



Forest School Handbook



To be read by all adult leaders and volunteers who will be taking an active part in the Forest School sessions.

Acknowledgements



Through the guidance and vision of Peter Bell (CEO) and his staff, at Community Inclusive Trust, we have had the opportunity to create our very own Forest School.



Jacki Bartram (Head of Communications & Fundraising) lead the task and has co-ordinated the design of the Forest School and the raising of £20,000 to fund the project.



Friends of Sandon & Ambergate (FOSA) have worked tirelessly to raise funds towards the fundraising goal.



As an accredited Forest School training provider, Forest of Avon have provided CIT with high quality guidance and structure to help form the Forest School Handbook.

For further advice contact them through their website:

www.forestofavontrust.org



Hill Holt Wood have been heavily involved with the design and production of the Forest School, to include sensory walks, two fire pit areas and a Forest Teaching Space.

For further information contact them through their website:

www.hillholtwood.co.uk

On behalf of all the staff and pupils at C.I.T, we would like to thank Lady Le Marchant and her family for allowing us the use their land for educational purposes. We would also like to thank the Wyville Village Hall Committee for their support. It is this generosity that has allowed us to fulfil our dream of creating a Forest School for our pupils.

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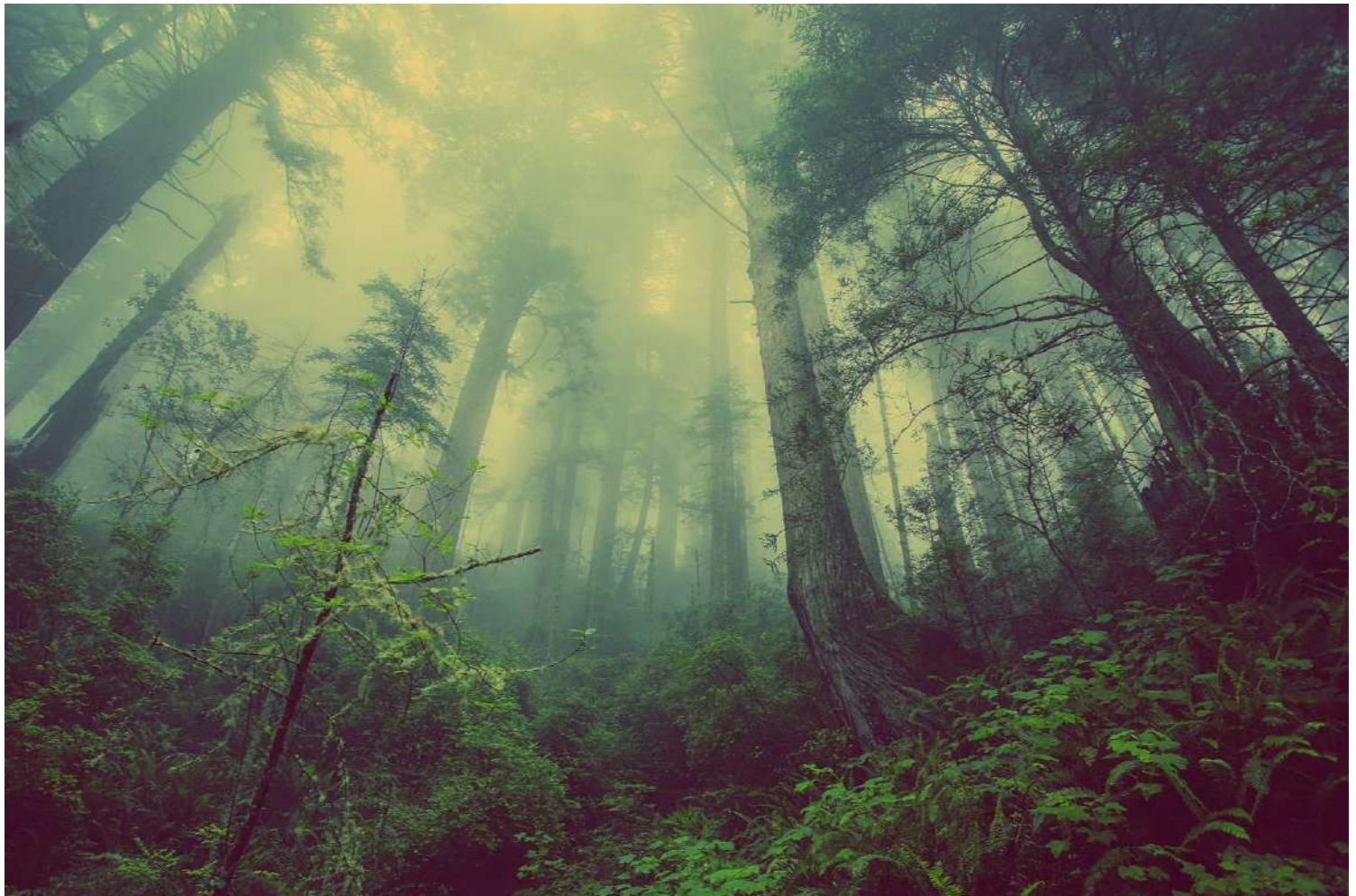
Introduction to our Forest School

The Forest School (FS) Handbook comprises of information and policies & procedures, which relate to the running of FS sessions at Grantham Additional Needs Fellowship (GANF). It has been made to help all adult leaders and volunteers, who will be taking an active part in the FS sessions at GANF.

The Handbook is also made available to other schools within the Community Inclusive Trust (CIT) Academies, who are wishing to work with us prior to the FS sessions taking place. The Handbook is subject to the annual review and / or / immediate review, if an incident shows the need to do this.

Our Ethos

Learning through the natural environment, the group will have to undertake the art of exploring the wonders and magic that is found within the forest. Pupils will acquire a multitude of different skills, and have the opportunity to absorb all these skills within the woodland. Individuals will also learn about working at different levels within; a team, their own abilities, and managing their individual risk within the natural environment.



'Forest School is a vessel for all types of learners to discover, experience and develop themselves and others through the means of the natural environment.'

(Joe Bogumsky, 18th May 2015)

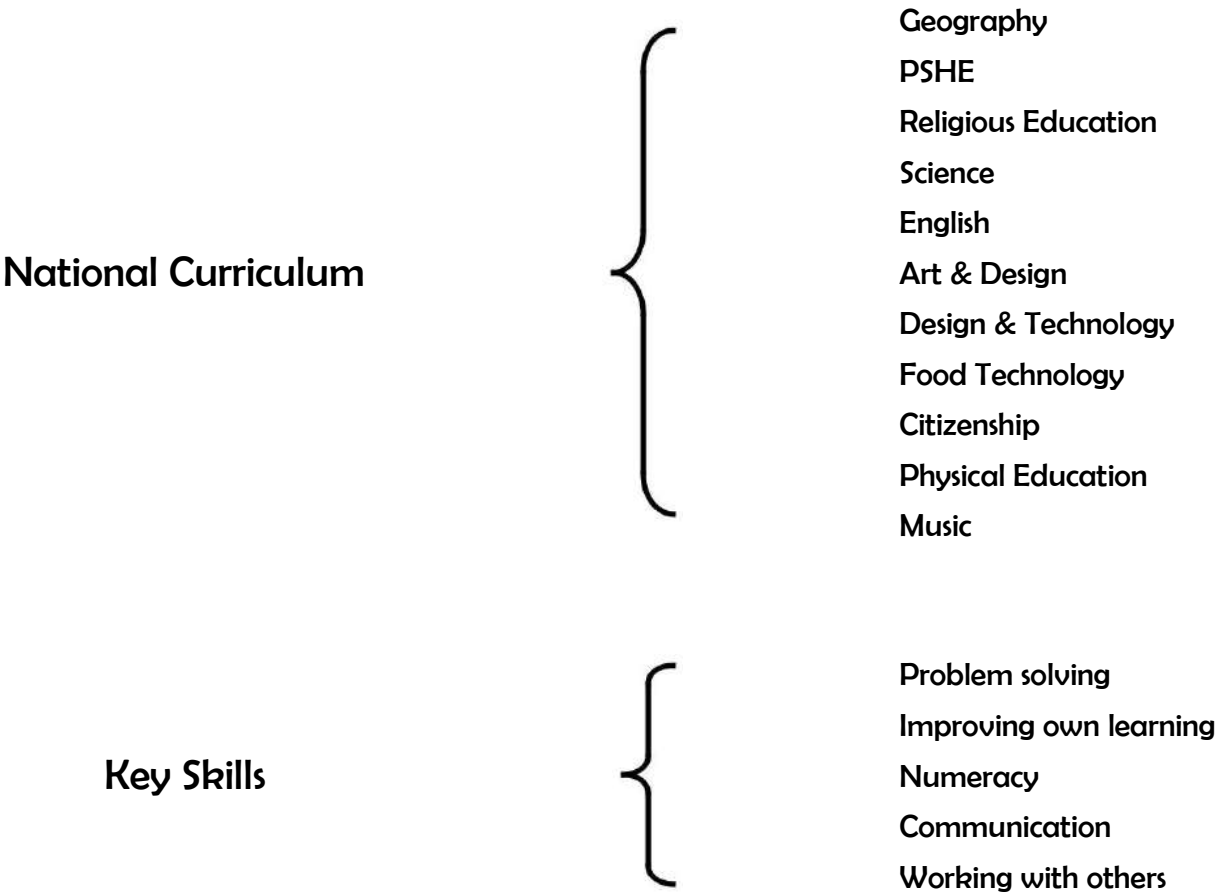
Benefits of Forest School

The learner, while taking part in these experiences, will hopefully gain a number of different types of skills.

These are:

- Confidence
- Creativity
- Environmental / Risk Awareness
- Motor Skills (Fine & Gross)
- Leadership
- Problem Solving
- Physical Ability – (Balance / Coordination)
- Social Interaction – (Trust / Communication)

What will this cover within the National Curriculum & Key Skills?



Where our Forest School experiences are taking place

Wyville is a hamlet, on the edge of Grantham, which has a village hall and two plantations going back before 1805. It is owned by Lady Le Marchant and she has given CIT the privilege of being able to use one of these plantations for their forest school.

Wyville Village Hall & Car Park



Field



Sensory Walk



Fire Pit Area



Back Area



Getting there & parking



From Ambergate site

- Head east on Dysart Rd toward Barrowby Gate
- Take the 1st left onto Trent Rd
- At the roundabout, take the 2nd exit onto Swingbridge Rd
- At the roundabout take the 1st exit
- Turn right onto Harlaxton Rd / A607
- At the roundabout take the 1st exit
- Turn right onto Wyville Rd
- Turn right onto Gorse lane
- Turn left onto Ten Acre lane
- The 1st left onto unknown Rd
- Destination is just up on the right before church



From Sandon site

- Turn left onto Sandon Close
- Turn left onto Sandon Rd
- Go ahead at traffic lights
- At the end of the road turn right onto Bridge End Road
- Turn left onto Houghton Rd
- Turn right onto Albert Street
- Turn left onto South Parade
- Take second road on the right (just after Phoenix School) onto Gorse Lane
- Follow the road around until Hungerton
- Turn left, then turn right on the bend
- Turn left onto Ten Acre Lane
- Destination is just up on the right before church

Parking

There is ample parking outside the front of Wyville Village Hall

Nearest Hospital

Grantham & District Hospital, 101 Manthorpe Road, Grantham, Lincolnshire, NG31 8DG Tel: (01476) 565232

Possible Activities for Forest School

Activities for Forest School can be varied but it should be noted that we are trying to create independent learners, who are encouraged to, try out their own ideas, explore their own interests and to attempt new ideas. Our activities will depend on the ability and experience of the pupils. Some of these activities might include:

- Building dens and other structures
- Fires & Cooking
- Nature exploration
- Games & invitations for imaginative play
- Natural Crafts
- Tool Use – Saws / Drills / Knives
- Sensory Activities
- Bush Crafts
- Seasonal Celebrations
- Scavenger Hunts



Our Forest School Code of Conduct

Entering the Woodland

We will all be respectful of this great resource as we explore and play within it, but know that when we enter, we are entering the home of many different creatures.



Boundaries

All staff and pupils are made aware of where their boundary markers are, and a particular base is established. (SRA)



Carrying & Transporting Materials

All staff and pupils are encouraged to lift objects safely by bending their knees, but also any heavier items to either drag, roll and pull items using rope or hands. (GRA)



Collecting Wood

When getting wood, it must be taken from a designated area or the ground. It must not be taken from living trees. Wood should also be collected sparingly, as to not disturb creatures' habitats.



Using Rope & String

We use rope and string as a means to tie sticks together, to make shelters, and if pupils' want to try to expand their ideas, then we need to facilitate them. Pupils are not allowed to tie others up. (GRA)



At the Fire Circle

Fires happen within the fire square and surrounding this is natural seating which makes the fire circle. No one is allowed to walk within the circle unless invited to do so by an adult. If you wish to sit somewhere else then you must step out of the circle and walk round.



Our Forest School Code of Conduct (Cont.)

Picking Up & Using Sticks

Pupils' can use sticks, which are shorter than their arm's length. They should drag longer sticks or get others to help. Sticks should be used two arm lengths distance away from others. (GRA & see page 8)



Lighting a Fire

All staff will be briefed and safety equipment will be in place before lighting a fire within the fire square. Once the fire is lit, it must not be left unattended. (GRA & See 'fire guidance' on page 15)



Eating & Drinking

Nil by mouth for anything found in the woodland, unless the session is planned to eat or drink within it (i.e. blackberry picking). Pupils are reminded not to put their hands in mouths and to use wipes and water to clean their hands. (GRA)



Using Tools

All tools have their own clear guidelines. These include; how to use the tool, what protective clothing to wear, safety distance to others, how to walk with it and how to pass the tool correctly. (GRA & See 'tools guidance' on page 15)



Digging

We discourage pupils from digging big holes but pupils, if careful, can move top soil in search of bugs using fingers / sticks.



Toileting

Pupils should use toilets before leaving school, however toilets are available within the centre next to the woodland. (Also see information on page 9)



Our Forest School Code of Conduct (Cont.)

Tree Climbing

Pupils are permitted to climb trees that have been marked as safe and climb up to 1.5 metres but an adult has to be present to spot and the ground has to be clear from sharp objects. (GRA)



Leaving the Site

We adhere to the ethos of 'leaving no trace' as much as reasonably possible. All rubbish to be collected, all shelters made by pupils to be taken down.



SRA – Site Risk Assessment / GRA – Generic Risk Assessment

Environmental Policy & Environmental Impact Assessment

We at CIT aim that all our pupils and staff respect our woodland and are all encouraged to be involved in the decisions of helping to sustain it.

We aim to ensure that CIT purchase products that have been assessed for having a lower impact on the environment. By operating in a way that minimises waste, optimises recycling and promotes the reuse of materials, we hope to demonstrate and encourage a wider respect for the environment, as well as an understanding that all produce and waste is linked to the health of our planet as a whole.

Activities such as having fires will follow practices that minimise impact on wildlife through being mindful of what is burnt and how any residues are disposed of. Before leaving the site we will ensure that litter is collected and disposed of suitably.

Minimising Impacts

Activity	Impact	Mitigation
Collecting Wood	Dead wood is important to any woodland ecology as it has a multitude of uses, from homes for mini beasts to beds for fungi, so a lack of it is bad for any woodland habitat.	Limit the amount of fires and evaluate the amount of dry, dead wood before having a fire. Collect only the minimum amount required for any given fire. Reserve specific areas for dead wood conservation.
Fires	Changes in soil chemistry can cause harm to some plant, whilst other essential nutrients may be depleted. Fire can travel underground to roots even after appearing to be extinguished.	Designate fixed locations for fires on parts of the site that aren't particularly ecologically interesting or unique. If possible, dispose of ash into patches of nettles. Ensure that all fires are extinguished fully before leaving a site. Where possible use a fire wok.
Cooking	Food waste may attract animals to the site or increase numbers of certain species, potentially leading to adverse changes in biodiversity.	Inform pupils of these impacts and provide a container (to be taken away) or an ecologically area for food disposal.

Minimising Impacts (Cont.)

Activity	Impact	Mitigation
Tree Climbing, Shelter Building & Swings	Damage to trees	Restrict these activities to suitable trees that will tolerate them.
Collecting Natural Materials	Damage to plants – some plants are far more sensitive to losing their leaves or flowers than others and different seasons affect this too.	Inform groups as to which types of plants are best to pick. Ensure leaves of flowers are taken from fallen parts where possible. Limit the amount of this type of activity. Leave plants unpicked whenever picking is not necessary.
Toilet Use (If village hall is locked or their toilets are out of use)	Wet Wipes contain plastic Human waste entering waterways	Burying faeces and tissues ensures they biodegrade. Either buy biodegradable ones, refrain from using them, or dispose of them in a bag to be taken away. Designated toileting area will be at least 20 metres from a waterway.



Safeguarding at our Forest School

Everyone at CIT has a responsibility in relation to child protection.

We are committed to:

- Take all reasonable measures to safeguard and help promote the welfare of each pupil in our care
- The practice of safe recruitment in checking the suitability of staff and volunteers to work with pupils
- Protecting each pupil from any form of abuse, whether from an adult or another pupil

Our aims:

- To raise awareness of individual responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring, recording and reporting of concerns and case
- To provide guidance on recognising and dealing with suspected child abuse
- To provide a framework for inter-agency communication and effective liaison
- To ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay
- To ensure that safe recruitment procedures are operated
- To design and operate procedures which promote this policy and which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations
- To contribute to the operation of appropriate health and safety procedures
- To have regard to and be consistent with relevant statutory and regulatory requirements and guidance

In addition, adults working within Forest School need to appreciate that when children feel comfortable and content, when their instinct to trust and risk take is encouraged, they may be moved to disclose information, which they might have otherwise kept to themselves.

Any staff member or volunteer, who finds that a child is telling them something that concerns them should follow the course of action set out below in simple steps:

Listen to the pupil but don't ask leading questions

Keep calm & offer reassurance

Make NO promises

Inform the Safeguarding team

Put all details of conversation on Behaviour Watch



Equal Opportunities & Inclusion at our Forest School

CIT highlights the value placed on the individuality of all our pupils. We are dedicated to giving each pupil every chance to achieve the highest standards, regardless of ethnicity, religion, age, disability, gender or background. We actively seek to remove the barriers to learning and participation that can hinder or exclude individuals or groups of pupils. We aim to provide all our pupils with the opportunity to succeed, in any challenge that we present.

We as leaders will:

- Ensure equality of access for all our pupils
- Employ a range of learning styles to suit our pupils
- Seek to involve all parents/carers in supporting their child's education
- Take account of all pupils when planning for future learning
- Make best use of all available resources to support the learning of all groups of pupils

Our leaders ensure that our pupils:

- Feel secure and know that their efforts are valued
- Appreciate and value the differences in other individuals within their group
- Take responsibility for their own actions
- Participate safely, in clothing that is appropriate to their religious beliefs
- Are within groups, which allow them to accentuate their experiences
- Have a range of different learning styles to help every learner
- Use materials that reflect a range of learning styles and linguistic needs without stereotyping
- Have targets that challenge them to succeed
- Are encouraged to participate, regardless of their needs



General Session Standards

Our Forest School sessions are run to the standards set down by Adventurous Activities Licencing Authority. (AALA) It is not essential but gives us a good risk management standard to adhere to.

A standardised session structure, which our leaders adhere to;

Leader's Responsibilities

Prior to the activity the Leader is responsible for:

- Booking the facility (Wyville Site – Village Hall / Field / Sensory Walk Area / Fire Pit & Back Area)
- In accordance with the operating procedures conduct a routine visual and physical check of the equipment to be used
- Ensuring First Aid equipment is available throughout the session
- Update on site / generic risk assessment if needed
- Collect group and complete the Signing out sheet
- Sign out medication of individual pupils (if necessary)

During the session the Leader is responsible for:

- Setting out the aims of the session
- Running the session with a suitable level of challenge
- Group management during the activity
- Personal development

On completion of the session the Leader is responsible for:

- Feedback / review to pupils (through talking, pictures, 'thumbs up / thumbs down')
- Checking equipment for damage/recording use/completing logs as required
- Reporting accidents / near misses (Behaviour Watch)
- Collecting and returning the equipment
- Leaving the site / facility in a clean and safe condition (as specified on our code of conduct section)

Forest School sessions are physically and mentally demanding as well as incredibly fulfilling. Special attention should be paid to the physiological demands of these activities and the associated problems that could arise through the peer pressure of leaders, and other team members, implementing the 'Challenge by Choice' concept.



Health & Safety Guidance

Clothing

- Winter Clothing: Waterproofs/coats, fleece/jumper, hats and gloves
- Summer Clothing: Waterproofs, fleece, sun hat, long sleeved tops and trousers
- Footwear: Wellies or strong/sturdy (waterproof) outdoor shoes & warm woollen socks (not cotton)



Our principle is that 'there is no such thing as bad weather, only bad clothing'



CIT have spare sets of waterproofs / shoes etc in case of a pupil arriving without adequate protection but we ask that both parents/carers and pupils think about the usefulness of their clothing for forest school activities, and to be aware that they are likely to take home muddy and wet clothes after a session.

Poor Weather

When on session, if the weather turns to an extreme type either heavy winds, thunder storms etc then it will be the leaders' responsibility to get the group to shelter e.g. Wyville Village Hall or back to school. The leader may decide, if heavy rain is present, to find shelter and change their session to fit the situation (mud cakes / sensory activities).

Toileting

The code of conduct on page 7, it refers to using either; the school toilet or village hall toilet. However, in extreme circumstances the Environmental Policy & Environmental Impact Assessment, within the 'minimising impact' section, it explains how to minimise the impact of 'wild toileting'.

Hazardous Plants & Fungi

The risk assessment identifies hazardous plants and points them out to the group, so that all members are aware of the dangers. If the groups' needs are high then a change of venue maybe considered.

Biting & Stinging Insects

Insect bites and stings are quite common and usually cause only minor irritation. In rare cases, pupils can have serious allergic reactions to bites or stings, which may require immediate medical attention. If the pupil is aware that they have allergic reactions to bites and stings then they firstly need to inform school they are allergic and bring in relevant medication.



Medication & Signing Out

Before pupils leave school they will need their medication signing out. Pupils with care plans have them stored within their medication box. Whoever signs out the pupil's medication is responsible for returning it back to school. All pupils will be signed out, with the time and destination stated on the form.

Individual Risk Assessment (IRA)

These assessments will be undertaken for pupils who have medical conditions or whose behavioural needs require this to be undertaken. Leaders / volunteers will be informed of pupils with IRAs when planning & reminded before session.

Reporting Incidents and Accidents

Once an incident / accident has happened the leader must immediately tend to the person in need. The incident is to be logged upon return to the school, and for all necessary CIT forms to be completed.

Risk Assessment Guidance

Our Forest School site must be safe and accessible. During our assessment we seek to identify major hazards and take action or precautions to reduce the risk to whomever enters the woodland (site). We will ensure that all staff / volunteers are familiar with our Site / Generic risk assessments. If you have read the risk assessments and notice a hazard, which is not on these risk assessments then inform the leader, who will then take the following steps to reduce that particular risk. (Daily Risk Assessment Form)

Look for the hazard/s

Decide who might be at risk

Evaluate the risk/s and decide what precautions need to be put in place

Decide if any further precautions need to be also put in place

Review the assessment and revise if necessary

Risk / Benefit Analysis

We believe that, while there are risks that must be considered, there are also a wide range of potential benefits that can be gained by those involved. We also recognise that taking risks is an important part of learning and developing and we want to provide a safe and supportive environment in which our pupils can learn about risks, challenges and personal safety.

Tools & Fire Guidance



Forest School sessions use a range of different types of tools and believe that using these tools gives pupils the opportunity to develop new practical skills and build their confidence. CIT aim to ensure that all our pupils using the tools do so safely and with a reduced level of risk. Tools that may be used on sessions include potato peelers, bow saws, hand pruning saws, loppers, knives, bill hooks, drills and even sticks! The following generic safety guidelines are to be followed when using tools, after seeing the leader demonstrate how to use the tools safely:

- Create a designated tool storage area
- Designate a specific area when using tools
- When using the tool;

Make sure you are two arms and a tool away from anyone else (expect your partner when using the bow saw) Ensure you are demonstrating the correct technique
On sawing tools wear a glove on the helper hand

- When not using the tool;

Put it down with the handle facing out and the blade facing in (Partly finished)
Place protective cover back on to the tool (if tool has one)
Put it in the designated place or in the tool box provided (Once finished)

Fires and the use of Kelly Kettles are an important part of understanding how to reduce risk within our Forest School sessions. This opportunity helps our pupils develop new practical skills and build their confidence around actual risk. Fires will only be used where it is appropriate to do so and where there has been an agreement with the site owner. CIT aim to introduce these activities in a safe manor to assistance with the pupils understanding that fire can be a very useful method of providing heat for cooking, warming the body up and as a natural TV. It is also a great therapeutic resource to be able to 'unwind the mind' when looking back at past events / sessions (reviewing tool).

The following generic safety guidelines are to be followed:

- Participants will only be allowed to light fires under direct supervision of a trained leader using suitable materials and equipment
- All participants will be given clear guidelines about how to behave and move around the fire pit area when the fire or Kelly Kettle is lit
- A lit fire will be supervised by an adult at all times, as will all cooking activities
- All fires should be fully extinguished and all traces removed at the end of a session



Refer to the SRA & GRA in the appendices for further information

Accident & Emergency Procedure

During the Accident / Emergency:

- Keep calm and take charge of the situation
- Ensure the safety of yourself and the rest of the group. Make use of other Staff and Assistants to supervise the group
- Attend to the casualty
- Contact emergency services (Ambulance etc)
- Ensure an adult from the group accompanies any hospital/doctor visit
- Make arrangements to continue the activity or return back to CIT
- Inform CIT

After the Accident / Emergency:

In the event of a major incident / injury, your line manager / nominated contact person must be informed of the incident as soon as possible giving the following information;

Your name

Nature and time of accident

Location

Details of individuals involved

Action taken so far

- This person will contact the Enrichment Manager who will inform the Health and Safety Manager
- It is essential that Parents learn of the incident promptly and through appropriate channels and that the group should be informed of this requirement and have no access to telephones until this has been done
- Do not interfere with the scene of an accident other than to assist in first aid and that this is particularly important if the incident involves any form of protective equipment which should be left in-situ for inspection
- Legal liability should not be discussed or admitted
- Write down all relevant details while fresh in your mind, ask other leaders to do so and keep a record of names and addresses of any witnesses

Record the accident/incident in accordance with CIT procedures. Forms should be completed as soon as is practically possible and left for the attention of the Health and Safety Manager at CIT.



Contacting the Right People

Forest Schools are a fairly new, up and coming method of learning. It would be beneficial that, if you have any questions relating to specific areas of this handbook, you should be able to contact the right person at Community Inclusive Trust.

**Outdoor Education Coordinator
Author of this Handbook**

**Responsible for the Running of Outdoor Education & Forest School,
which is part of Enrichment at GANF**



Joe Bogumsky

Enrichment Manager

Responsible for Enrichment at GANF



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**Responsible for all PR, Marketing, Communications & Fundraising
for the Trust and its schools**



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Telephone: 03300 585 520**

**Email: enquiries@citacademies.co.uk
Website: www.citacademies.co.uk**



Appendices



This section will give adult leaders and volunteers extra information, which is essential when running or supporting a forest school session.

Equipment Guidance

The leader is responsible for providing a safe environment for the pupils to work in. To do this the leader must provide an emergency bag. The types of equipment within the bag will depend on the time of year it is.

Emergency Bag list:

- Wyville Village Hall Keys
- First Aid Kit
- Accident & Emergency Procedures (Refer to page 16)
- Emergency Medication (Refer to page 14)
- Forest School Handbook (Has relevant Site & Generic Risk Assessments)
- Mobile Phone
- Emergency Life Blanket
- Group Shelter
- Roll Mat / Bivi Bag
- Antiseptic Hand Gel
- Extra Waterproofs (Top / Bottoms)
- Plastic Bags

First Aid Kit:

- Gloves (Latex)
- Bandages
- Plasters
- Dressings
- Eye Wash / Sterile Water
- Scissors
- Antiseptic Wipes
- Emergency Whistle
- Burns Kit (Burns Gel / Burns Dressing)
- Tick Remover

Fire Box:

- Water Carrier
- Fire Blanket
- Gauntlets (Fireproof)
- Fire Steel
- Matches (Preferably Wind/waterproof)
- Cotton wool
- Vaseline
- Protective Gloves x 12
- Hand Pruning Saw / Hatchet / Knife



Session Structure

Before Session

- Check Weather
- Carry out a Dynamic risk assessment of the site that will be used and advise / act accordingly (Record in Daily Risk Assessment – if necessary)
- Collect necessary equipment and restock first aid as necessary
- Meet, Medication, Sign out group

Start of Session

- Introductions
- Group awareness of new hazards and staff awareness of Pupils IRA (Refer to page 14)
- Check whether pupils are wearing the correct clothing and footwear
- Go to activity area
- Welcoming circle – House Keeping (Discuss boundaries / rules / guidelines)
- Explain what we are doing today

During the Session

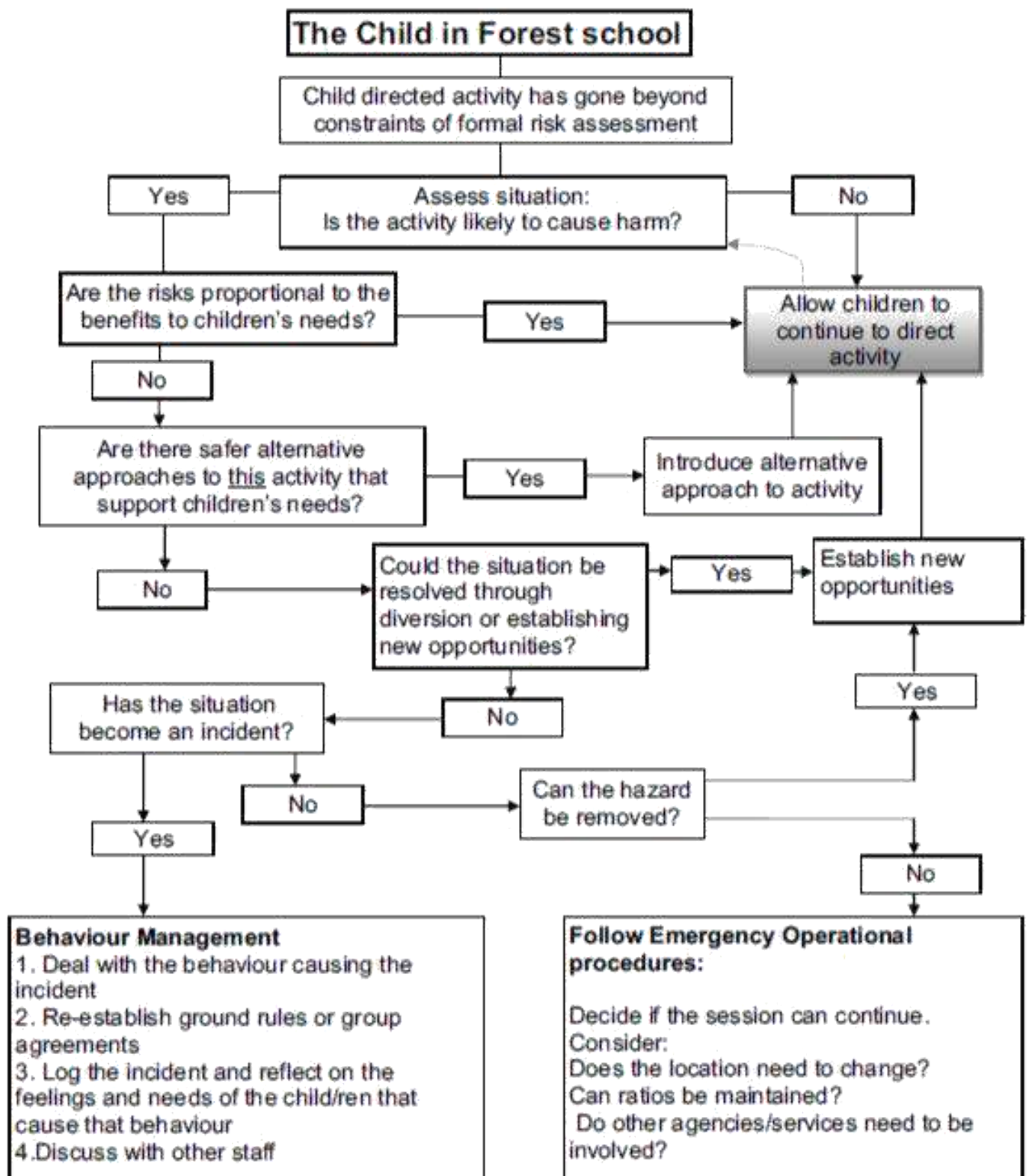
- Continually assess tools / equipment within session
- Check if needs of group is being fulfilled
- Group management – Head counts
- Keep up on the group wearing correct personal protective clothing

End of the Session

- Take down structures
- Collect all equipment (counting that all equipment is back)
- Extinguish all fires
- Closing Circle – Reviewing the session (Questions, Drawing or Thumbs Up / Thumbs Down)
- Check for Litter & Leave Site



Forest School Dynamic Risk Assessment



Risk Management Summary

This is a risk management summary of Enrichment at Grantham Additional Needs Fellowship (GANF), which is part of Community Inclusive Trust Academies (CIT). The purpose of the summary is to satisfy anyone that requires to see our risk assessment and risk management systems, which meet the requirements of the HSE.

Adventure Activities Licence

GANF holds an Adventure Activities Licence issued by the Adventure Activities Licensing Service (AALS). This means that we have been inspected by the Adventure Activities Licensing Service and that our risk assessment and risk management systems were found to be of the required standard.

Provider

Grantham Additional Needs Fellowship: Ambergate Sports College

Licence details

To find out these details please contact C.I.T Head Office on 03300 585 520.

Specified Activities

- Abseiling - (Single Pitch)
- Hill Walking & Mountaineering
- Kayaking - (Inland waters up to but not including Grade 2)
- Off-Road Cycling
- Open Canoeing - (Inland waters up to but not including Grade 2. Includes Rafted Canoes)
- Orienteering
- Rock Climbing - (Single Pitch)

These details can be checked at www.aals.org.uk where detailed information about Licensing can be found.

Activities not listed on our licence

Some activities that we undertake at GANF that do not come within the scope of the Adventure Activities Licensing Regulations. These activities include Forest School, Slacklining, Problem Solving, Indoor Climbing, Bushcraft and all non-Outdoor Pursuits. These activities are all operated to the same standard as the activities that come within the scope of the Adventure Activities Licence.

The Health, Safety and Welfare Manual is a site specific policy, which is based all around the outdoor activities with the Enrichment department at GANF.

Learning Outside the Classroom Mark

GANF holds a Learning Outside the Classroom Mark. This means that we have been inspected and meet the national standards in the following areas.

- We have an educational focus
- We plan courses with clients to meet their needs.
- We deliver what we say we do.
- We operate in an environment where health and safety is well managed

Staff Competence and Qualifications for Adventure Activities

All staff hold either the relevant National Governing Body (NGB) qualification or have been assessed as competent by an appropriately experienced and qualified person (Tech Advisor). This is consistent with the requirements of the Licensing Regulations.

Site Safety and Operational Procedures

Risk assessments and operational procedures are in place for all areas of CIT provision which includes catering, buildings, grounds and facilities. These comply with relevant legislation and CIT Academies policies and procedures.

Child Protection

It is required to follow the Child Protection Policy of CIT Academies. Any Child protection matters go through behaviour watch and our safeguarding team. All staff are required to undertake a DBS check as part of our recruitment process.

Personal Safety

Participants in activities, including children and young people, have a responsibility for the safety of themselves and others. Everyone is expected to follow safety instructions, act responsibly and use common sense.

Fire Protection

The Fire Risk Assessment is in place and is reviewed annually. The fire detection system is maintained by the Site Manager & CHUBB fire alarm company, which follow in accordance with CIT Academies procedures. Between 9pm and 7:30am the fire detection system does not automatically call out the Fire Service, the Site Manager makes the call.

Insurance

The schools within CIT are covered by the insurance arrangements of CIT Academies, to find out these details please contact CIT Academies Head Office on 03300 585 520.

Risk Assessment Information

For further information regarding site or generic risk assessments please contact Community Inclusive Trust on:

CIT Academies Head Office, Helmsley Road,
Grantham, NG31 8XF Telephone: 03300 585 520

Email: enquiries@citacademies.co.uk

Website: www.citacademies.co.uk

