

King Edwin Primary School
Forest School
Handbook



We are here!





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1

Where does it take place?

At the bottom of the school field.

Address: King Edwin Primary school
Fourth Avenue
Edwinstowe
NOTTS
NG21 9NS

Tel: 01623 651924

Grid reference: SK 6195666273

Grid Reference

SK 61956 66273

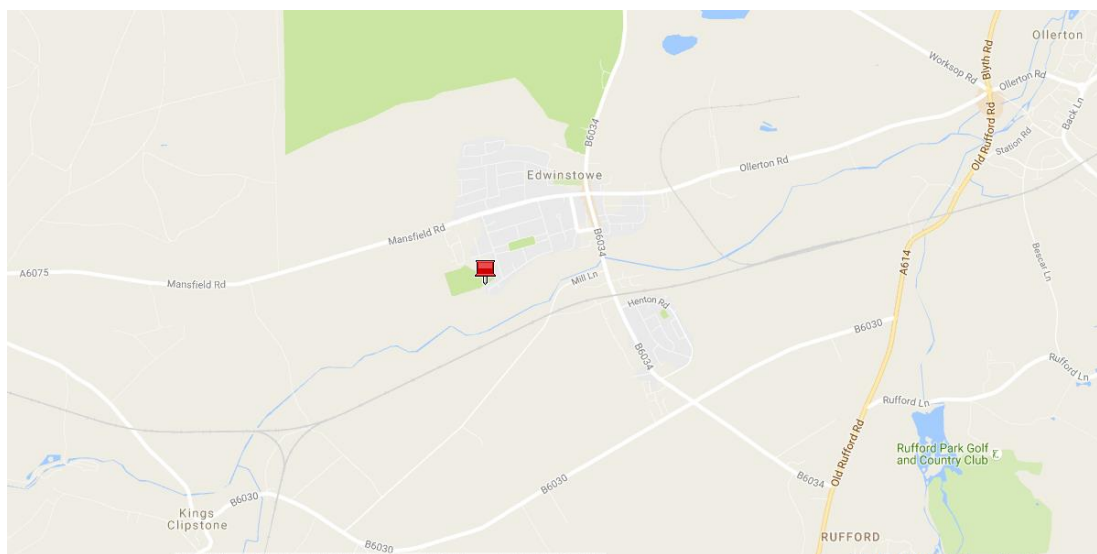
Grid Reference (6 figure)

SK619662

X (Easting) : Y (Northing) :
461956 366273

Latitude : Longitude :
53.189949 -1.0742073

Address (near) :
School House, 92 Sixth Ave, Edwinstowe,
Mansfield NG21 9PW, UK
Postcode (nearest) :
NG21 9PW



When does it happen?

F1 have a Wild Wednesday session alternate Wednesdays (to ensure small groups)

F2 have Muddy Mondays (half a day every week)

Forest school sessions take place on Tuesdays and take place with a range of ages depending upon children's needs.



**This is the best kind of classroom
Where the seasons don't happen in books.
Where the learning is watching and thinking and talking
And everyone notices, everyone looks.
From 'The best Kind of Classroom' by Ian MacMillan**

Forest School is an outdoor learning experience. It allows children to explore freely, develop new skills and learn the art of reflection.

At Forest School we aim to foster the development of the whole child - physical, cognitive, language, emotional, social, and spiritual - through the use of a progressing curriculum based upon careful observation of the children involved. A natural environment can offer an ideal setting for a child to develop freely. It can provide masses of stimulation and excitement with its ever changing scenery and provision. Who knows what we will see, hear, smell, taste and feel upon each visit! Learners develop confidence through hands-on learning in a woodland environment, nurturing an understanding of and respect for nature. Motivating tasks, games and activities are provided throughout the year and in almost all weathers which are achievable yet optional. The forest school experience brings learning to life and improves an individual's ability to work co-operatively while offering the opportunities to take risks, make choices and initiate their own learning... and getting very messy and muddy in the process!

The Forest School concept originates in Denmark, originally aimed at preschool children, where it was found that children who had attended forest school then arrived at school with strong social and communication skills, having the ability to work in groups effectively, generally had high self-esteem and a confidence in their own abilities.

Forest School encourages children to:

- Grow in confidence
- Use their imagination
- Have contact with the natural world
- Understand the natural world
- Increase their motivation, energy and fitness
- Have respect for nature and living things
- Learn about life, growth, change and others views
- Learn about safety, rules and control
- Feel empowered by following their own ideas
- Learn new skills such as tying knots, using tools and new equipment
- Experience weather and seasons first hand
- Learn to manage their own risks
- Work collaboratively
- Develop communication skills
- Make their own decisions
- Develop trust
- Build new friendships

"The best classroom and the richest cupboard is roofed only by the sky" - Margaret McMillan
(early years pioneer)



Starter	<p>This will take place in the classroom. It will start with ensuring all learners are ready, willing to participate and comfortable. The time this takes should reduce each session as the children become familiar with the clothing, resources, environment, each other, etc.</p> <p>We will then move on to look at a stimulus.</p> <p>I usually choose a stimulus during my risk assessment that I carry out before the session starts. i.e. I tell them about something I have seen, heard, smelt or show them something I found</p> <p>At the very start of every session, I will:</p> <p>Explain what is going to happen- or ask my group to explain.</p> <p>Ensure children have correct clothing.</p> <p>Show 'happy bag' and check contents</p>
Getting there	<p>We usually sing a song</p> <p>I aim to use ambulatory activities – activities that can be done whilst walking.</p> <p>Often we look at something new that I noticed (as above) i.e. mole hills, a cloudless sky, dew, frost, tadpoles, blossom, wind, buds, bulbs in flower.</p> <p>Sometimes I point it out, sometimes I encourage the children to notice it for themselves.</p> <p>We have a tree that we sit around each session to spot changes and growth. It is situated halfway between the classroom and our outdoor 'classroom'</p>
Group game/ exploration	<p>If the group are a bit quiet or shy I might introduce a game or activity to encourage them to relax and get to know each other such as "123 where are you?", blind man's buff, etc.</p>
COOL time	<p>I always give children some time to "Continue Our Own Learning" which gives them chance to explore the environment in any way the desire. Some children may continue the game or exploration, some won't. There are other areas to explore that were set up last year such as a mud kitchen, trees suitable for climbing, crates to sit on or build with, planks and tyres to climb and build, den building etc.</p> <p>I will place my Teaching Assistant (TA) if I have one in one of these areas each week to model and support the newer children during the whole class session. During COOL time, I will observe my focus children closely their interactions with each other and with nature. This will help me to plan ahead and evaluate the impact and success of the sessions.</p>
Reflection	<p>We will revisit thoughts and explorations of the session. We will do this in varied ways each week.</p>
Getting back	<p>We will sing our song again and I will listen to and observe how learners are feeling, what they might be saying again in order to assess and plan future sessions.</p>
Going home	<p>I will encourage children to take something home to their families to remind them of the session- I liked this idea during my training and I was keen to share items with my own family.</p>

Session Routines

Equipment

First Aid Kit	Pro forma consent forms	Risk-benefit analysis
First Aid book	Incident log	Emergency Procedure
Mobile phone	Tools & firefighting kit	Handwashing kit
Fresh water/water carrier	Personal protective equipment	Emergency bivvy-bag
Spare clothing	Fire blanket	Toileting kit

Setting Up

1. Carry out a session risk assessment of site and advise/act accordingly
2. Collect necessary equipment and restock first aid where necessary
3. Meet and register group
4. Check phone signal

Session Opening

1. Introductions of any new faces
2. Make the group aware of new hazards or medical considerations
3. Check that they are all wearing suitable clothing and footwear
4. Take the group to the location
5. Form an opening circle
6. Describe or walk the boundaries for the day
7. Engage children in the development of rules and guidelines for the day
8. Describe the day's activities

During the Session

- Visually check all equipment before use
- Check on pastoral needs of group
- Conduct a head count, as needed
- Ensure appropriate personal protective clothing is worn

Closing the Session

1. Extinguish any fires properly
2. Count any tools used into their bag
3. Remove structures
4. Check for litter etc.
5. Collect the equipment
6. Form a closing circle
7. Conduct some type of evaluation with the group (questions, talking stick or drawing)
8. Walk the group to the pick-up point
9. Bid farewell to the group
10. Thoroughly check equipment
11. Complete the appropriate evaluation forms



Den building

Swing making with blocks, crates, etc

Hide and seek

Mud kitchen- potion and pie making

Building

Balancing

Running and chasing

Tree climbing

Singing

Story time



Our song
(to the tune of London Bridge)


Muddy Monday is here again, here again, here again
Muddy Monday is here again
We love Mondays!

We love mud because mud is good, mud is good, mud
is good
We love mud because mud is good
We love Mondays!

Wild Wednesday is here again, here again, here again
Wild Wednesday is here again
We love Wednesdays!

We love mud because mud is good, mud is good, mud
is good
We love mud because mud is good
We love Wednesdays!

Forest School is here again, here again, here again
Muddy Monday is here again
We love the outdoors!

	<p>We love mud because mud is good, mud is good, mud is good</p> <p>We love mud because mud is good</p> <p>We love the outdoors!</p> 
7	<p>Our responsibilities and our staff</p> <p>Forest School at King Edwin is led by Mrs Sophie Sharp. (Qualified Level 3 Forest School Practitioner).</p>

No Forest School sessions can take place without her being present. Outdoor learning activities do take place such as 'Muddy Monday' and 'Wild Wednesday' and whilst these



might follow part of the ethos of Forest School, no tools or fires will be included as these sessions are ran by other staff members.

Other staff members often support the Forest School sessions alongside Mrs Sharp and we also welcome students and parent helpers.

We aim to keep group numbers low. We take a maximum of 13 children per adult.

We have fires once a month and use tools one at a time, on a 1:1 basis with the qualified member of staff only.

All staff supporting with the sessions have attended training with Mrs Sharp and are involved in the planning process. They know the policies and theory behind it and share experiences and findings with the rest of the team for assessment and

development purposes. All staff members involved support in maintaining the equipment used as well as restocking the first aid kit and reporting any issues such as faulty gates or fencing etc.

All staff members involved are first aid trained and Mrs Sharp has also undertaken an additional 16 hour Forest School First Aid specific course which is updated every 3 years. All staff members are responsible for safeguarding as they are in general school life and know rules about photography- only children whose parents have given consent can have photographs published on the website.

Staff follow direction from Mrs Sharp at all times regarding activities and timings.

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Insurance

We have included Forest School sessions on our school insurance

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Policies and procedures

Many policies in school are relevant to Forest School sessions.

Amendments have been made to the policies below to ensure they include all aspects of Forest School:



Child Protection and Safeguarding
Special Educational Needs and Disabilities Policy
Behaviour Policy
Health and Safety Policy
Supporting Pupils with medical conditions
Equality policy

There is a 3 year sustainability development plan in place which is reviewed regularly and adhered to by all people accessing the outdoor classroom. This was created to ensure that the outdoor classroom and therefore Forest School sessions will be a long term plan... that nothing will become exhausted, destroyed or unnatural.

We have also planted additional trees to extend the area in the future in case it becomes over used, tired and in need of rest. (Or in case there is a danger such as a damaged tree, fencing or threat to wildlife)

Every session is overseen by Mrs Sophie Sharp – the qualified level 3 Forest School leader and each session follows a basic structure and routine. (see section 4).

The theory behind Forest Schools is that sessions will be familiar regarding timings, learners and experiences. This aims to build children's confidence and involvement yet staff and leaders are also aware that they should follow the interests of the children and allow sessions to unfold naturally. i.e. to go with the flow of natural events such as finding a frog, seeing blossom falling, discovering a new plant or flower, seeing a bird etc.

Staff reflect upon each session, as the children do, and use reflections to consider how subsequent sessions might need amending. Evidence is used for assessment purposes generally yet children are also observed in this environment to discover the learners' schemas, play types, personal needs and interests. Children are then given resources that support their learning further. A variety of different activities and approaches are used to maximise the opportunity that children have to use their schema. i.e. if a child has a 'connection' schema, activities could be planned to support this such as building dens using cord, building with blocks, trails or making (craft) activities. This is effective in supporting their enjoyment of and engagement within the sessions as well as supporting their development in the areas predominately associated with Forest School (PILESS) PHYSICAL, INTELLECTUAL, LANGUAGE, EMOTIONAL, SOCIAL AND SPIRITUAL

10

Toileting

We walk back to school to use the school toilets. Children are accompanied by a member of staff.

11

Clothing

Different clothing is needed for different weather conditions and times of year.

Waterproof clothing and wellies are provided for all children taking part in the sessions.

If a child would like to bring their own, they are welcome to do so.

In the summer, we may only wear wellies, but children need thin clothing to protect legs and arms from scratches and sunburn, sun cream, insect repellent, sun hat (and sunglasses if preferred) and a water bottle.

In the winter, we need thermals, hat, scarf and gloves. An old coat is preferable as it may be worn on top of the suits.

There is no such thing as bad weather, only bad clothing.

Children attend in all weathers, learning that getting wet can be fun, and getting too hot or too cold can be managed. The only concession to the elements is high winds, in case of falling branches.



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Hand tool usage and storage

See also section 15 and 16

Forest School uses the following tools:

- Knife
- Billhook
- loppers
- Bow Saw

The Forest School Leader also uses a penknife for cutting string and rope.

Tools are used only with children with 1:1 adult supervision.

The Leader is responsible for ensuring safe use and maintenance of all tools.

One of each tool is taken to each session.

The Tools are kept locked in the Forest School store cupboard when not being used.

Gloves are available when needed.

Risk/Benefit Assessments are completed for all activities involving the use of tools.

Saw	User/ passer-by	<p>Inform person using bow saw of tool talk</p> <p>No glove needed on hand using tool, glove on non-sawing hand only</p> <p>First aider and first aid kit close by.</p> <p>Tools counted in and out each session.</p> <p>1:1 supervision</p> <p>Remind others to stay clear of tools.</p> <p>Keep blade cover on when not in use and store in tool bag.</p>	knives	User/ passerby	<p>Inform person using knives of tool talk</p> <p>No glove needed on hand using tool, glove on <u>non knife</u> hand.</p> <p>First aider and first aid kit close by.</p> <p>Tools counted in and out each session.</p> <p>1:1 supervision</p> <p>Use in designated area</p> <p>Use the cover when not in use and store in tool bag.</p> <p>Remind others to stay clear of tools.</p>
			Mallet	User/ passer-by	<p>Inform person using mallet of tool talk</p> <p>No glove needed</p> <p>First aider and first aid kit close by.</p> <p>Tools counted in and out each session.</p> <p>1:1 supervision</p> <p>Keep in cover when not in use</p> <p>Store in tool bag.</p> <p>Remind others to stay clear of tools.</p>
Billhook	User/ passer-by	<p>Inform person using bill hook of tool talk</p> <p>No glove needed on hand using tool, glove on other hand.</p> <p>First aider and first aid kit close by.</p> <p>Tools counted in and out each session.</p> <p>1:1 supervision</p> <p>Use in designated area</p> <p>Remind others to stay clear of tools.</p> <p>Keep in cover when not in use and store in tool bag.</p>			

Tool talks

A useful way to keep health and safety at the forefront of everyone's minds.

Some people may need more explanation than others. Give yourself plenty of time

Most peoples' attention span is limited. Briefings should be exactly that – BRIEF.

Prepare key points to put over, and focus on delivering them well. Repeat the main points at the beginning and end of the talk
Most people will only remember 25%-50% of what you said, so you will need to repeat the talk more than once in a session and before every use thereafter.
Use cards (below) to ensure all points are covered and encourage children to learn them and read them.

Tool Talk – Loppers

These are loppers.

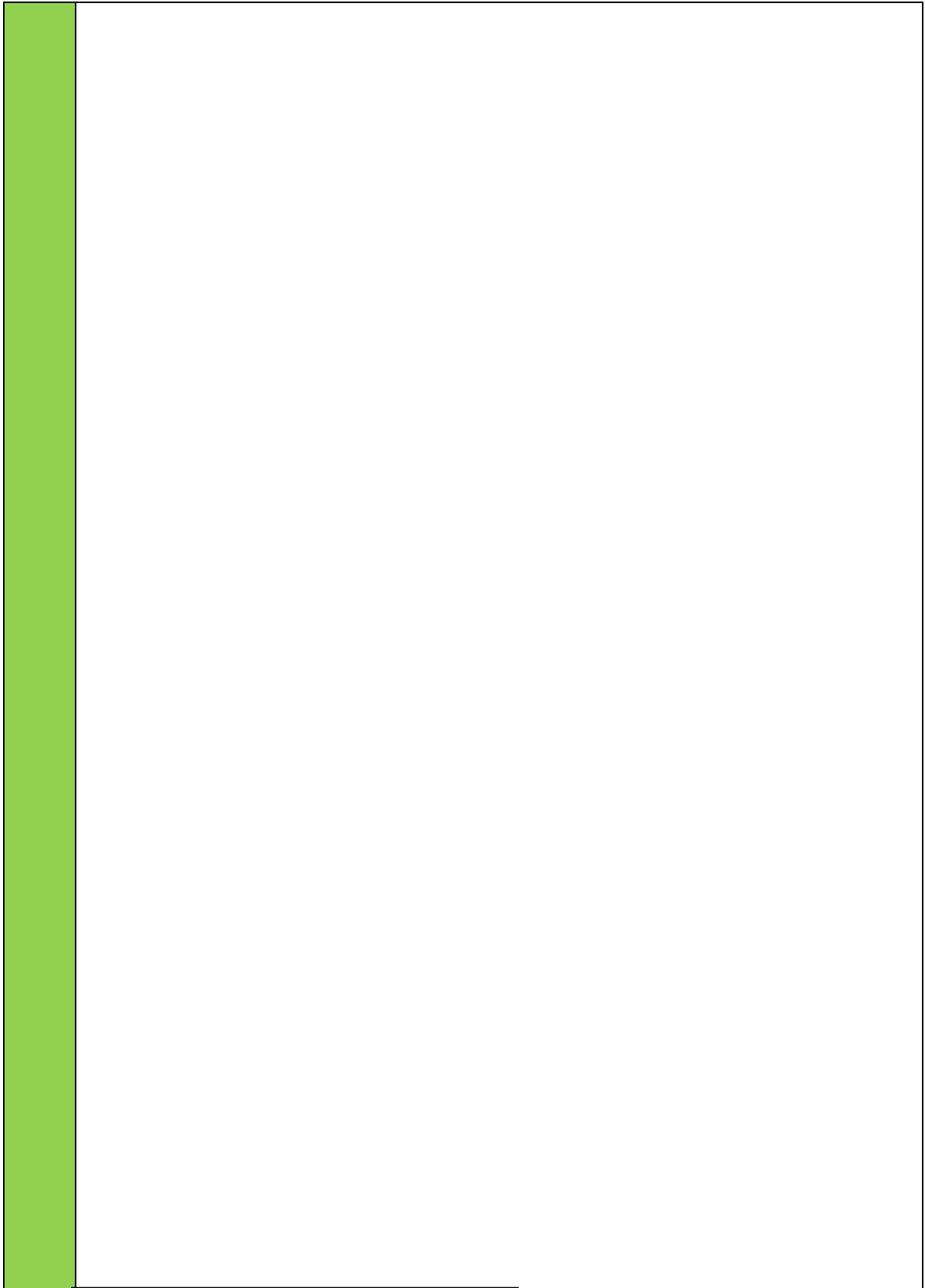
This is the handle.

Tool Talk – Bowsaw

This is a bowsaw.

This is the handle.

This is the cover.



Tool Talk – Knife

This is a fixed blade knife.

This is the handle.

This is the cover.

I take the cover off like this

Tool Talk – Bill Hook

This is a bill hook.

This is the handle.

This is the cover.

I take the cover off like this

13	<p>Fire safety</p> <p>Campfires are an important part of Forest School and take place once a month.</p>

	<p>We have the fires in the fire circle in the outdoor classroom.</p> <p>To prevent the spread of fire, the fire is lit on top of a large slab of concrete and 10 feet of clear ground is ensured between fire site and seating for learners.</p> <p>When the campfire is in use, children are not permitted to access the area immediately surrounding the fire without permission.</p> <p>Children are taught how to change seats by standing, stepping over the log and then walking around the outside of the seating area. They must never cross the inner area.</p> <p>Children must walk around the outside of the fire circle to sit down at all times.</p> <p>Fires will not be lit with a group until all children have demonstrated that they can use the fire circle in this way</p> <p>Once seated around the campfire, the children must remain seated until directed by an adult to move.</p> <p>Long sleeves and trousers must always be worn.</p> <p>Children are not permitted to throw anything onto the fire.</p> <p>We aim to sit children away from the smoke (i.e. if it blowing in a certain direction)</p> <p>A Fire Blanket, glove, bucket of water and Burns Kit must be sited close to the camp fire.</p> <p>Only the leader is permitted to light fires. This is done using a fire steel or matches, cotton wool and natural materials.</p> <p>Leader must stay with fire at all times and must use respect position (one knee down) by the fire.</p> <p>No non-natural products are to be placed on the fire.</p> <p>Sticks/wood must be placed, not thrown, from the side of the fire.</p> <p>All fires must be extinguished at the end of a session following the correct procedure- slowly and using water.</p> <p>Warn learners to be careful of steam. Adult to remain at fire site until cool enough to touch.</p> <p>Ash must be dispersed if there is a significant build up.</p> <p>See also section 15 and 16</p>
14	<p>Emergency action plan</p> <p>All staff, volunteers and participants will be briefed on what to do in case of an emergency.</p>

A whistle will be blown as a signal to stop what you are doing, gather with a member of staff, be silent and wait for instructions.

The Forest School Leader will assess the situation, the nature and extent of the injury/accident. They will ensure that the rest of the group are safe from danger and are adequately supervised. They will attend to any casualties, giving First Aid as necessary.

An Accident Form will be completed later at the School Office. A record will be created, along with an Accident Report for any death, serious injury or seven-day injury.

If the Forest School Leader is injured or becomes ill, the Forest School Assistant will take charge of the situation as above and will call for one of the First Aiders from school to attend. They will then follow the procedure below.

See attached **Appendix 1**

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Risk assessment

We have a detailed 18 page risk assessment for Forest School.

This is available from Forest School leader or school office.

It is regularly updated and checked.

We also carry out termly checks on the area to ensure sustainability and have a 3 year sustainability plan to ensure Forest School may continue in the long term.

Below is the daily risk assessment carried out prior to each session:

Forest School daily risk assessment

What to look for	ACTION	checked
weather- wind	If high wind, session to be cancelled	
water	Any particularly deep water? Warn children to be careful	
litter	Remove litter using gloves! Dispose of at main building	
fence	Intact? If broken, report to site manager and inform children	
fauna	Any animals visible? Any posing a threat? i.e. cat Warn children	
flora	Long nettles? Warn children, remove with them using gloves if necessary Any trees fallen? Dangerous? Any other issues? Look briefly at each plant.	

See also main Forest School Risk Assessment for our site

	TERMLY CHECKS		
	Each term...	Take photos of area to use to compare growth and change- print out for file.	
		Any big changes or issues to note? i.e. frogspawn/ new growth	
		Consider the children's protective waterproof suits and wellies we provide. Are they still waterproof? Not torn? Need more?	
		Choose a type of flora or fauna. Look at it/for it. Can we help it in any way to continue to live here and be content?	
		Look at the floor and paths- do they need attention?	
		Look at fire circle seating. Any repairs needed?	
		Visit the pond. Is it healthy and safe?	
		Look at the high shelter if it is up- is it in good condition?	
		Is enough light getting to the understorey?	
		Storage- are items stored in tidy manner and in good condition. i.e. tarpaulins folded and not torn.	
		Visit mud kitchen- is it safe? i.e. no broken containers. Being used? Does it need resourcing or modelling?	
		New items may be added as time goes by...	
Date i.e. Autumn 1 2016	Signed	PRINT NAME	

Example session

Starter	<p>This will take place in the classroom. It will start with ensuring all learners are ready, willing to participate and comfortable. The time this takes should reduce each session as the children become familiar with the clothing, resources, environment, each other, etc.</p> <p>We will then move on to look at a stimulus.</p> <p>I usually choose a stimulus during my risk assessment that I carry out before the session starts. i.e. I tell them about something I have seen, heard, smelt or show them something I found</p> <p>At the very start of every session, I will:</p> <p>Explain what is going to happen- or ask my group to explain.</p> <p>Ensure children have correct clothing.</p> <p>Show 'happy bag' and check contents</p>
Getting there	<p>We usually sing a song</p> <p>I aim to use ambulatory activities – activities that can be done whilst walking.</p> <p>Often we look at something new that I noticed (as above) i.e. mole hills, a cloudless sky, dew, frost, tadpoles, blossom, wind, buds, bulbs in flower.</p> <p>Sometimes I point it out, sometimes I encourage the children to notice it for themselves.</p> <p>We have a tree that we sit around each session to spot changes and growth. It is situated halfway between the classroom and our outdoor 'classroom'</p>
Group game/ exploration	<p>If the group are a bit quiet or shy I might introduce a game or activity to encourage them to relax and get to know each other such as "123 where are you?", blind man's buff, etc.</p>
COOL time	<p>I always give children some time to "Continue Our Own Learning" which gives them chance to explore the environment in any way the desire. Some children may continue the game or exploration, some won't. There are other areas to explore that were set up last year such as a mud kitchen, trees suitable for climbing, crates to sit on or build with, planks and tyres to climb and build, den building etc.</p> <p>I will place my Teaching Assistant (TA) if I have one in one of these areas each week to model and support the newer children during the whole class session. During COOL time, I will observe my focus children closely their interactions with each other and with nature. This will help me to plan ahead and evaluate the impact and success of the sessions.</p>
Reflection	<p>We will revisit thoughts and explorations of the session. We will do this in varied ways each week.</p>
Getting back	<p>We will sing our song again and I will listen to and observe how learners are feeling, what they might be saying again in order to assess and plan future sessions.</p>
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Appendix 1

Emergency plan for Forest School

Injured person
found on
ground.

			Rest of group
Question 1	Is the area safe? - Can you see or find out from those nearby what happened?		
	Yes Approach injured person. Are they breathing? Reassure them that you can help.	No Make area safe if possible. If not possible, decide whether safer to find help and seek safety. May need to call for help.	If unsafe, ensure group leave and return to main school immediately with another adult. If no other adult, call for one using walkie talkie or mobile phone.
Question 2	Are they conscious? - Shout them- do they respond? - Ask them to open eyes - Pinch ear- any response?		
	Yes If respond and are obviously able to breathe, continue to Q4	No No response? Q3	If someone unconscious or not breathing (or both), ask support staff to take other children back to school and send another adult to support first aider. If no other adults, send a child to ask for help or use phone to call for help. (999)

Question 3	Are they breathing? <ul style="list-style-type: none"> - Is chest rising and falling? - Can you hear breath? - Check for a pulse in wrist or neck if unsure 		As above
	Yes Continue to Q4	No Call for help. State need a 999 call and a defibrillator. Start CPR. Child- lift chin Close nose 5 initial breaths Ensure chest rising press down 2 inches 30 compressions 2 breaths Repeat until signs of life or paramedics tell you to stop Adult- lift chin Close nose 2 breaths, ensure chest rises Hands together, use body weight. 30 compressions If after a few mins, no help, use own phone and put on speaker phone. Continue CPR until signs of life or paramedics tell you to stop or you have a	

		defibrillator ready to use.	
Question 4	Are they bleeding? <ul style="list-style-type: none"> - Feel around head for any warmth/wet (signs of blood loss) - May need to remove waterproofs or feel inside. - Talk about what you are doing so that everyone aware. 		
	Yes Bandage to prevent further blood loss. Put in recovery position asap. Call for ambulance or consider taking casualty into school and calling emergency contact.	No Continue to Q 5	
Question 5	Is there a possible fracture? <ul style="list-style-type: none"> - Ask patient to let you know if something hurts. - Explain that you are feeling for injuries and fractures. Tell them which part of the body you are checking... Head, shoulders, arms, 		

	stomach, chest, legs		
	<p>Yes</p> <p>Bandage Put patient in recovery position as soon as possible – consider comfort regarding injury. Consider ability to take casualty to school and calling emergency contact or is it better to call for emergency services.</p>	<p>No</p> <p>Continue to Q6</p>	
Question 6	Have they been harmed by the fire?		
	<p>Yes</p> <p>Use burns kit to treat. Consider ability to take casualty to school and calling emergency contact or is it better to call for emergency services.</p>	<p>No</p> <p>Possible faint/ fever.</p> <p>Have they worsened or improved? Check medical history. Contact emergency contact and explain what happened.</p>	

If the leader has collapsed, the other adult will provide first aid and ensure a child seeks help by going to the school or using walkie talkie/ mobile phone.

Emergency contact numbers: 999

Office: 01623 822111

Mobile: (leader) 07513117115

Injured person found on ground.

Casualty	Rest of group
<p>ENSURE AREA SAFE</p> <p>If safe... treat patient as below.</p>	<p>If unsafe, ensure group leave and return to main school immediately with another adult.</p> <p>If no other adult, call for one using walkie talkie or mobile phone.</p>
<p>Unconscious casualty (breathing)</p> <p>Check for injuries and treat accordingly.</p> <p>Recovery position</p> <p>999</p>	<p>Ensure group leave and return to main school immediately with another adult. Ask support staff to take the other children back to school and ask them to send another adult to support first aider.</p> <p>If no other adult, call for one using walkie talkie or mobile phone.</p>
<p>Non breathing casualty Call for help. State need a 999 call and a defibrillator.</p> <p>Start CPR.</p> <p>Continue CPR until signs of life or paramedics tell you to stop or you begin using defibrillator.</p>	<p>Ensure group leave and return to main school immediately with another adult.</p> <p>If no other adult, call for one using walkie talkie or mobile phone.</p>
<p>Bleeding casualty</p> <p>Bandage to prevent further blood loss.</p> <p>Put in recovery position asap.</p> <p>Call for ambulance or consider taking casualty into school and calling emergency contact.</p>	<p>Ensure group leave and return to main school immediately with another adult.</p> <p>If no other adult, call for one using walkie talkie or mobile phone.</p> <p>OR IF LEADER SUGGESTS...</p> <p>Ask support staff to take children into bothy bag and read a story / have a snack/ play a game until the injured person is taken back to school building.</p>
<p>Fracture</p> <p>Bandage</p> <p>Put patient in recovery position as soon as possible – consider comfort regarding injury.</p> <p>Consider ability to take casualty to school and calling emergency contact or is it better to call for emergency services.</p>	<p>Ensure group leave and return to main school immediately with another adult.</p> <p>If no other adult, call for one using walkie talkie or mobile phone.</p> <p>OR IF LEADER PREFERS...</p> <p>Ask support staff to take children into bothy bag and read a story / have a snack/ play a game until the injured person is taken back to school building.</p>
<p>Harmed by the fire</p> <p>Use burns kit to treat.</p> <p>Consider ability to take casualty to school and calling emergency contact or is it better to call for emergency services.</p>	<p>Ensure group leave and return to main school immediately with another adult.</p> <p>If no other adult, call for one using walkie talkie or mobile phone.</p> <p>OR IF LEADER PREFERS</p> <p>Ask support staff to take children into bothy bag and read a story / have a snack/ play a game until the injured person is taken back to school building.</p>
<p>Possible faint/ fever.</p> <p>No other obvious reason for collapse?</p> <p>Have they worsened or improved?</p> <p>Check medical history.</p> <p>Contact emergency contact and explain what happened.</p>	<p>Member of staff to take ill person to main school to contact their emergency contact. Leader to stay with main group and continue session.</p> <p>Another adult to be sent to support ASAP</p>