

St Michael's Montessori Nursery

Outdoor Learning



St Michael's Nursery School
St Michael's Church Hall
Elm Bank Gardens
Barnes, London, SW130NX
Tel: 02088780116 / 07739161587
Email: info@stmichaelsmontessori.co.uk



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Outdoor Learning

Mission Statement

"The best classroom and the richest cupboard is roofed only by the sky"
M. McMillan.

Our ethos is based on the principles of Forest School. We aim to allow pupils to investigate, test and develop their natural curiosity about the world around them. Through weekly visits to our Outdoor Learning site, every child will access learning and development within the natural world based on their capabilities and interests. Our aim is to influence development of these interests through scaffolded learning at a pace set by the child, through inspirational, stimulating, hands-on experiences which also advance their self-esteem, confidence and sense of responsibility.

We will provide a safe environment in which pupils can express their creativity whilst learning to work as a team, share ideas, learn about woodland management and take calculated risks. We are committed to providing our children with opportunities to respect the world around them and understand the impact we have on its sustainability.

As we have a young age group, we will ensure the children will be assisted by the same staff members for the duration of the sessions. This will ensure continuity of care for the children and allow staff to make observations and assist with reflection on our practice during Outdoor Learning. Planning will link to the prime areas of the EYFS, whilst remembering "to allow plenty of time for exploration" (Doyle, 2012 p52). Our primary consultant for our planning will be the children, from whom we will gain our ideas. Through various tasks we aim to develop independent learners who have the confidence to try new ideas, share and explore their own.

Activities may include:

- Studying wildlife
- Participating in group and team games
- Shelter building
- Minibeast hunting and identification
- Tool use
- Building bug houses
- Sensory activities - identifying objects through colour, texture, size and smell
- Woodland traditional craft work
- Stories and drama
- Creating natural collages
- Leaf/bark rubbings
- Creating small world scenes
- Playing social games

At the end of each session we have a team talk which allows the children and teachers to reflect on the session and share their feelings and successes. Our message is - always leave a place better than you found it but always enjoy it.



Principles of Outdoor Learning, Good Practice & How These Will Apply To Our Program-

The Forest School ethos has six principles which we will be adopting for our Outdoor Learning and Nature Walk program.

The six guiding principles of Forest School can be seen below:

1: Forest School is a long term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.

- Forest School takes place regularly, ideally at least every other week, with the same group of learners, over an extended period of time, if practicable encompassing the seasons.
- A Forest School programme has a structure which is based on the observations and collaborative work between learners and practitioners. This structure should clearly demonstrate progression of learning.
- The initial sessions of any programme establish physical and behavioural boundaries as well as making initial observations on which to base future programme development.

The **St. Michaels Outdoor Learning program** will take place on a weekly basis, weather permitting, with the same group of learners and teachers. Planning for each session will be in place, taking into account the children's age and current skills. Forward planning will be made through observations from all staff that attend the sessions to develop a progression of learning. After each session we will allow the children to discuss their experiences to assist with future planning.

2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.

- The woodland is ideally suited to match the needs of the programme and the learners, providing them with the space and environment in which to explore and discover.
- A Forest School programme constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/manager, the Forest School practitioner and the learners.
- Forest School aims to foster a relationship with nature through regular personal experiences in order to develop long-term environmentally sustainable attitudes and practices in staff, learners and the wider community.
- Forest School uses natural resources for inspiration, to enable ideas and to encourage intrinsic motivation.



Outdoor Learning

The **St. Michaels Outdoor Learning program** will use a designated site is within 'Barnes Common Nature Reserve'. This is a great area of natural woodland which will allow the learners room to explore whilst keeping within suitable boundaries in order to maintain their safety. The Outdoor Learning leader will meet with 'The Friends of Barnes Common' to ensure their guidelines regarding the site are followed whilst ensuring the ecological impact is low. Maintenance and upkeep for the site will be a reoccurring factor within the planning structure to encourage the learners to be more responsible for the protection of plants and wildlife. We will work to improve the site by adding bug hotels, bird and hedgehog houses to encourage wildlife. All craft activities will be made from natural materials.

3: Forest School aims to promote holistic development of all those involved, fostering resilient, confident, independent and creative learners.

- Forest School programmes aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner.

The **St. Michaels Outdoor Learning program** will allow for future planning through our observations and reflections after each session. This planning will assist with the physical, social, cognitive, linguistic, emotional, social and spiritual development of the learner.

4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

- Forest School opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests.

- Forest School uses tools and fires only where deemed appropriate to the learners and dependent on completion of a baseline risk assessment.

- Any Forest School experience follows a risk-benefit process managed jointly by the practitioner and learner that is tailored to the developmental stage of the learner.

The Outdoor Learning Leader of the **St. Michaels Outdoor Learning program** is a Montessori teacher who also works indoors with the children that will attend the sessions, so has a good background understanding of each child's strengths and weaknesses. Therefore, the planning will reflect interests shown by the learners and their developmental capabilities will be taken into consideration, with a view to build on these capabilities through scaffolded learning.



Outdoor Learning

5: Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

- There is a high ratio of practitioners/adults to learners
- Practitioners and adults regularly helping at Forest School are subject to relevant checks into their suitability to have prolonged contact with children, young people and vulnerable people.
- Practitioners need to hold an up-to-date first aid qualification which includes paediatric (if appropriate) and outdoor elements.
- Forest School is backed by relevant working documents, which contain all the policies and procedures required for running Forest School and which establish the role and responsibilities of staff and volunteers.
- The Forest School leader is a reflective practitioner and sees herself, therefore, as a learner too.

At **St. Michaels Outdoor Learning program** all the necessary checks and qualifications (first aid) will be in place before the program will commence. All planning, observations and evaluations of sessions will be discussed for reflection with management staff from the nursery, in order for the Outdoor Learning Leader to review her practice.

6: Forest School uses a range of learner-centred processes to create a community for development and learning

- The practitioner models the pedagogy, which they promote during their programmes through careful planning, appropriate dialogue and relationship building.
- Play and choice is an integral part of the Forest School learning process, and play is recognised as vital to learning and development at Forest School.
- Forest School provides a stimulus for all learning preferences and dispositions.
- Reflective practice is a feature of each session to ensure learners and practitioners can understand their achievements, develop emotional intelligence and plan for the future.

At **St. Michaels Outdoor Learning program** the Outdoor Learning Leader will ensure the planning is varied in order to cater for all tastes and levels of understanding. The learners will assist with the planning, as they will be given choices for future activities and so they can offer their own suggestions. After each session the learners will be given a chance to discuss the session and their achievements. The learners will be able to display their work within the nursery school, should they wish to do so.

The six principles above have been extracted from the Forest School Association website. For more information on what Forest School is and how guiding principles were agreed please see www.forestschoolassociation.org

Outdoor Learning

Ground Rules

In the first Outdoor Learning session, children become involved with the setting and reasons behind the rules to ensure their safety. These rules will be reinforced at the start of each session by everyone involved.

- Look after the forest /nature
- Do not pick anything growing
- Do not put your fingers or anything else in your mouth
- Drag sticks behind you
- We must come straight back to 'base' when called and stay within designated boundaries.

The Tree of Rules

The '5 Outdoor Learning rules' will be explained to the children along with the necessity that they must be followed at all times, otherwise it will become too dangerous and the session may have to come to an end. At the entrance of our designated site there is a tree which looks like a five fingered hand and before we enter the site the children will be asked to relay each rule using the tree as a guide to how many rules there are.



Outdoor Learning

Role Specifications

Outdoor Learning Leader

- The Outdoor Learning leader is fully qualified, experienced Montessori Directress
- The Outdoor Learning Leader holds an up to date Outdoor First Aid certificate.
- Will ensure the safety of the children and adults as they travel to and from the site.
- Will ensure the safety of children and adults whilst at the site.
- Will provide clear guidance and expectations to adults and children.
- Will assess the site on a quarterly basis.
- Will use, maintain and store equipment safely.

Before each session the Outdoor Learning Leaders will:

- Carry out a safety sweep of the site prior to visiting.
- Carry out a safety assessment before each session.
- Check the site and weather and continue to do so during each session
- Check the first aid kits are fully stocked (including children's information)
- Ensure correct staffing ratios before leaving
- Check all tools and equipment are in working order and safe to use
- Set up the site for the session
- Check the children have appropriate clothing and spare clothing in their bag
- Do a safety and rule talk with all staff and children
- Check mobile phone is fully charged in case of emergency
- Check all children have their lunch and water bottle with them

Role of adult helpers

- To support the Outdoor Learning Leader with tasks such as head counting and ensuring the children stay as a group within the designated area.
- To praise good behaviour and allow the children the freedom to explore and play without adult interruption whenever safely possible.
- To alert the leader immediately if a child is missing, hurt or not following the ground rules which could result in someone getting hurt.
- To assist with a clothing check of all the pupils.
- To assist keeping the children healthy and safe by helping them to recognise and avoid hazards such as harmful plants, germs and trip hazards etc.
- To support children's learning and development as modelled by the Leader.
- To support the children's learning and development through answering and asking questions and responding to activity cues without 'over influencing' the activity.
- To record observations and give feedback to the Outdoor Learning Leader.

A banner image with the text 'Outdoor Learning' in large, bold, black letters. The background shows a dense canopy of trees with yellow and green leaves, suggesting an autumn setting.

Outdoor Learning

Policies and Procedures

For all Policies and Procedures please refer to the 'Policy and Procedure' folder held within St. Michael's Montessori Nursery School.

Contents include but are not limited to: -Health and Safety Policy, Child Protection Policy, Safeguarding Policy, Prevent Policy, Data Protection Policy, Incident Policy, Accident Policy, Lost Child Policy, GDPR Policy.

The following policies and procedures are in addition to the nursery school's policies and procedures and are specific to Outdoor Learning, they do not replace them.

Toileting Policy

Children will be encouraged to use the toilet before they leave school and again on route when passing the community toilets within vine road recreational grounds, both on the way to and back from the sessions. If a child needs to go to the toilet whilst in the woods the portable toilet will be provided, along with toilet paper. Hand sanitiser and/or antibacterial wipes will always be made available from the teachers.

Lost/missing child Policy

The boundaries and expectations will be explained to all children, leaders and assistants before leaving for the site and upon arrival. A regular headcount will be conducted by all leaders throughout the session and whilst walking to and from the site. If a child is discovered missing, the group will retrace their steps and conduct a search, whilst ensuring the correct ratios are still in place for the other children. If the child is still missing the leader will call the school for assistance and the school will call the police and inform the parents. The other staff/volunteers will escort the remainder of the group back to the school, with the correct ratios, whilst the leader and any additional members of staff outside of the ratios will continue the search.

Cancellation Policy

It's important for our students to experience the Outdoor Learning Program throughout the changing seasons and therefore the sessions will continue in most types of weather with the exception of high winds, thunder or severe cold. If need be, the leader will visit the site directly before the visit in order to report up to date information of weather conditions at the time. If cancelled, the children will remain at the nursery during Outdoor Learning School hours and work within the EYFS and Montessori curriculum.

Outdoor Learning

Clothing Policy

Appropriate clothing needs to be worn by the children and adults attending the Outdoor Learning Sessions, taking the weather into account. A change of clothes is essential as clothing is likely to get muddy or wet. If any children are not dressed appropriately and the parents/carers aren't able to bring in appropriate clothing before we travel to the site, the child will not be able to participate in the session and will have to remain at the nursery with the remaining children and staff.

- Warm/waterproof coat
- Waterproof trousers
- Fleece/sweatshirt
- Spare socks/warm socks
- Wellies/walking boots
- Woolly hat
- Gloves (not mittens)
- Sun cream

First aid and emergency policy and procedure

The Outdoor Learning leader is an outdoor first aider and will carry the first aid kit and be primarily responsible for administering first aid. The leader and all other members of staff carry mobile phones to contact the school if further help or an ambulance is required. The leader will have medical details available in the emergency bag and will call parents/carers when needed. In the event of a serious accident an ambulance will be called, the leader will remain with the casualty and the staff/volunteers will escort the remainder of the group back to the school and ensure they are safe. All staff members will follow the school accident and critical incident procedures. Any accidents will be recorded in line with school policies and reported to the headteacher upon return to the school.

St. Michaels Nursery school currently has an insurance policy in place which also covers the Outdoor Learning and Nature Walks program.

Contact Numbers

Outdoor Learning Leader - Emma 07801562142

Nursery Manager - Debbie 07739361587

Nursery (Base) - 02088780116

Outdoor Learning

Outdoor Learning site and details for Emergency Services

Woodland Site Information

Address:

Barnes Common (near Barnes station)

Grid reference for woodland site area:

Latitude: 51.46751148621545

Longitude: -0.24183064699172976

Elevation: 14m

Emergency Vehicle Access:

Station Road, Barnes (Ambulance)

Grid reference for helicopter access:

Latitude: 51.468044501595614

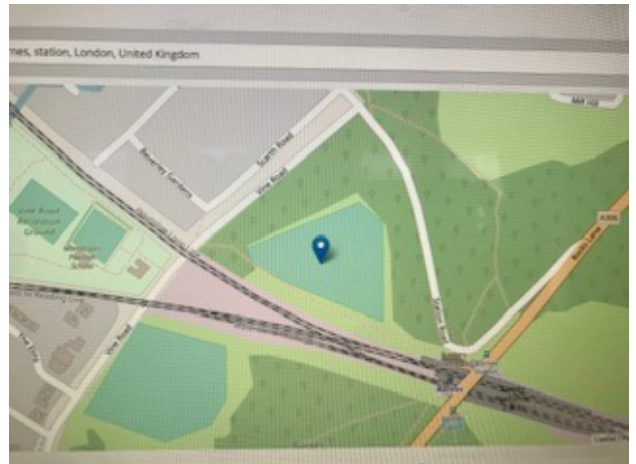
Longitude: -0.24401664733886722

Elevation: 10m.

Map:



Map:



Nearest A+E:

Queen Mary's Minor Injuries Unit

Queen Mary's Hospital

London

SW155PN

Outdoor Learning

Risk Assessment and Risk Management Policy

Risk assessments are in place to cover the following:

- Site assessment
- Sessions and activities
- Tool use

The Outdoor Learning leader will carry out a thorough sweep of the site for hazards and risks before the group enter the site and appropriate measures will be put into place. Items may be removed or warnings given to the group of specific dangers relating to the site. The safety sweep will be recorded on a safety sweep form and kept on file. If the site is deemed to be unsafe for any reason, the session will be cancelled and not carried out until the issues have been resolved. If this happens the children will remain at nursery and continue with the EYFS and Montessori curriculum.

During the Outdoor Learning Program the risks are greater than in normal preschool sessions, however, all risks have been reduced to an appropriate level and we encourage controlled calculated risk taking in our activities. The children will be asked about risks and dangers and how to avoid them, empowering them to be safe and sensible during the Sessions. The children are closely supervised during activities and their learning is scaffolded, only introducing tasks when they are ready for them.



Outdoor Learning

Key - L=Likelihood; S=Severity; RR=Risk Rating a scale of 1 to 3 (1 being the lowest)

Site Risk Assessment & General Use of Site by Group		Reviews			
Task/Operation:	Site and Group Risk Assessment	Next review needed	Date actually reviewed	Changes needed? (Yes/No)	Assessor initials
Group(s) affected:	Leader, Participant pupils, teachers, adult helpers, members of public				
Person(s) undertaking assessment:					
Employee(s) consulted:					
Union Safety Rep(s) consulted:					
Date of assessment:					

Outdoor Learning

		Before control				After control			DAILY RISK ASSESSMENT CHECKLIST Tick off when checked add any notes		
Hazard	Resultant effect(s)	L	S	R R	Control measures and responsibility <i>OLL (Outdoor Learning Leader) SA (Supporting Adults) P (Participants)</i>	L	S	RR	DATE	DATE	DATE
Access to Site											
Roads / train tracks / vehicle movements / car park area	Car collision, injury, death	2	3	6	<ul style="list-style-type: none"> Participants made aware of where the vehicle access routes are and site boundaries exclude these areas (OLL, SA) 	1	3	3			
Access to site continued.											
Roads / tracks / vehicle movements / car park area continued	Car collision, injury, death continued.				<ul style="list-style-type: none"> Care taken when walking to site in line with walk to site risk assessment All children must hold onto walking rings on route High staff to child ratios 						

Outdoor Learning

Boundaries											
Fencing and / or dry stone walls near, in or around site	Unstable toppling injuries, crush injuries, barbed wire, scratch, cuts, bruises, splinters	2	2	4	Monitored as part of daily site risk assessment, notified to land owner if risky (OLL) Safety talk to participants not to climb or lean on any fencing or stone walls (OLL, SA) First aid kit, first aiders and first aid procedures to be followed (OLL, SA)	1	2	2			
Other people											
Loose Dogs	Bite, disease, distress, injury, phobias	2	3	6	OLL and SA <ul style="list-style-type: none"> • Procedure for dealing with loose dogs followed as detailed in risk management statement • Supervision ratios maintained and adults to be observant • Wash/wipe hands if contact with a dog happens • First aid kit, first aider and first aid procedure in place (aware of tetanus injections of participants) • Move participants away from the area. 	1	3	3			
Contractors on site	Plant, machinery, vehicle injuries, falling, crushing, injuries	2	3	6	<ul style="list-style-type: none"> • Land owner notified when group to be on site and reciprocal sharing if any contractors due in the area. • Part of daily site risk assessment check to see if any contractors on site. • Move designated area or cancel session. 	1	3	3			

Outdoor Learning

Canopy Layer										
Deadwood overhead / Leaning 'hung' dead wood	Hit in eye, head, crush and impact injuries	2	3	6	<ul style="list-style-type: none"> • Site checked and boundaries established that don't include any of these hazards. (OLL) • Daily site risk assessment to check and move working area, mark out no go areas and/or boundaries accordingly (OLL) • Dangerous trees and/or branches to be reported to land owner and dealt with (removed/felled) OLL report, landowner - manage • Do not use site in high winds • First aid kit, first aider, first aid and emergency procedure to be followed. (OLL, SA) 	1	3	3		
Shrub Layer										
Deadwood hanging / Deadwood standing	Hit in eye, head, crush and impact injuries	2	3	6	<ul style="list-style-type: none"> • Follow same procedure as above for incidents in the canopy layer. • May be easier to deal with as part of daily site risk assessment 	1	3	6		



Outdoor Learning

Branches at eye level or head height	Hit in face, eyes, cuts, grazes, crush injuries	3	2	6	<ul style="list-style-type: none"> • Safety talk to participants to remind of careful movement around site (OLL) • Monitored during daily risk assessment and removal in and around main seating area. (OLL) • First aid kit, first aider and first aid procedure available. (OLL, SA) 	1	2	2			
Field Layer											
Poisonous plants and/or fungi	Sickness, rash, allergic reaction, poisoning	2	3	6	<ul style="list-style-type: none"> • Safety talk to participants about types of plants, fungi and their role in woodlands (OLL) • Site checked as part of daily risk assessment and risky areas marked out and notified (OLL) • Careful selection of materials for activities (OLL, P, SA) • Wash and wipe hands before eating and drinking (P, OLL, SA) • First aid kit, first aider, first aid and emergency procedure to be followed. (OLL, SA) 	1	3	3			

Outdoor Learning

Ground Layer											
Hidden logs, exposed roots, tree stumps or boulders in the grass/ground flora, uneven ground, slopes, field level vegetation, mud	Slips, trips, falls, bumps, injury, cuts, graze	3	2	6	<ul style="list-style-type: none"> • Check as part of daily risk assessment (OLL) • If possible clear major hazards (brambles, logs) to the edge of main seating/clearing area (OLL, SA) • Safety talk and warning to participants to take care (OLL) • First aid kit, first aider and first aid procedure available (OLL, SA) • Major concerns raise with landowner (OLL) 	2	2	4			
Broken glass / rubbish / litter	Trips, cuts, injury, entrapment, disease	2	2	4	<ul style="list-style-type: none"> • Safety talk to participants (OLL) • Site checked prior to session as part of daily risk assessment (OLL) • Clearing actions or move to another area in line with rubbish and littering procedure outlined in the risk management statement (OLL, SA, P) • Hands washed/wiped prior to eating or drinking. (OLL, SA, P) 	1	2	2			

Outdoor Learning

Ground Layer continued											
Dog / Animal faeces	Disease, germs, Toxocariasis (from dog faeces)	2	3	6	<ul style="list-style-type: none"> • Site checked and visible evidence cleared as part of daily site risk assessment procedure. (OLL) • Procedure for dealing with dog faeces as detailed in the risk management statement followed (OLL, SA, P) • Hand to be washed/wiped prior to eating/drinking (OLL, SA, P) • First aid kit used for rinsing, washing if necessary (OLL, SA) 	1	3	3			
Ancient lead mines and wells	Fall, bury, trapped in confined space, sprains, breaks	2	3	6	<ul style="list-style-type: none"> • Area surveyed and managed by land owner • Any capped mines and wells excluded from the designated site area • Participants notified of presence and history of the area and care to be taken. Enforce site boundaries and use of paths elsewhere (OLL, SA) • Check as part of daily site risk assessment. (OLL) 	1	3	3			

Outdoor Learning

Structures										
Shelters / fire area / seating created on site	Collapse – crush or squash injuries, trips, falls, breakages	3	2	6	<ul style="list-style-type: none"> At start of program no structures are present on site Any structures created during the program to be checked by OLL as part of daily site risk assessment procedure for security, stability and safety. Any unstable or unsafe structures to be dismantled, repaired / made safe or notified to participants and marked to remind them not to go in, near or on. 	1	2	2		
Weather										
Weather conditions continued.	Hypothermia, hyperthermia, sun burn continued.				<ul style="list-style-type: none"> Adequate clothing to be checked prior to session (waterproof, warm, cool clothing, sun hats, sun cream, shelters, hot/cold drinks etc. rest periods as appropriate) (OLL, SA, P) Some spare clothing available in emergency bag. (OLL) First aider and first aid kit available and procedure to be followed. (OLL, SA) 					

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Other										
Animals on site – rats in / near, dogs, ticks.	Infection from ticks (Lymes disease) Infection from rat urine (Weils Disease) other disease, bugs and hygiene issues	2	3	6	<ul style="list-style-type: none"> Participants to be made aware and told to follow hand washing and hygiene protocols (OLL, SA) Adults aware that pupils taking part in sessions and to check child welfare as part of their regular care. Faeces to be removed where possible in line with Dog Faeces procedure (OLL, SA) 	1	3	6		
Group issues on site										
Outdoor classroom setting: Accidents, injuries and emergencies on site	Unable to contact emergency services. First Aid Required Safety of participants jeopardized	2	3	6	<ul style="list-style-type: none"> Adults to carry turned on, charged up mobile phones. Network coverage checked (OLL, SA) Supervision ratios maintained (OLL, SA) Adults aware of nearest A&E and First Aid and Emergency, Accident and Injury Procedures and site access points. (OLL, SA) Leader hold first aid certificate and other adults have supplementary first aid qualifications. (OLL, SA) First Aid Kit and Emergency Bag available (OLL) Land owner notified of dates and times group on site. (OLL) 	1	3	3		

Outdoor Learning

Lost, missing or absconding participant	Disorientation, abduction, distress	2	3	6	<ul style="list-style-type: none"> • Supervision ratios established (OLL, SA) • Regular head counts (OLL, SA) • Safety talk given (OLL) • Use well defined path to site (OLL, SA, P) • Site boundary activities regularly reinforced (OLL) • Signal established for group to rejoin in the safe assembling area in the center of site. (OLL, SA) • Lost or missing child procedure followed. (OLL, SA) 	1	3	3			
Hygiene issues	Disease, germs, illness, sickness	2	2	4	<ul style="list-style-type: none"> • Toileting procedure for site to be followed and 'comfort bag' of equipment available for pupils along with some spare clothing (OLL, SA) • Hands to be wiped and cleaned prior to eating or drinking including antibacterial wipes or wash. (OLL, SA, P) • Food hygiene procedure to be followed prior to any preparation of food or camp fire foods. (OLL, SA, P) 	1	2	2			

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Supervision of children at Forest Schools	Inadequate supervision of children, misunderstanding of responsibilities, safety or safeguarding of children compromised	2	3	6	<ul style="list-style-type: none"> • School and parents adequately informed of the Outdoor Learning program and consents received (OLL, SA) • Staff CRB checked (SA, OLL) • All supporting staff made aware of all site and supervision procedures and responsibilities and agreed prior to the sessions (OLL) • Pastoral care / child protection issues handled by school staff in line with school child protection policy and safeguarding procedure (OLL, SA) • Session terminated if safety or supervision ratios compromised (OLL, SA) • Supervision ratios established and maintained (OLL, SA) • School behavior, discipline and anti-bullying policy followed (OLL, SA, P) 	1	3	6			
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A banner image with a background of trees and foliage. The text "Outdoor Learning" is written in a large, bold, black sans-serif font across the center of the image.

Outdoor Learning

Safety Sweep Log:

Date	Hazard found	Action taken	Further action	Signed

Outdoor Learning

Communication Strategy regarding Outdoor Learning

Communicate With	When, what and how.
Children	<p>Before - what's going to happen During sessions - rules reminders and info/instructions for task/activity After - Feedback from reflection time by children and planning for next session.</p> <p>Communication - verbally and visually.</p>
Staff	<p>Prior to starting the sessions- all paperwork, handbook, risk assessments etc to be read and understood. Any issues or training to be addressed prior to the sessions starting. Before sessions - lesson plans and info/instructions During session - discuss activity, observations and info/instructions for activities After - Feedback and observations. Planning for next session.</p> <p>Communication - written, verbally and visually.</p>
Parents / carers	<p>Before session - access to handbook, policies and procedures. Written consent, information, requirements and plans. After - photos and observations about session. Communication - written and verbally.</p>
School, Friends of Barnes Common and leader	<p>Before and after - All to be kept up to date with plans for the site, as well as any work needed, such as hedge trimmers. Communication regarding use of tools and other equipment to ensure they are available and log sheets used accordingly. During - using a mobile phone in the event of an emergency</p> <p>Communication - verbally or via email or telephone with 'Friends of Barnes Common'</p>

