaries that we are expected to stay within and the procedure that we must follow to remain safe even if out of sight (call and response system).
3. Lighting a fire: Adults will always remain responsible for procedures and checks around the lighting of a fire. No lit fire will be left unattended. All safety equipment must be in place. Fires are always set within a designated area or fire circle.
4. The fire circle: Logs placed in a circle 1.5 metres from the fire pit. We will not enter the fire circle without permission of an adult. We will not run within the circle.
5. Using tools: We will only use tools safely under the direction of an adult. All tools to be used within Risk Assessment guidelines: see handbook.
6. Picking up and playing with materials (e.g. sticks and stones): We will respect all materials and carry them safely without risk to ourselves, others or plants and animals and with consideration for their conservation.
7. Collecting wood: We may collect wood for a variety of purposes from fire lighting to craft activity and shelter building, but we must always consider it carefully in terms of disturbing habitats and causing damage to the woodland, and we must always transport it in a safe manner.
8. Eating and drinking: We must not eat anything we find in the forest without the permission of an adult (e.g. blackberries). When eating snacks our hands should be wiped or washed clean with water.
9. Rope and string use: We can use rope and string for building or construction or decorating something creatively, but not for tying each other up!
10. Carrying and transporting materials: We are encouraged by watching adults to roll, lift, drag and pull materials either by hand or with ropes to build shelters or light a fire. We love team work!



## Environmental Policy and Impact Assessment

1. We aim to engender a high level of respect for the natural world in both staff and children. A sense of involvement in decision making about safety and the environment we are all creating will help us all to feel personally responsible.
2. We will hope to minimise waste, optimise recycling and re-use of materials and encourage an awareness of the survival and health of the planet and our part in that.
3. On site activities such as the building of shelters and fires will follow practices that minimise impact on wildlife through mindfulness of materials used and how residues are disposed of. On leaving the site we will make sure that all litter is collected and disposed of with care and consideration.
4. As far as possible we will use resources that are ethical, local, sustainable or renewable and that are produced with regard to workers and animal welfare rights using minimal packaging.

## Leaving the site

'Leave no trace' as much as possible. Shelters taken down, fires thoroughly extinguished, rubbish and toileting items either burnt or removed.

ENVIRONMENTAL IMPACT ASSESSMENT		
Activity	Impact	Mitigation
Collecting wood	Dead wood important for natural habitats	Limit fires and minimise collection. Reserve some areas for conservation
Fires	Soil chemistry changed, depleting essential nutrients for plants. Underground damage can occur without notice	Fixed fire sites  Dispose of ash in nettle patches where possible  Ensure fire is thoroughly extinguished before leaving
Cooking	Food waste can attract certain species leading to adverse changes in biodiversity	Dispose of food responsibly, inform participants and provide container for taking food away
Tree climbing, shelter building, swings	Damage to trees	Restrict these activities to suitable trees that will tolerate them
Collecting natural materials	Damage to plants, affected seasonably	Inform participants of the best plants to take and when. Use fallen plants where possible and limit activity as much as possible
Toileting	Wet wipes do contain plastic  Human waste entering waterways	Use compost toilet  Remove anything that isn't biodegradable  Designated toileting area at least 20 metres from waterway



## Management of staff, staff supervision, meetings, appraisals and training

1. Staff meetings take place bi-monthly for all staff to attend. They are a mixture of cascade training, in-house training, news updates, and discussions on children and staff role models as well as safeguarding scenarios for discussion.
2. Each member of staff is able to attend a variety of training, some of which is compulsory and some on a voluntary basis. This enables individuals to identify personal and work based needs. Each member of staff who attends training will be expected to feedback their findings and cascade training in-house to all staff via staff meetings or role modelling as appropriate.
3. Staff supervision will be undertaken quarterly. This will be a one to one meeting with either the Responsible Individual or the Person In Charge.
4. Staff appraisals will be undertaken annually. These will be a one to one meeting with either the Responsible Individual or the Person In Charge.

## Partnership with Parents and Carers

1. Parents and carers receive information when they book places on sessions; further information is displayed on the website. Newsletters are sent out on a regular basis via email.
2. Parents and carers are able to raise issues at drop off or collection, by phone, email or by arranging a meeting with staff members.
3. Parents and carers are also given the opportunity to voice opinions through annual surveys.
4. The complaints procedure outlines a more formal route to follow if unhappy with the services provided. This is available on request.

## Activities



Here are just a few of the activities that make up our sessions:

1. Shelter building
2. Tool use
3. Fire lighting
4. Cooking on an open fire
5. Team games
6. Identifying animal tracks
7. Tracking animals
8. Identifying plants and insects
9. Using a Kelly Kettle
10. Rope and string work
11. Art and sculpture work
12. Woodland and traditional crafts
13. Drama and stories round the campfire
14. Dancing and singing
15. Imaginative play
16. Tree Climbing
17. Seasonal celebrations
18. Woodland management and nature exploration
19. Rock pool dipping
20. Raft building
21. Stone sculptures
22. Cave exploring
23. Nature craft with seashells or driftwood
24. Sand sculptures
25. Paddling
26. Rock scrambling

## Equipment

### Essential equipment

1. First Aid kit
2. Emergency procedures
3. Emergency contact number and medical information for each member of group (adults and children)
4. Risk assessments
5. Communication devices (mobile phones checked for reception)
6. Clean water
7. Whistle





8. Emergency life blanket
9. Accident forms
10. Meds for individuals plus parental consent form
11. Appropriate clothing
12. Sharps box and gloves

Other possible equipment:

1. Wet wipes/hand gel
2. Nappy sacks and toileting things
3. Trowel
4. Sun cream (parental permission required)
5. Spare clothing
6. Thermos of hot water
7. Chocolate or sweets
8. Plastic bag
9. Roll mat and blanket
10. Fire blanket
11. Torch
12. Bucket of water
13. Emergency fire kit & Burns kit
14. Knife
15. Emergency shelter
16. Tick remover
17. Bivi bag

Tools needed for planned activities:

1. Potato peelers
2. Knives
3. Bow saws
4. Palm drills/ Bit and brace
5. Kelly Kettle

For older children:

1. Loppers
2. Secateurs
3. Bill Hooks
4. Mallets or hammers

Clothing (*Be prepared and well covered. Be prepared for mud, sand and dirt!!*)



1. Waterproof trousers
2. Waterproof coat with hood
3. Long sleeved top
4. Full length trousers
5. Warm boots
6. Warm socks plus spares
7. Gloves and warm hat in cold weather
8. Sun hat for warm weather (with good visibility)

#### Fire lighting equipment

1. Flame retardant gauntlets
2. Fire blanket
3. Bucket of water
4. Vaseline
5. Cotton wool
6. Matches
7. Fire steels

#### First Aid kit

1. Contact cards
2. Latex gloves
3. Bandages
4. Plasters
5. Burns gel
6. Burn dressings
7. Dressings
8. Bites and sting cream (parental permission needed)

## Daily Operating Procedure

#### Before the session:

1. All staff will have read the latest Site Risk Assessment, which will be relevant to the current season.
2. The Person in Charge will check that enough adults are present for the session to go ahead and that the weather conditions allow it to take place.
3. The fire circle and seating will be set up and tarp erected if required.
4. A Dynamic Daily Risk Assessment will be completed.



5. The equipment and materials required for the session will be assembled, checked, loaded onto the trolley and taken to the site.
6. Children will be dropped off and signed in at the car park in accordance with the Child Drop-Off / Collection Procedure.

#### During the session

1. A headcount check will be undertaken on arrival at the site and whenever the group is brought together.
2. Risks will be continually assessed and appropriate action taken to reduce or remove any risks found.

#### After the session

1. A headcount check will be undertaken at the end of the session.
2. Children will be collected and signed out at the car park in accordance with the Child Drop-Off / Collection Procedure.
3. If the tool box has been taken to the site, the contents will be checked by staff to ensure no items are missing.
4. After the children have left, the staff will return the tools to the tool box and clean, check and maintain tools, as required.
5. The Tool Officer will be responsible for the maintenance and sharpening of all tools and equipment.
6. A Session Evaluation will be completed.

## Child Drop-Off / Collection Procedure

1. We require children to be at our registration point 5 minutes before our start time. We ask parents/carers to sign the drop off sheet.
2. Children can be collected from the registration point at the end of the session. We ask parents/carers to sign the collection sheet.

## Child Not Collected Procedure

1. If a child is not collected then a member of staff will contact their parent/carer.
2. If the parent/carer cannot be contacted then we will contact the next of kin.



## Quality Assurance

The responsible individual will ensure that there are effective quality assurance and quality monitoring systems in place and that the views of the children, and their parents, are sought as part of this process, to measure the success of the service in meeting the assessed needs of the children.

This will include:

1. Continually asking for, listening to and responding to feedback from parents/carers, children, staff and volunteers.
2. An annual quality of care review.
3. Obtaining the views of parents/carers, children, staff and volunteers.

The review will be made available (within 28 days) to parents/carers, staff, volunteers and the Care Inspectorate Wales (CIW).

Revised 28/03/2024

Graeme Dow



## Policies & Procedures



## Child Protection and Safeguarding

Elemental Adventures CIC (EA) fully recognises its responsibilities for safeguarding children. The Designated Safeguarding Lead (DSL) for EA is Suzanne Riley.

Safeguarding is the action taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- protecting children from maltreatment
- preventing impairment of children's health and development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

### Statement of Intent

Our setting will work with children, parents and the community to ensure the safety of children in our care and to give them the very best start in life.

The key commitments of this policy for safeguarding children:

1. We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of our service delivery.
2. We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused'.
3. We are committed to promoting awareness of child abuse issues through staff training. We are also committed to empowering young children, through the early childhood curriculum, promoting their right to be strong, resilient and listened to.
4. We wish to see our staff use and make the most of the benefits of modern technology to support children's learning and development, whilst ensuring children are kept safe.

### Aims

Our aims are to meet the key commitments of this policy by:

- promoting children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image,



which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background;

- promoting children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence;
- promoting children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches;
- helping children to establish and sustain satisfying relationships within their families, with peers, and with other adults;
- working with parents to build their understanding of and commitment to the principles of safeguarding all our children.

### **Primary legislation**

The legal frameworks for this work are:

- Children Act 1989
- United Nations Convention of the Rights of the Child 1991
- National Minimum Standards (NMS) 20
- Local Safeguarding Children Board (LSCB)
- Wales Safeguarding Procedures
- Social Services and Well-being (Wales) Act
- Data Protection Act 1998
- Sexual Offences Act 2003
- Children Act 2004
- Protection of Freedoms Act 2012

### **Guidance**

- What to Do if You are Worried a Child is Being Abuse
- Working Together to Safeguard Children 2018

### **Method to Meet Key Commitments**



- To ensure that EA has a Designated Safeguarding Lead and that all staff and volunteers know the names of the designated officers and their roles;
- To ensure that all staff and volunteers understand the nature of abuse, and the correct procedures, should concern over a child in our care arise;
- To provide a safe environment for the children to learn and develop;
- To identify children who are suffering or likely to suffer significant harm, and take appropriate action with the aim of making sure they are kept safe both at home and at EA;
- To support children who have been abused in accordance with their agreed child protection plan;
- To prevent unsuitable people working with children at EA.

### **Designated Safeguarding Lead (Child Protection Officer) - DSL**

The DSL for EA is Suzanne Riley. She has been provided with relevant on-going inter-agency Level 3 Safeguarding training, which is updated regularly.

Her contact details are:

- Suzanne Riley
- [suzanneriley32@gmail.com](mailto:suzanneriley32@gmail.com)
- 01239 920 386
- 07812 067 947

### **Responsibilities of the DSL**

- Arranging training for all staff in accordance with inspecting safeguarding guidance, volunteers and members of staff as part of their induction training;
- Producing and updating EA Safeguarding Policy and Procedures;
- Keeping all staff and volunteers updated with current procedure through induction training and annual refresher training carried out in staff meetings;
- Providing support and advice for staff and volunteers;
- Maintaining accurate and secure child protection records;





- To report to the Disclosure and Barring Service (DBS), within one month of leaving EA any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children.

## **Staffing at EA**

EA operates safe recruitment procedures. In order to minimise the risk of employing or engaging an individual who poses any risk to the children at EA, the following procedures are followed:

1. EA apply to the Disclosure and Barring Service (DBS or CRB) check for all staff, including the Proprietors and regular volunteers (including parents) to verify their declaration concerning any convictions, cautions or bind overs, which they have incurred. If a disclosure comes back the DSL will assess whether the disclosure will affect the role the applicant has applied for. Applicants will be signed up to the DBS update service.
2. Staff identity is checked by seeing the applicant's passport, or if unavailable, other photographic identification;
3. EA will also require a CV, employment history, qualifications and relevant experience
4. References are always taken up and are always obtained directly from the referee. Two written references are followed up, one of which includes the last employer. The referee is asked to comment on the applicant's suitability to work with children and to give any details of disciplinary procedures the applicant has been subject to;
5. Adequate supervision at all times within sessions;
6. Supervision of children is by DBS checked members of staff. Any parental volunteers will undergo DBS checks and contract workers are never left unsupervised with the children. DBS checks are obtained for any adult who could potentially have unsupervised access to the children throughout the day;
7. A staff induction policy, which includes information and training on safeguarding

## **Signs of Child Abuse and Neglect**

- What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

- Physical Abuse



Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

- Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

- Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

- Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- Female Genital Mutilation (FGM)

FGM is illegal in England and Wales under the FGM Act 2003. It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons. It is not an acceptable practice and is a form of child abuse under UK law.



## **Responding to Suspicions and Evidence of Child Abuse**

Members of staff have an important role, which includes contact with the children, observing the children's process, drawings, watching them play and noticing changes in their behaviour.

Through conversation alone a child may disclose information to an adult that they trust. This may be a session facilitator or volunteer, and therefore all staff and volunteers need to be aware of the appropriate action, should any indications become apparent.

Staff and volunteers must be careful to take note of anything which may give cause for concern, irrespective of how trivial it may seem at the time. Note keeping enables EA to build up a rounded picture and a context within which to assess anything that concerns us about the particular child. Note taking should take into account the date, time, place, people present and what was said and should be given to the DSL immediately.

### **Immediate Response By Staff**

If a child discloses information to a member of staff, they will:

1. listen carefully and actively to the person – at this stage, there is no necessity to ask questions
2. let the child guide the pace and remember their ability to recount a disclosure will depend on age, culture, language and communication skills, and disability
3. not asking leading questions
4. allowing them to talk and not interrupting
5. tell them they've done the right thing in speaking to a staff member
6. not make promises about keeping secrets
7. not show shock at what is being said. This may discourage the child or adult from talking, as they may feel you are unable to cope with what they're saying, or perhaps that you're thinking badly of them.
8. remain calm and reassure the person that they have done the right thing by talking to a responsible adult.
9. ensure the child at risk understands what will happen next with their information

### **Following up on an allegation**

1. The DSL will assess the situation and decide whether the information needs to be shared with other professionals, particularly investigative agencies e.g. social services and the police. This will occur where the DSL considers a child is being abused or at significant risk of being abused; or in need of enhanced preventative services;

2. The DSL will lead the process of referring a child to The Mid and West Wales Safeguarding Children Board (MWWSCB) within 24 hours of a disclosure or suspicion of abuse. If someone is in immediate danger, the DSL will telephone the police on 999.
3. A referral will be followed up in writing within 48 hours. Where possible, concerns will be discussed with the parents and agreement sought for a referral to MWWSCB, unless this may place the child at harm. If the parents are not informed, the DSL will record reasons for this.
4. MWWSCB will then decide whether the child is in need or at risk of significant harm within one day. If a child is viewed to be at risk of significant harm an initial assessment will be carried out by MWWSCB within 7 working days. Core assessments should be completed within a maximum of 35 days. Investigations may be single agency and carried out by MWWSCB or joint, which means they are also carried out in conjunction with the Police Child Abuse Investigation Team (CAIT).

The Mid and West Wales Safeguarding Children Board (MWWSCB):

- During Office Hours: Contact Centre – Tel: 01545 574000 Fax: 01545 574002
- E-mail: [contact-socservs@ceredigion.gov.uk](mailto:contact-socservs@ceredigion.gov.uk)
- Outside of Office Hours: Emergency Duty Team – Tel: 0845 6015392

EA's primary concern at all times is to safeguard the child's welfare.

### **Escalation process**

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the MWWSCB escalation process.
- We will ensure that staff are aware of how to escalate concerns.

### **Allegations against EA members of staff and volunteers (on premises or elsewhere)**

We ensure that all parents and members of staff know how to complain about staff or volunteer action within the setting, which may include an allegation of abuse.

If any allegation of abuse is made against a member of staff or volunteer, whether the allegations relate to harm or abuse committed on the premises or elsewhere, the MWWSCB procedures will be followed.



Allegations may involve behaving in a way that has harmed or may have harmed a child; possibly committing a criminal offence against or related to a child; or behaving towards a child or children in a way that indicates s/he is unsuitable to work with children.

The following procedures are followed:

1. We respond to any disclosure by children, parents, volunteers or staff that abuse by a member of staff or volunteer may have taken, or is taking place, by first recording the details of any such alleged incident.
2. A member of staff or volunteer receiving an allegation of abuse should report this immediately to the DSL, unless the DSL is the one against whom the allegation is made, which should be reported directly to MWWSCB.
3. If the allegation is involving the Person In Charge (PIC), then the allegation will be managed by the Responsible Individual (RI) and vice versa. If both the RI and PIC are involved, then the responsibility for managing this will be dealt with by one of the other company directors.
4. Following allegations against members of staff, EA will endeavour to continue running our services if possible.
5. Reports will be in the strictest confidence so that information can be given freely and without fear of victimisation and in a way that protects the child, facilitates the enquiries, manages disciplinary/complaints aspects and protects the rights of the alleged perpetrator.
6. The DSL will refer any such complaint immediately to MWWSCB. They give general safeguarding advice.
7. It may be that if it is clear from the onset that the matter is complex and would require meetings, in that case a MWWSCB Duty person will advise the setting that the local authority will have to become involved, however the majority of enquiries are straightforward and can be dealt with by the duty staff member on the day.
8. The MWWSCB will assess whether the allegation reaches the threshold for referral to Police / Children's Social Services and advise accordingly regarding further action to be taken in respect of the child and the member of staff.
9. EA will keep CIW informed of any issues regarding allegations against members of staff.

### **Disciplinary Action Against a Member of Staff**

The 'alleged' person may be suspended on full pay, after careful consideration if this is deemed the best course of action until the allegation is resolved. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process;

Where an allegation is proved to be without foundation DSL will decide whether disciplinary actions are required. Child protection enquiries take priority over disciplinary investigations and the disciplinary process must be clearly separated from the child protection enquiries.



Where a member of staff or a volunteer is dismissed from the setting or internally disciplined because of misconduct from the setting or internally disciplined because of the misconduct relating to the child, we notify the DBS to provide information about individuals working with children or vulnerable adults where we consider them to have caused harm or pose a risk of harm.

### **Safeguarding Staff Training**

All staff are trained to understand the safeguarding policy and procedures, this training is updated regularly. This enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- Significant changes in children's behaviour;
- Deterioration in children's general well-being;
- Unexplained bruising, marks or signs of possible abuse or neglect;
- Children's comments which give cause for concern;
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

### **Mobile phones and cameras**

EA has a strict policy regarding the use of mobile phones and cameras which has been formulated with the absolute objective to safeguard children. The policy applies to staff members, parents and other visitors to the setting.

The only photographs taken of children will be with EA equipment and with the express written consent of the child's parent or carer. The one exception to this is if the CIW needs to conduct a site inspection.

### **Liaison with other bodies**

We will notify the registration authority (CIW) of any incident or accident and any changes in our arrangements which may affect the well-being of children.



Revised 04/08/22

Graeme Dow



## Anti-Bullying Policy

### Introduction

All children and staff that are involved in the services that Elemental Adventures (EA) offers have a right to learn and play in an affirming and safe environment. We endeavour to provide a space and experiences free from humiliation, oppression and abuse and parents are entitled to feel confident that when their children use our services, that they are protected from bullying.

### Overall Aim

EA puts a weighted emphasis on the prevention of bullying. We endeavour to provide a safe, supportive, nurturing and respectful environment in which all children are valued and encouraged to value and respect one another. Our ethic is to build confidence through child-led learning, which in turn leads to a more harmonious culture. We promote a space where children are free to enjoy and express themselves and can play and learn free from the fear of being bullied. Children are encouraged to communicate with staff if they are experiencing difficulties.

Bullying in any form, physical, emotional, verbal or otherwise will not be tolerated however, if bullying did occur (no incidences to date), we would work to heal the situation through listening to both the child being bullied and the child doing the bullying as we believe that both children's position are valid and need help and support.

### Definitions of Bullying

Physical: Pushing, hitting, kicking, biting or acts of other violence against another child.

Psychological: A sort of behaviour likely to instill fear into another child.

Emotional: being unkind, excluding a child from an activity, and making them feel 'left out'.

Verbal: Name calling, threatening and abusive behaviour towards another child.

### Bullying Procedure

In the event that bullying occurs this is the procedure that we follow.

- Initially children involved will be separated.





- An opportunity will be created for a person in charge to talk with all children in an empathic/sympathetic manner so that all parties feel heard and supported.
- A clear account of the incidence will be written and logged and all staff will be informed so the situation can be clearly monitored.
- All parents will be informed.
- The child who is bullying will be supported to talk with the child who was bullied and helped/ encouraged to find resolution.
- If no resolution is found and bullying continues the child bullying will be asked to stop attendance for several sessions after which another opportunity will be given to re-integrate.
- If bullying persists after this point the child will be asked to stop attending sessions.

Each stage of the journey will be logged and monitored by the person in charge. Primary focus is on prevention with an empathic resolution process.

Revised 21/04/21

Graeme Dow



## Equal Opportunities and Inclusion Policy

1. Elemental Adventures (EA) is committed to providing opportunities for all people, regardless of ethnicity, race, colour, age, gender, ability, disability, faith or background.
2. We aim to remove any barriers to learning and personal development that we can by encouraging a sense of personal possibility rather than personal limitation and by:
  - Ensuring equality of access for all children
  - Employing a range of styles, including collaborative learning so that children value working as a team
  - Taking account of the performance and the inclusion of all children in the planning process and in the setting of challenges
  - Making best use of all available resources to support learning.
  - Making the children feel safe, secure, valued and included in the process
  - Valuing difference and avoiding stereotyping.
  - Encouraging a sense of responsibility for themselves and their own safety
  - Facilitating success for all
3. We believe passionately that every child should have the opportunity to participate in a challenging but enjoyable, friendly and collaborative but nonetheless individually fulfilling experience that will remain in his/her memory for years to come.
4. We will endeavour to overcome any obstacles; physical, mental or emotional in an attempt to make 'Every child matter'!

### **Admissions Policy**

1. EA is open to all young people regardless of ethnic, cultural, religious or social grouping.
2. We operate a booking system for specific courses and maintain both minimum and maximum numbers according to safe staffing levels available and financial viability.

Revised 21/04/21

Graeme Dow



## Confidentiality Policy

In line with the GDPR guidelines as of 25th May 2018, Elemental Adventures (EA) are committed to protecting your data. If you have any queries about data protection, please contact us.

The dedicated ICO Wales (Information Commissioner's Office) GDPR helpline for any queries regarding breaches of data is 0330 414 6421. EA is registered with the ICO.

EA is committed to protecting your privacy. This statement explains how we use any information you give to us and the ways in which we protect your privacy.

We ask you to read it carefully. We may be required to change it from time to time so we also ask you to check it occasionally to make sure you are aware of the latest version.

### **How We Comply With The Data Protection Act Of 1998 And 2018**

We treat any personal information (which means data from which you can be identified, including your name, address, e-mail address, etc.) that you provide us, or that we obtain from you, in accordance with the provisions of the Data Protection Act.

Under this Act, we have a legal duty to protect any information we collect from you. Any amendments to this policy will continue to be in accordance with the provisions of the Data Protection Act 1998.

### **How We Collect Information About You**

When you send your children to us, we receive information about you and any children who attend our sessions in a number of different ways.

You may give us the information when you:

- Apply for, or we offer you, a place on our sessions
- When you sign up to any of our waiting lists
- When you let us know about a change in your personal circumstances (for example, if you change your name when you get married or move house).
- We may receive it from another organisation, for example, should we be required to work with the local council.



## **How We Use Your Personal Information**

We use information that we have about you and your children for the running of our sessions and to comply with our CIW requirements. These generally fall into the following areas.

1. Administration – This applies to past, current and potential future children and their parents/carers.

We use this information for the provision of child care.

The types of personal information we collect and use include important information in case of an emergency. This information is kept both online (see below) and on paper copies, which we keep with us during sessions. In between sessions the paper copies are kept at our registered office address:

- The personal details of your child;
- Details of the child's family (so we can contact you in case of an emergency)
- Medical information (so we can cater for any special needs)

We also keep financial information for the management of payment for a child's place.

2. Keeping you informed – this applies to current, past and potential future children and their parents/carers.

We use this information to keep you updated about events at EA e.g. to let you know about news, events and changes to schedules.

The types of information we collect and use include:

- Email address. So we can email you updates and newsletters. (Note: This is optional, and you can opt out of receiving email updates at any time).
- Phone numbers.

## **How Long We Keep Your Information For**

We are required to keep certain personal information including registers, medication records and accident records pertaining to the children for at least 3 years after the child has left our sessions (sometimes much longer).

This is in order to comply with 'Early Years Foundation Stage Welfare Requirements' (given legal force by Childcare Act 2006) and other legislation (e.g. Limitation Act 1980/The Statute of Limitations (Amendment) Act 1991).

## **Who We Share Your Information With**



Generally, we only use your information within EA. There are some occasions when we need to share personal information about you and / or your child with third parties. These are:

- In case of an emergency, we may need to share with the emergency services details of your child including details of any medical conditions as provided to us by you.
- If there is a safeguarding issue (see Safeguarding Policy).

### **Where We Store Personal Data**

We use third party data processors, these are secure online systems and any personal information shared with us is stored securely for necessary use by EA.

The following systems are in use and their privacy statements and policies can be found below.

- Bookwhen: We use Bookwhen for bookings of many of our sessions. Bookwhen's privacy policy can be found <https://bookwhen.com/privacy>
- Google Drive: Google Drive, an online cloud-based storage system, is used for necessary data storage including personal information when relevant. Google Drive terms of service state, "You retain ownership of any intellectual property rights that you hold in that content. In short, what belongs to you stays yours." Google privacy policy can be found online <https://policies.google.com/privacy>.
- Mailing lists: When we contact you via a mailing list we use an external platform on our Wix website. You can opt out of receiving mailing list emails at any time. Their privacy policy can be found online (<https://support.wix.com/en/article/gdpr-and-email-marketing>).

### **Where We Process Personal Information**

As we use third party storage systems (detailed above), personal information may be stored in servers outside of the United Kingdom. We will only use your personal information in the United Kingdom.

### **Our Commitment To You**

We will process your personal information in line with the Data Protection Act. This means that we will:

- Only collect and hold information about you which we need for some reason;
- Keep your personal information up to date and accurate (to help us do this, please let us know if any of your details change);
- Take appropriate steps to protect your personal information from being used without permission, or illegally, and to safeguard your rights; and



- Destroy your personal information in a secure way once we no longer need it.

### **Your Rights Over Your Personal Information**

You have certain rights over your personal information. Most importantly, you have a right to ask for a copy of all the personal information we hold about you but there are some legal exceptions to this, such as information which is confidential to EA. If you would like a copy of your personal information, you should contact us.

Revised 21/04/21

Graeme Dow



## Behavioural Policy

Elemental Adventures (EA) aims to:

1. Develop children's personal, social and emotional skills through the acquisition of new skills and knowledge.
2. Develop children's independence, motivation, self-awareness, self-discovery, communication skills and self-esteem, whilst always ensuring there is a safe environment.
3. Encourage collaborative and independent behaviour. Promote children's knowledge of how to behave responsibly and suitably in an outdoor environment.
4. Encourage children's pride in their own achievements.

To ensure these aims are achieved, the staff and the children need to understand their roles and standards of expected behaviour.

The staff will:

1. Facilitate the use of Non-Violent Communication.
2. Ensure that a safe, positive environment is promoted where effective relationships are valued and everyone is treated equally.
3. Encourage and reinforce acceptable behaviour towards each other, the environment and the equipment used.
4. Ensure that all the needs of the children are taken care of and are a priority during every session.
5. Praise will be given to children demonstrating good independent work, behaviour, and collaborative work to raise self-esteem.
6. Involve parents, and staff in maintaining and establishing appropriate behaviour.
7. Ensure social and behavioural needs are at the centre of the session.
8. Establish clearly and effectively the expected behaviour during a session.
9. Be a positive role model for the children.
10. Ensure the policy is available for staff, parents and volunteers.
11. Maximise benefits of the sessions by observing children and adapting to suit individual learning styles and behavioural needs.

The children will aim to:

1. Listen and respond appropriately to leaders and other adults and undertake given instructions to the best of their ability.
2. Develop an appropriate attitude and respect for the woodland.



3. Maintain appropriate behaviour towards each other.
4. Maintain appropriate behaviour towards equipment.

### **Inappropriate behaviour**

We work with three simple principles which we like all attendees to follow:

- Look after themselves
- Look after each other
- Look after the woodland

Our primary concern is to understand behaviour rather than be quick to judge. We strive to give behaviour time, not time-out.

Behaviour which regularly falls outside of these principles will be addressed according to this policy.

In an instance of inappropriate behaviour, the staff member will initially attempt to re-engage the pupil, not instantly judging their behaviour. The staff member will then follow the steps below.

1. A first verbal warning will be issued quietly and calmly, reminding of required behaviour.
2. A second verbal warning will be issued and the child will be taken to one side and reminded of the appropriate behaviour during the session.
3. A third final warning is issued and the staff member will complete an incident report. The parents will be informed of this by email.
4. If two or more incident report forms are filled out within one month, then the child will need to miss one session. This is not refundable.
5. Before the child returns, the parents will be asked to attend a review meeting with staff.

Revised 31/05/2023

Graeme Dow





## Fire, Accident and Emergency Procedures

- All staff will have charged mobile phones in case of emergencies. In the instance of poor mobile signal, we will ask to use a neighbour's landline telephone.
- All staff will carry an emergency whistle to obtain children and staff's attention in an emergency situation.
- A fully stocked First Aid kit will be accessible at all times.

### **Accident Procedure**

1. First Aid to be administered by qualified First Aider.
2. Refer to onsite medical records. Parents consulted or advised if necessary.
3. If necessary further assistance from emergency services sought: ring 999.
4. Incident recorded in HSE RIDDOR Accident Report Document file.

### **Staff Accident Procedure**

1. We have 4 or 5 adult staff on site at all times, including 2 fully qualified Forest School (FS) leaders.
2. If a FS leader becomes ill or injured, then the other staff will manage all necessary tasks.
3. We have a number of volunteers, parents and carers that we can call in the event of an emergency, if we require further adult assistance.

### **Death or Serious Incident Procedure**

1. First Aid procedures followed (Remain with casualty. Remove others in the group making sure they are safe).
2. Emergency services informed.
3. Advice gained from Police as to next steps (Police to notify next of kin).



## **Fire Prevention**

1. Fire prevention measures centre upon the availability, removal or control of fuel and ignition sources.
2. These include fuel, waste, debris and any flammable gas, liquid or materials.
3. No accumulation of waste around the site. Rubbish disposed of regularly.
4. Flammable gas and liquids never stored on site.
5. Children are always supervised around the fire.
6. Fire safety measures in place and at hand.
7. Smoking prohibited on site.
8. Fire lighting equipment is always supervised by an adult.
9. All staff and children trained in the safe containment and extinguishing of fires.

## **Emergency Drill**

1. Emergency drills will happen whenever a new group of children begin sessions or when a new child joins. They will be practised on a regular basis. An alarm will be raised (using the emergency whistles) and all staff and children will be expected to take part in the drill.
2. A discussion will take place when the drill has finished to ascertain any improvements which can be made.

## **Fire evacuation procedure**

1. On detection of a dangerous, out of control fire an alarm will be raised (shouting "Fire").
2. All participants are to assemble and be accounted for with the register at a specified fire assembly point (next to the entrance gate), well away from the fire circle, whilst fire containment strategies are put in place by emergency services (contacted by the leader).
3. Children's parents/carers will be contacted to collect the children and signed off as they leave. In an emergency, carers would be expected to leave work or send the next of kin to pick up the child.



4. Record time, location and cause of event.
5. Debrief with children in the next session.

Revised 10.06.21  
Graeme Dow



## Missing Child Procedure

We believe that the health & safety of children is of paramount importance. Our setting will work with children, parents and the community to ensure the health and safety of the children at all times.

We take every care to ensure children cannot leave the security of the setting unattended and have strict procedures and policies in place to ensure as much as possible that this cannot happen.

However, in the unlikely event that it is found that a child is missing we will act in accordance with the following procedures.

### **If a child goes missing:**

1. As soon as it is noticed that a child is missing, staff tell the Person In Charge (PIC).
2. The children are to stand with staff members. A headcount is carried out to ensure that no other child has gone astray.
3. The Person In Charge (or deputy Person In Charge) will nominate as many staff as possible to thoroughly search the immediate vicinity of the last place the child was seen.
4. If the PIC is not on site they will make his/her way to the site to aid the search and be the point of contact for the police as well as support staff.
5. The PIC talks to the key person to establish what happened.
6. All staff will be extra vigilant to any potentially suspicious behaviour or persons in and around the site.
7. The staff will be careful not to create an atmosphere of panic and to ensure that the other children remain safe and adequately supervised.
8. If after 5 minutes of thorough searching, the child is still missing, the PIC will inform the police and then the child's parent/carer and then contact any volunteers who are not on site in case they can help with the search. The staff will use their mobile phones for communication, which they will always have fully charged, in line with our Safeguarding Policy.
9. While waiting for the police and the parent/carer to arrive, searches for the child will continue. During this period, other staff members will maintain as normal a routine as is possible for the rest of the children attending the setting.

The key person/staff will write an incident report detailing:

1. the date and time of the report.
2. what staff/ children were in the group.
3. when the child was last seen in the group.



4. what has taken place in the group since then.
5. the time it is estimated that the child went missing.

A conclusion is drawn as to how the breach of security happened.

### **The Investigation**

In the first instance, the Responsible Person and Person In Charge will carry out a full investigation of the missing child incident. This will include taking written statements from all the staff present at the time.

There may be action taken against any member of staff who they believe is found to be at fault.

If the incident warrants a police investigation, all staff will cooperate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Social Services may be involved if it seems likely that there is a child protection issue to address.

The incident is reported under RIDDOR arrangements and is recorded in the incident book; the Local Authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution. CIW will be informed.

Revised 21/04/21

Graeme Dow



## Drop Off-Collection-Not Collected Procedures

### **Child Drop-Off / Collection Procedure**

1. We require children to be at our registration point 5 minutes before our start time. We ask parents/carers to sign the “drop off register”.
2. Children can be collected from the registration point at the end of the session. We ask parents/carers to sign the “collection register”.

### **Child Not Collected Procedure**

1. If a child is not collected within 30 minutes of the end of the session, then a member of staff will contact their parent/carer.
2. If they cannot be contacted then we will contact their next of kin (emergency contact).
3. If neither the parent/carer nor their next of kin can be contacted, then we will contact Social Services to seek their advice.
4. Two members of staff will always stay with the child.
5. If the weather is bad, the staff and child can shelter in the yurt, where there is a wood burner, until the child is collected or Social Services arrive or give staff instructions.

Revised 21/04/21

Graeme Dow



## Medication Policy

Elemental Adventures (EA) is dedicated to providing the best possible service for parents and children. Although staff working with children are not legally obliged to administer medication, our staff team recognises that not to offer this service would be detrimental to parents and children. However, we must ask for parents/carers full cooperation in ensuring that our policy and procedures are adhered to and staff are not put in a difficult position. Any administering of medication is carried out in line with our insurance policy.

### **Aim**

The purpose of this policy is to ensure that any and all medication administered to children has been authorised by the child's parent/carer. It is also to ensure that our staff correctly administer medication, that medication is appropriately stored, and that accurate records of permissions and administration are kept.

### **Method**

It is the overall responsibility of the Manager to ensure that there is written parental/carer permission to administer medication to children during the session and that this is recorded on the appropriate form (medication record form, in the medication booklet).

It is the responsibility of the staff on duty to ensure that parents/carers have completed a medication form prior to any medication being administered and a signature is obtained giving authorisation. There will be no medication stored with EA overnight. All medication will be returned to parents each day.

### **Medication Policy**

The following guidance must be followed:

1. Staff members will not administer the first dose of medicine to the child. Parents should have given their child one dose to ensure no allergic reaction is caused by administering the medication. This will be complied with as per the parents/carers declaration signed on the Medication Consent Form.
2. Where members of staff are required to administer medication to a child, whether short term or long term, the parent/carer must first complete and sign a Medication Consent Form. This gives consent for the administration of prescribed medication. A new entry should be completed where there is a change in circumstances.

3. Clear instructions for administration, including the child's name/dosage must be on the medication bottle.
4. Staff can only administer medication for the length of time stated on the bottle, staff will not administer medication beyond this time-scale unless we have a Doctor's letter.
5. Staff will record when medication comes on to site, detailing the name of medication, child's name, date when the medication was given to the setting and date returned home.
6. The Medication Consent Form will detail the name of the qualified practitioner who administered the medication. Another staff member will sign as a witness to the administration of the medication.
7. Before medicine is administered, the designated member of staff will check the Medication Consent Form for any changes.
8. Non-prescription medication can be administered following the same guidelines, but this will be at the Managers discretion and must be supplied by the parent/carer.
9. The Medication Consent Form should be completed each time the child receives their medication, this form must be completed and signed by the person administering the medication and witness.
10. If any controlled drugs, such as morphine, are brought onto site to be administered to the child, staff must advise parents to see the management team who will inform parents that they must return to site to administer. Under no circumstances is the medication stored on site or administered by staff.
11. At no time should the Medication Consent Form be completed in pencil. Rather, it must be in pen. Parents must both sign and print their names. The signature of the parent/carer must be clearly seen at the bottom of the Medication Consent Form.
12. The Medication Consent Form will clearly state why the child is on medication.
13. Medication must be stored in sealed containers in the fridge or cupboard, as per directions on the Medication Consent Form.
14. No medication will be left in children's bags with the exception of asthma inhalers and spacers.

### **Administering Medicine**

Before giving any medication staff must:

1. Refer to the Medication Consent Form and read the information leaflet that accompanies the medicine.
2. Wash their hands.
3. Wear disposable gloves and also an apron if appropriate.
4. Have a staff witness to confirm the child's identity and medication belonging to them.

When giving the medication staff must:





1. Carefully follow the instructions.
2. Offer the child a drink with the medication if appropriate.
3. Have a staff witness to counter sign the medication form.

If a child spits out their medication or refuses to take it the parents will be contacted for advice. If we are unable to contact the parents we will seek advice from the GP or pharmacist. A note will be made on the Medication Consent Form.

### **Self Medication**

1. If a child self medicates, then they should be encouraged to take the medication appropriately and this should include giving reminders on a regular basis if necessary.
2. It is the responsibility of the parents/carers to ensure that staff are fully aware of any child who will/may need to self medicate.
3. Any medication can be stored in the Medication Container if required.
4. If there are concerns that a child is not managing his or her medication appropriately there should be a review of the arrangements.

### **Auditing Medication**

1. Medication forms will be checked daily by the management team who will sign forms.
2. All medication forms will be easily accessed by being stored in the designated Medication Form folder.
3. Management will audit all medications brought in and out of the setting.
4. Medications MUST be returned home daily.

### **Individual Health Care Plans**

1. Children with specific ongoing health care needs such as anaphylaxis, asthma, diabetes etc will need to complete an ongoing medication form prior to commencing our sessions.
2. A meeting between management and the child's family is arranged prior to commencing care to discuss the individual child's needs and any medication/treatment the child may require.
3. Any relevant risk assessments are completed.
4. This care plan is reviewed biannually.

### **Storage of Medicines**



1. The manager and staff must ensure that all medications are inaccessible to children, stored out of children's reach, in their original containers and clearly labelled with their contents and the child's name. It should be noted if specific medications have storage implications for the setting.
2. Controlled Drugs: We will not store any controlled drugs on site at any time. If a child requires administration of a controlled drug, then the parent must come to the setting to administer when required.
3. Pain medications: All medications will be kept out of the children's reach. Each child's medication will be kept in the "medication" container with the child's name on the bottle / box.
4. Allergy Medication/Antihistamines: These will be kept out of the children's reach and stored in the "medication" container with the child's name on the bottle / medication box. All details should be recorded on our Medication Consent Form. This medication will be returned home daily.
5. Epi-pens: Where a child requires an epi-pen for allergic reactions, the parent must sign in the epi-pen using the authorised medication form. The child is not allowed to be left at the setting without their epi-pen. Only members of staff who are trained to administer this medication will be allowed to do so.
6. Asthma Medications: The child should have an inhaler with them. Each child's inhaler will be kept in our Medication Container, all details should be recorded on our medication record form.

Revised 21/04/21

Graeme Dow



## Complaints Policy

We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

We operate the following complaints procedure for dealing with complaints against our setting.

We will investigate all written complaints and notify complainants of the outcome of the investigation within 14 days of having received the complaint. This can be extended for further 14 days with complainant agreement.

We also keep a Complaint Summary Log of all complaints received, action taken and the outcomes. Thus when completing this record we will bear in mind the need for appropriate confidentiality. This log is stored in a file at the office address, Bryngwyn, Ferwig, SA43 1PL.

### **Making a complaint**

#### **Stage 1**

1. Any person, parent or other, who has a concern about an aspect of the setting's provision talks over, first of all, his/her worries and anxieties with the Person In Charge (PIC). Most concerns should be resolved amicably and informally at this stage.
2. If the complaint is about the PIC, then the complainant can refer the complaint to the Responsible Individual (RI) and vice versa. If both the RI and PIC are involved in the complaint, then the responsibility for managing the complaint will be dealt with by one of the other company directors.
3. An accurate and detailed written record of all complaints is kept, which includes the following information:
  - name of complainant
  - nature of complaint
  - date and time of complaint
  - action taken in response to complaint
  - result of complaint investigation
  - information given to the complainant, including the date of response.

#### **Stage 2**

1. If this does not have a satisfactory outcome, or if the problem recurs, the person/parent moves to Stage 2 of the procedure by putting the concerns or complaint in writing to the PIC/RI.
2. Written complaints will be stored in the Complaints file.



3. The RI and the PIC will investigate all written complaints and will record the process that was taken to ensure the complaint was fully investigated eg. interviews, reviews of records, who was involved in the investigation, any referrals made to an external agency (eg. local authority, environmental health department or social services).
4. Details of the outcome of the investigation will include: any action(s) identified by the RI and the PIC; any action set or taken by CIW; any action taken by another external agency, where permission to do so has been given; identifying any areas where it is felt improvements to the setting could be made; if a member of staff was dismissed following the investigation and under what circumstances (if this was due to the fact they placed a child at risk of significant harm, they may need to be referred onto the Independent Safeguarding Authority's barred list).
5. When the investigation into the complaint is completed, the PIC meets with the complainant to discuss the outcome where appropriate. A separate letter to the person/parent who made the complaint giving more detail may also be issued, if requested or if it is appropriate.
6. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Log and filed in the Complaints Folder.

### Stage 3

1. If the person/parent is not satisfied with the outcome of the investigation, he or she can then request a meeting with the RI, the PIC and other directors. They should have a friend or partner present if required.
2. An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
3. This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Log and filed in the Complaints Folder.

### Stage 4

1. If at the Stage 3 meeting the person/parent and setting representatives cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
2. A mediator keeps all discussion confidential. S/he can hold separate meetings with the individual personnel (RI, PIC and the complainant), if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

### Stage 5



1. When the appointed mediator has concluded her/his investigations, a final meeting between the person/parent, the PIC and the RI is held. The purpose of this Elemental Adventures Complaints Procedure meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
2. A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.
3. Parents may approach CIW directly at any stage of this complaints procedure.

## Records

1. A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed and the outcome.
2. This information is recorded in the Complaints Summary Log (using a Complaints Summary Log record sheet) which is available for any parent or staff member of the setting to view where appropriate.
3. We will keep the record of concerns and complaints for at least three years.
4. We must provide CIW, on request, with a written record of all complaints made during any specified period, and the action which was taken as a result of each complaint.

If you have a specific concern about the safety and quality of a care service in Wales, you can contact the Care Inspectorate Wales (CIW) here:

- website: [careinspectorate.wales/contact-us/raise-concern](https://careinspectorate.wales/contact-us/raise-concern)
- telephone: 0300 7900 126

## Concurrent complaints

In the event of a complaint subject to concurrent consideration, we will follow The Child Minding and Day Care (Wales) Regulations 2010:

Regulation 36

(1) Where a complaint relates to any matter—



- (a) about which the complainant has stated in writing that he or she intends to take proceedings in any court or tribunal, or
- (b) about which the registered person is taking or is proposing to take disciplinary proceedings, or
- (c) about which the registered person has been notified that an investigation is being conducted by any person or body in contemplation of criminal proceedings, or
- (d) about which a meeting involving other bodies including the police has been convened to discuss issues relating to the protection of children or vulnerable adults, or
- (e) about which the registered person has been notified that there are current investigations in contemplation of proceedings under section 59 of the Care Standards Act 2000 (removal etc. from register)(1), or
- (f) about which the registered person has been notified that a local authority has or is instigating child protection enquiries,

the registered person must consider, in consultation with the complainant and any other person or body which they consider appropriate to consult, how the complaint should be handled. Such complaints are referred to for the purposes of this regulation as “complaints subject to concurrent consideration”.

(2) The consideration of complaints subject to concurrent consideration may be discontinued if at any time it appears to the registered person that to continue would compromise or prejudice the other consideration.

(3) Where the registered person decides to discontinue the consideration of a complaint under paragraph (2) the registered person must give notice of that decision to the complainant.

(4) Where the registered person discontinues the consideration of any complaint under paragraph (2), consideration can be resumed at any time.

(5) Where the consideration of a complaint has been discontinued under paragraph (2) the registered person must ascertain the progress of the concurrent consideration and notify the complainant when it has been concluded.

(6) The registered person must resume consideration of any complaint where the concurrent consideration is discontinued or completed and the complainant requests that the complaint be considered under these Regulations.



Graeme Dow

## Site Risk Assessment

	Hazard	Harm	People at risk	Probability (1-5)	Severity (1-5)	Rating (1-25)	Existing measures	Who to action & when
Site and environment	Wind, rain	Exposure, hypothermia	All	2	2	4	All groups advised to wear appropriate clothing.	EA aware of daily weather report before beginning activities and will choose to stop the visit entirely or once started.
	Windfall branches	Impact, crush injuries	All	1	3	3	Leaders to remove high risk branches, extra care taken in high wind.	EA makes decision on the weather before group enters wood.
	Inappropriate footwear and clothing	Slips, trips, increased exposure to cuts	All	1	3	3	A list of appropriate clothing is given in advance of session.	Cancel or change activities for the visit if the group is inadequately equipped.
	Sliding log piles	Impact / crush injuries	All	1	2	2	EA responsible for maintaining wood stacks, brief attendees to stay away.	EA to raise awareness in welcome talk.
	Roots/uneven steps/sticks, wet, terrain	Slips, trips	All	3	1	3	There are woodland paths but they are natural with roots and tree stumps.	EA to raise awareness in welcome talk - advise care and walking.
	Child	Becoming	Child	2	1	2	Head counts - all visiting	Welcome talk - all children to stay in



	wandering off	g lost	ren				groups to have recommended ratios of adults to children.	allocated areas.
	Brambles, nettles etc.	Stings, scratches	All	3	1	3	EA to keep controlled in activity areas however this is a natural site.	EA to explain which plants may scratch, sting and avoid.
	Poisonous toadstools/ plants	Poisoning, allergy, anaphylaxis	All	1	5	5	All groups made aware at start of visit	Welcome talk to raise awareness not to touch - existing allergies to be disclosed.
	Ticks	Infection from Lyme disease	All	1	2	2	Advice available for parents/guardians on dealing with ticks. Tick removing equipment in first aid kit.	Parents/guardians to monitor for ticks.
	Animal faeces	Toxocara	All	2	1	2	Children prompted to inform adult if any faeces found subsequently – to be removed by adult or boundary moved if necessary. Running water and soap for use on site.	EA to deal with any faeces identified.
	Splinters	Impact / pierce injuries	All	3	1	3	EA to ensure equipment and surrounding area is made safe, participants/guardians made aware of risks, 1st aid facilities and that they use at own risk.	EA to ensure clear demonstrations are given and activities are supervised to prevent misuse. Recommended adult to child ratios
Transport	Traffic	Being hit	All	1	5	5	Once children arrive they are greeted and taken to an area away from the car park.	EA to check any road works on the day of visit and ensure groups visit is communicated.
Group and the	eg. SEN,	Increase	All	1	5	5	Such conditions to be	EA to discuss with parent/guardian on

individuals within it	behavioural difficulties, learning difficulties, disabilities	d likelihood of other risks occurring or unpredictable behaviour- also access to woodland				disclosed, consider separate risk assessment, if participant generally requires a guardian, guardian must be present and take responsibility for their safety and actions.	pre-visit or at booking stage.
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<b>Location:</b> Coed Blaenigau Woods <b>Postcode:</b> SA44 5PS <b>Grid Ref:</b> SN 34281 50708 <b>Owners of woodland:</b> Dave Bradney and Diana Heeks	<b>Company Name:</b> Elemental Adventures CIC (EA) <b>Facilitators:</b> Graeme Dow 07812 067 949 Suzanne Riley 07812 067 947	<b>Date:</b> 11/05/24
<b>Description of site:</b> It is a private, fenced site, made up of about 7 acres of south-facing mixed woodland and meadows. <b>Shooting:</b> No access. <b>Animals:</b> Usual country animals of non-dangerous nature are present. <b>Flora and fauna:</b> There is a wide variety of trees and ground flora. Good habitat for birds, insects and mammals. <b>Access:</b> Through gate from road, then paths through site. <b>Vehicles:</b> Car park active with attendees vehicles.		

**Water:** None on site apart from mains water which is turned off at the stopcock.

## Woodlands Risk Assessment

Activity	Benefit	Hazard	Harm	People at risk	Probability (1-5)	Severity (1-5)	Rating (1-25) p x s	Existing measures	Who to action & when
Campfire	Safety education, self-esteem, confidence, healthy eating	Fires blowing towards children, heat from fire, smoke inhaled and in eyes	Scalds, burns and irritation from smoke inhalation	All	1	5	5	Raised firepit creates barrier and plinth for safer fire area. Smallest possible fire necessary for task. High level of adult support. Adult present at all times to manage fire and control access to fire. Children to walk, not run, around the fire seating area. Plenty of water close by for extinguishing. Loose hair and clothing to be tucked in when near fire. Water and first aid kit to be close by. Fire to be extinguished as soon as it is no longer required.	EA responsible for managing fire area.
Carrying & playing with sticks	Gross motor development Self-esteem, confidence	Heavy, pointy, awkward, large sticks	Pierce injuries	All	1	5	5	EA to supervise proper carrying and demonstrate for activities that need sticks to be carried.	EA is responsible
Climbing trees & play	Self-esteem, confidence,	Falling. Misuse	Falls, cuts,	All	1	5	5	Woodchip under swings etc. EA to ensure equipment is	EA to check equipment and maintain to standards required

equipment	knowledge of keeping safe, sense of achievement	of equipment.	bruises, broken limbs, head injuries.					maintained for all relevant activities.	for health and safety. EA leader to ensure clear demonstrations are given and activities are supervised to prevent misuse.
Using small knives	Self-esteem, confidence, knowledge of keeping safe, sense of achievement	Sharp blades	Serious injury—cuts, lacerations, pierce injuries	All	1	5	5	Tool talk and demonstration before children are allowed to use knives. Close supervision if group leader deems appropriate for individual child. All knives to be kept in good working order. Group leader to supervise and control access to knives. Emergency procedures in place, first aid kit and mobile phones carried at all times. All children aware of ‘blood bubble’ distancing principle.	EA give safety reminders at the beginning of each session. EA responsible for all existing measures.
Using small chopping tools – secateurs, scissors, loppers	Self-esteem, confidence, knowledge of keeping safe, sense of achievement	Sharp blades	Serious injury—cuts, lacerations	All	1	5	5	Tool talk and demonstration before children are allowed to use tools. Supervision at a distance required, close supervision if group leader deems appropriate for individual child. All tools to be kept in good working order. Emergency procedures in place, first aid kit and mobile phones carried at all times. All children aware of ‘blood bubble’ distancing principle.	EA give safety reminders at the beginning of each session. EA responsible for all existing measures.
Sawing	Self-esteem, confidence,	Sharp blades	Serious injury—	All	1	5	5	Tool talk and demonstration before children allowed to use saws.	EA give safety reminders at the beginning of each session.

	knowledge of keeping safe, sense of achievement		cuts, lacerations					Supervision at a distance required, close supervision if group leader deems appropriate for individual child. All bow saws to be kept in good working order. Spare blade cover to be carried in case needed. Emergency procedures in place, first aid kit and mobile phones carried at all times. All children aware of 'blood bubble' distancing principle.	EA responsible for all existing measures.
Blindfolded Games	Trust, emotional and social, sensory	Impaired vision	Trips and falls, head and body injuries	All	1	5	5	Children are instructed how to lead partner safely around forest.	Adult supervision.
		Splinters	Impact / pierce injuries	All	1	5	5	EA to ensure equipment and surrounding area is made safe, participants/guardians made aware of risks, 1st aid facilities and that they use at own risk.	EA to ensure clear demonstrations are given and activities are supervised to prevent misuse. Recommended adult to child ratio's

**Nearest Phone:** EA's mobile phone, use neighbour's landline if necessary

**First Aid Box Location:** Next to firepit



<b>Nearest Hospitals:</b> Carmarthen/Aberystwyth (equal travel times)	<b>First Aiders:</b> Graeme Dow, Suzanne Riley, Nicholas Kendall
<b>Ambulance Meeting Point:</b> Car park	<b>First Aid Contingency:</b> 999

Revised 21/04/21

Graeme Dow

## Activity Risk/Benefit Assessment

Activity	Benefits Of Activity	Hazards	Risks	Risk Level	Control Actions	Revised Risk Level
<b>Carrying sticks</b>	Gross motor development Self-esteem, confidence	Heavy, pointy, awkward, large sticks	Bodily injuries	Medium	Children well supervised and instructed in appropriate way to carry sticks and lash bundles together	Low
<b>Blindfolded games</b>	Trust, emotional and social, sensory	Impaired vision	Trips and falls Head and body injuries	High	Children are instructed how to lead a partner safely around forest. Adult supervision.	Low
<b>Smoke and fire</b>	Safety education, self-esteem, confidence, Healthy eating	Fires blowing towards children, heat from fire	Scalds, burns and smoke inhalation	High	Safety zone around fire kept clear of obstacles. Smallest possible fire necessary for task. High level of adult support.— adult present at all times to manage fire and control access to fire. Children to walk round the fire seating area when possible, not through it. Plenty of water close by for extinguishing. Loose hair and clothing to be tucked in when near fire. Water and first aid kit to be close by. Asthmatics to keep well clear of smoke—discuss wind direction. Fire to be extinguished as soon as it is no longer required.	Medium
<b>Building dens/ animal homes/ transient art</b>	Self-esteem, confidence, cultural and artistic experiences	Collecting materials from ground Risk of sharp objects Risk of animal droppings/dog faeces	Cuts illness	High	Children warned about the potential of finding litter and sharp objects. If a child finds such items—do not touch—tell an adult. Adults will remove objects where possible or cordon off area. Children also report dog faeces to an adult which will be removed by the adult. Dog and plastic bin bags carried by adults. Children not to touch animal droppings. Gloves, running water, antibacterial gel and wipes carried by adults.	Low



Activity	Benefits Of Activity	Hazards	Risks	Risk Level	Control Actions	Revised Risk Level
<b>Whittling with peelers</b>	Self-esteem, confidence, knowledge of keeping safe, sense of achievement	Peelers	Cuts, grazes	Medium	Peelers should be kept in good working order. Tool talk and demonstration before pupils allowed to use peelers. Safety reminders at the beginning of each session. Children should not wear gloves and use tool in designated area. All children are aware of 'blood bubble.'	Low
<b>Sawing</b>	Self-esteem, confidence, knowledge of keeping safe, sense of achievement	Sharp blades	Serious injury – cuts, lacerations	High	Tool talk and demonstration before children allowed to use saws. Safety reminders at the beginning of each session. Supervision at a distance required, close supervision if the group leader deems appropriate for an individual child. All bow saws to be kept in good working order. Spare blade cover to be carried in case needed. Emergency procedures in place, first aid kit and mobile phones carried at all times.	Medium
<b>Using small chopping tools – secateurs, scissors, loppers</b>	Self-esteem, confidence, knowledge of keeping safe, sense of achievement	Sharp blades	Serious injury—cuts, lacerations	High	Tool talk and demonstration before children allowed to use saws. Safety reminders at the beginning of each session. Supervision at a distance required, close supervision if the group leader deems appropriate for an individual child. All bow saws to be kept in good working order. Spare blade cover to be carried in case needed. Emergency procedures in place, first aid kit and mobile phones carried at all times.	Medium

Activity	Benefits Of Activity	Hazards	Risks	Risk Level	Control Actions	Revised Risk Level
<b>Using small knives</b>	Self-esteem, confidence, knowledge of keeping safe, sense of achievement	Sharp blades	Serious injury—cuts , lacerations	High	Tool talk and demonstration before children allowed to use saws. Safety reminders at the beginning of each session. Supervision at a distance required, close supervision if the group leader deems appropriate for an individual child. All bow saws to be kept in good working order. Spare blade cover to be carried in case needed. Emergency procedures in place, first aid kit and mobile phones carried at all times.	Medium
<b>Tree climbing</b>	Self-esteem, confidence, knowledge of keeping safe, sense of achievement	Loose branches Wet surfaces	Falls, cuts, bruises, broken limbs, head injuries.	High	Children to go through risk assessment process with group leader at the beginning of forest school programme, reminders at the beginning of each session. Check tree for dead wood and remove it under adult supervision. Discuss how to select a good tree, appropriate height.	Medium

Revised 03/12/22

Graeme Dow

## Health and Safety Policies

(compiled in line with Health and Safety at Work Act 1974 legislation)

1. The trained and named Leader is always the person in charge of sessions.
2. The Leader has overall duty of care for children in their charge.
3. All adult helpers must sign and date a form to say that they have read this handbook and all risk assessments provided and will take all reasonable steps to ensure the safety of the children and comply with the general code of conduct.
4. Contact lists and medical details maintained and available for each child undertaking activities.
5. Leader to always carry a mobile phone and be aware of nearest landline.
6. Correct staffing ratios will always be maintained:  
  
4-8yrs @ 1:4                      8-12yrs @ 1:8                      12-14yrs @ 1:10
7. All activities risk assessed and all staff made aware of these assessments and signed off as understood.
8. When tools are used with younger children (under 11) the adult child ratio will be 1:1 except for peelers for whittling when it will be 1:2.
9. Safety checks to be made on site before each session (Leader's responsibility).
10. Equipment and tools checked regularly and repairs undertaken as required and documented in inventory (Leaders responsibility).
11. All dangerous materials kept out of reach of young people (e.g. Meds etc.).
12. Register of both adults and young people completed on arrival (accurate record of those present in case of emergency).
13. Correctly stocked First Aid kit available at all times and at least one qualified First Aider present.
14. Activities and tools used are always with correct ratios, procedures, supervision and age and maturity appropriateness.



15. Leader responsible for training children in safe tool and equipment use and for pre-visit site check.
16. Coastguard informed of OS Grid Reference and time of sessions on the coast.
17. Leader responsible for monitoring mobile phone coverage and location of nearest public telephone.
18. Emergency collection points to be identified at the start of each session.
19. Toilet access to be identified at the start of each session.



## Daily Site Checklist

### Before the session:

1. All staff will have read the latest Site Risk Assessment, which will be relevant to the current season.
2. The Person in Charge will check that enough adults are present for the session to go ahead and that the weather conditions allow it to take place.
3. The fire circle and seating will be set up and tarp erected if required.
4. A Dynamic Daily Risk Assessment will be completed.
5. The equipment and materials required for the session will be assembled, checked, loaded onto the trolley and taken to the site.
6. Children will be dropped off and signed in at the car park in accordance with the Child Drop-Off / Collection Procedure.

### During the session

1. A headcount check will be undertaken on arrival at the site and whenever the group is brought together.
2. Risks will be continually assessed and appropriate action taken to reduce or remove any risks found.

### After the session

1. A headcount check will be undertaken at the end of the session.
2. Children will be collected and signed out at the car park in accordance with the Child Drop-Off / Collection Procedure.
3. If the tool box has been taken to the site, the contents will be checked by staff to ensure no items are missing.
4. After the children have left, the staff will return the tools to the tool box and clean, check and maintain tools, as required.

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Graeme Dow



## Woodland Conservation Plan

Site name	Coed Blaenigau Woods
Location	<p>Coed Blaenigau Woods, Rhydlewis, SA44 5PS</p> <p><a href="#">Follow this link for OS map: Grid Reference: SN 34281 50708</a></p> <p><a href="#">Follow this link for what3words location: ///circles.require.carpentry</a></p>
Management objectives	<p>We have access to the site in exchange for managing it and have a contract with the owners detailing this arrangement. We have annual meetings with the owners.</p> <p>The site was planted about 30 years ago as a wildlife sanctuary and, as such, we relate to it in a very sensitive manner. We leave the majority of the site untouched and only fell trees where necessary. It is therefore a woodland with the mixed outputs of biodiversity and recreation, so a good example of social forestry.</p>
FS Impact Assessment	<p>We obviously have an impact from footfall, but do try to minimise the areas where human activity impacts. We leave the majority of the site untouched and only fell trees where necessary. It is therefore a woodland with the mixed outputs of biodiversity and recreation, so a good example of social forestry.</p>
Ecology Enhancement	<p>We manage the hazel coppice and meadows in such a way as to maximise the biodiversity for flora and fauna.</p>



FS Impact Monitoring	Primarily with photographs. We have arboriculturalists and naturists in our network who help us to monitor and ameliorate our impact.
Basic Species List	<p>A mix of native trees with shrub and ground cover plants, including:</p> <p>Ash, hazel, oak, holly, beech, birch, crack willow, hornbeam, sweet chestnut, alder, bird cherry, various apple trees, blackthorn and larch.</p>

## Full Forest School Principles and Criteria for Good Practice

Forest School is defined by the Forest School Association as:

*‘An inspirational process that offers all learners regular opportunities to achieve, develop confidence and self-esteem through hands-on experiences in a woodland or other natural environment.’*

Forest School is a specialised learning approach that sits within and compliments the wider context of outdoor and woodland education. It is child/learner led and informed and inspired by the ever changing moods and cycles of the natural world making each session different, full of spontaneity, wonder and delight.

At Forest School all participants are viewed as:

- equal, unique and valuable
- competent to explore & discover
- entitled to experience appropriate risk and challenge
- entitled to choose, and to initiate and drive their own learning and development
- entitled to experience regular success
- entitled to develop positive relationships with themselves and other people
- entitled to develop a strong, positive relationship with their natural world

Underpinning this spontaneity and flexibility is a common set of principles, ensuring that each learner acquires the cumulative and lasting benefits which the experience of a good forest school programme can bring.

### Principles

- FS is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
- FS takes place in a woodland or natural environment to support the development of a relationship between the learner and the natural world.
- FS uses a range of learner-centred processes to create a community for being, development and learning.
- FS aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
- FS offers learners the opportunity to take supported risks appropriate to the environment and to themselves.





- FS is run by qualified Forest School practitioners who continuously maintain and develop their professional practice. [See the full principles and criteria for good practice.](#)

By participating in engaging, motivating and achievable tasks and activities in a woodland or other natural environment each child/learner has an opportunity to develop intrinsic motivation, balanced emotional and social skills, which in time will show many benefits to the wider environment.

## **Ratios**

Our staffing ratios and woodland space allow for a wide range of activities to take place in a carefully risk managed environment. With a group of 19 children we have between 4 and 5 adults present at all times.

Whilst the National Minimum Standards and Care Inspectorate Wales require ratios of 1:8, our Forest School sessions run at a minimum ratio of 1:5, sometimes 1:4, depending on the day. Where there are more risky activities, such as knifework, we will work with smaller subgroups, to ensure the risk is appropriately managed.

The highest risk play areas (slackline, tree houses, climbing nets, etc) are close to our main firepit area, allowing easy, constant surveillance by our staff.

Any knifework or fire craft is carried out within our firepit area which is never without an adult present. We manage risky activities so that there are never too many children engaged at one time, but also so that all children can have opportunities to engage if they wish.

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Graeme Dow