

Benefits

Being outdoors in nature reduces stress, keeps immunity strong, builds resilience and a sense of community and keeps us physically healthy.

The FSA believes that due to the nature of Forest School sessions and facilitating the play needs of children and young people, the most appropriate precaution which can be taken is to create and maintain learner 'bubbles'. This means that equipment, resources and the environment can be shared within each 'bubble' without significant risk.

Children can be infected with CoV-2, and become ill with COVID-19. However, they appear to be less susceptible to infection than adults and their symptoms are generally milder. Early indications (from the W.H.O) suggest that there is less transmission from children to adults

Disclaimer:

This guidance is not specific and *must* be tailored to your individual setting.

“There cannot be a ‘one-size-fits-all’ approach where the system of controls describes every scenario. [School] leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments ... with the measures needed to manage risk. The system of controls provides a set of principles to help them do this and, if schools follow this advice, they will effectively minimise risks.”

“This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.”

RISK ASSESSMENT – CV19 Specific

Government Guidance taken from gov.uk 02/07/2020	Action to be taken in order to comply	Can this be met in your setting?	Additional Notes	How will this information be relayed to staff/parents/learners?
PREVENTION				
1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school	<p>Ensure that anyone who has, or develops CV-19 symptoms, or who has had a confirmed positive test in the last 7 days, <u>does not attend the school</u></p> <p>If anyone becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’, which sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>Anyone developing symptoms should be isolated to a separate area (at least 2 metres away from others) and should be collected by a parent or guardian as soon as possible.</p> <p>Any staff looking after those who have developed symptoms should wear PPE (see 6.)</p>			
2) clean hands thoroughly more often than usual	New tippy taps for use in the FS area. Supervised hand washing: on arrival and exit, after sneezing or coughing. Hands to air dry where possible.			

	<p>THE FSA DOES NOT RECOMMEND THE USE OF ALCOHOL HAND GEL DUE TO THE ACCUMULATION OF MUD AND DIRT RENDERING IT INEFFECTIVE</p>			
<p>3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</p>	<p>Tissues available – to be disposed of in the fire, or kept by the user to dispose of in the dedicated bins in school.</p>			
<p>4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p>	<p>EXAMPLE: Priority surfaces will be: all areas of tippy taps, bathroom door/handles/toilet seat, kitchen table top, cabin door handle. Second tier: front gate, wheelbarrow handles, saw and tool handles, storage box handles & lids Priority areas will be cleaned every 3 hours. 9am, 12pm, 3pm Second tier surfaces will be cleaned after each use</p> <p>For individual and very frequently used equipment, it is recommended that staff and pupils have their own items that are not shared. Some group resources can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p>			
<p>5) minimise contact between individuals and maintain social distancing wherever possible</p>	<p>EXAMPLE: Leaders will not PLAN for physical contact games e.g. hunters & rabbits, chasing, tagging, sardines, den building, rough and tumble play, group cooking, role play which might involve contact. “Bubbles”, or small consistent groups are still recommended as much as possible, as is social distancing where this is possible.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> • children’s ability to distance • the layout/area available <p>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on</p>			

	<p>distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible</p> <p>Both approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. Some schools may keep children in their groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p> <p>Where staff need to move between classes and groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p>			
<p>6) where necessary, wear appropriate personal protective equipment (PPE)</p>	<p>(More information on PPE use can be found in the safe working in education, childcare and children's social care schools, including the use of personal protective equipment (PPE) guidance.)</p>			
<p><i>Response to any infection:</i></p>				
<p>7) engage with the NHS Test and Trace process</p>	<p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit • provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) 			

	Schools should ask parents and staff to inform them immediately of the results of a test: if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating			
8) manage confirmed cases of coronavirus (COVID-19) amongst the school community	Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the setting– as identified by NHS Test and Trace.			
9) contain any outbreak by following local health protection team advice				

Specific guidance on Forest School considerations & activities

Working in different schools	Supply teachers, peripatetic teachers and/or other temporary staff can move between schools . They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.			
Volunteers	Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where schools and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of keeping children safe in education . Under no			

	<p>circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible</p>			
Clubs/out of school hours provision	<p>Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.</p> <p>We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</p>			
Music / singing / storytelling	<p>Schools should note that there may be an additional risk of infection in environments where you or others are singing or chanting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when singing in small groups, for example, physical distancing and being outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.</p> <p>Consideration should be given to whether these activities could be limited or even excluded from sessions</p>			
Pupil wellbeing	<p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> support the rebuilding of friendships and social engagement address and equip pupils to respond to issues linked to coronavirus (COVID-19) support pupils with approaches to improving their physical and mental wellbeing <p>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEd learning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement.</p>			

First Aid	<p>IF FS leaders are working in several settings, where possible, teaching or support staff from the school community should deal with First Aid incidents, to minimise close contact between the FS leader and children.</p> <p>If FS leaders are the only (first aid trained) adults on site, PPE should be worn (see guidance "6." above) when dealing with First Aid incidents.</p>			
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Questions & Prompts:

- Are you keeping up to date with guidance for your locality/region/nation/country?
 - Do you need to stagger arrival and departure times?
 - How will your entry and exit points be managed to protect staff, children and parents?
 - Can you make the hygiene reminders entertaining/fun?
 - What will your hand washing procedures be?
 - How, if at all, will you combat any skin damage caused by repeated hand washing?
 - How will you navigate dressing & toileting with younger children?
 - How will equipment be transported?
 - What routines will you need to put in place for cleaning/ resting (72hours) /'bubbling' equipment?
 - What precautions will you take with products made in sessions?
 - Do you need any physical or visual barrier in place?
 - Does any seating need to be rearranged?
 - How will you avoid bottle necks, congestion and queuing?
- Do you need any visual reminders around the site?

The Independent SAGE Report 2

The Independent Scientific Advisory Group for Emergencies (SAGE)

May 22, 2020

3. WHO Checklists

CHECKLIST FOR PARENTS/CAREGIVERS & COMMUNITY MEMBERS

- 1. Monitor your child's health and keep them home from school if they are ill
- 2. Teach and model good hygiene practices for your children
 - Wash your hands with soap and safe water frequently. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Always wash hands with soap and water, if hands are visibly dirty
 - Ensure that safe drinking water is available and toilets or latrines are clean and available at home
 - Ensure waste is safely collected, stored and disposed of
 - Cough and sneeze into a tissue or your elbow and avoid touching your face, eyes, mouth, nose
- 3. Encourage your children to ask questions and express their feelings with you and their teachers. Remember that your child may have different reactions to stress; be patient and understanding.
- 4. Prevent stigma by using facts and reminding students to be considerate of one another
- 5. Coordinate with the school to receive information and ask how you can support school safety efforts (through parent-teacher committees, etc.)

CHECKLIST FOR STUDENTS AND CHILDREN

- 1. In a situation like this it is normal to feel sad, worried, confused, scared or angry. Know that you are not alone and talk to someone you trust, like your parent or teacher so that you can help keep yourself and your school safe and healthy.
 - Ask questions, educate yourself and get information from reliable sources
- 2. Protect yourself and others
 - Wash your hands frequently, always with soap and water for at least 20 seconds
 - Remember to not touch your face
 - Do not share cups, eating utensils, food or drinks with others
- 3. Be a leader in keeping yourself, your school, family and community healthy.
 - Share what you learn about preventing disease with your family and friends, especially with younger children
 - Model good practices such as sneezing or coughing into your elbow and washing your hands, especially for younger family members
- 4. Don't stigmatize your peers or tease anyone about being sick; remember that the virus doesn't follow geographical boundaries, ethnicities, age or ability or gender.
- 5. Tell your parents, another family member, or a caregiver if you feel sick, and ask to stay home.

Company name:

Assessment carried out by:

Date of next review:

Date assessment was carried out:

More information on managing risk: www.hse.gov.uk/simple-health-safety/risk/

Published by the Health and Safety Executive 10/19

In regards to staff & adult participant protection please consult:

<https://www.hse.gov.uk/news/assets/docs/working-safely-guide.pdf>

Sources:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks>

http://www.independentsage.org/wp-content/uploads/2020/05/Independent-Sage-Brief-Report-on-Schools.pdf?fbclid=IwAR1VBj5ZKbKM6GlahHorDxNXzTLTH8frDTBvkzSXRSmOZH8Tlyn6yw_LfcA