

# St Faith's Church of England Infant and Nursery School

## Forest School Communication Strategy

### School leadership team

Forest school leaders will communicate with the SLT to keep them updated on pupil progress, the management of the site and resourcing as well as any issues with staffing. This communication will be via:

- ❖ Regular meetings/ verbal feedback
- ❖ SLT 'drop-ins' during forest school sessions
- ❖ Email
- ❖ CPOMS (Child Protection Online Management System)

### Site Manager

Forest school leaders will communicate with the site manager to inform him of any hazards that are identified or issues on the forest school site, as well as when the risk assessments are being updated. We will also inform the site manager when we are planning to light a fire. This communication will be:

- ❖ Verbal (in person)
- ❖ Via email

### Teachers / Teaching Assistants (that are not supporting at forest school)

Forest school leaders will communicate with class teachers/ TA's to inform them of any accidents/ incidents involving any child in their class (an accident form should also be filled out and handed to the teacher/ TA). Session plans, observations and evaluations will also be accessible to class teachers so that they can monitor the progress of their students. We also ask that class teachers/ TA's pass on any relevant information about their students to forest school leaders prior to the sessions starting.

Communication will take place via:

- ❖ Conversation at handover
- ❖ Email
- ❖ CPOMS
- ❖ Session plans/ Observations/ Evaluations on shared OneDrive

### Teaching Assistants/ Support Staff/ Volunteers

It is vital that all staff supporting a forest school session understand the pedagogy of our forest school and are up to date with all procedures and risk assessments. Prior to assisting during Forest school sessions, staff will be given a copy of the handbook and will have the opportunity to explore the site and ask forest school leaders any questions that they may have.

During the session, staff members should ensure that they inform each other if they need to leave the site. Forest school leaders should be informed of any safeguarding issues or behavioural incidents as they arise, and they should also be logged on CPOMS the same day. The forest school leaders should be informed immediately of any medical concerns or accidents. The person delivering first aid is responsible for filling in an accident form (that forest school leaders will then pass on to class teachers/ TA's).

Support staff should share any observations they have made of children with the forest school leaders at the end of the session. Feedback on the session as a whole can also be shared to support the forest school leaders to evaluate the session. Feedback or observations may be shared:

- ❖ Verbally
- ❖ As written notes
- ❖ Photographs (on school iPads only)
- ❖ Videos (on school iPads only)

### Parents/ Carers

When a child starts at our school, they are given a welcome pack containing essential information. The Forest School handbook will be included in this, as well as on the school website. Forest school leaders will also keep parents updated by:

- ❖ Scholarpack - Our school text/ email system (e.g., to send reminders of sessions/ kit/ cancellations)
- ❖ Uploading regular updates on our Forest School page on the school website and Social Media pages
- ❖ Phone

Forest school leaders will only telephone a parent during a session if a child has sustained a head injury or an injury/ illness that requires them to be collected. Parents can arrange to talk to forest school leaders in person before/ after school hours if they would like to discuss anything else with them.

### Children

Children are at the heart of forest school; we follow their lead when planning our sessions. Forest School leaders will ensure that children's voices are heard through:

- ❖ Having protected time for reflection at the end of each session
- ❖ Asking for their ideas
- ❖ Observing children closely to understand their motivations/ interests
- ❖ Evaluating each session and adapting our plans accordingly to suit children's needs
- ❖ Involving children in the management of our forest school site
- ❖ Conducting a yearly survey about forest school to inform our future plans (pupil voice)

### Wider Community

As Forest school leaders, we ensure that we are supported as practitioners and kept up to date with relevant information relating to forest schools by:

- ❖ Communicating with fellow practitioners in the local area to form a local support network
- ❖ Accessing forest school support groups online
- ❖ Attending regular refresher courses
- ❖ Being members of The Forest School Association

In our long-term plan, forest school leaders aim to communicate with the local community in the future by *possibly* offering:

- ❖ Guest educators at forest school sessions e.g., animal charities, local artists
- ❖ Forest school sessions for local groups outside school hours e.g., parents and toddlers, pre-school .