Health & Safety policies and procedures

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1) Introduction and Statement of Intent

Wild Sparks Outdoor Play CIC (Wild Sparks) recognizes the importance of, and is committed to, implementing a high standard of Health and Safety to ensure the safety and well being of all children and adults that participants in activities. We aim to provide a safe and nurturing space for children to enjoy a wide variety of outdoor activities, including those which present some physical challenges and risk. The following policies and procedues outline the ways in which our play spaces and activiities are risk benefit assessed and coordinated to minimise risks of seriousharm, weigh up benfits and risks associated and ensure safety and well being for all participants.

At any given Wild Sparks session the Wild Sparks leader, and supporting team, will demonstrate a commitment to the health and safety of all children, staff and volunteers by:

- providing adequate control of health and safety risk, for all adults and children taking part in activities
- providing and maintaining safe equipment
- ensuring all staff/volunteers are able to complete their tasks competently, and have undertaken adequate induction/training
- acting to prevent accidents and cases of related ill health
- reviewing this policy at regulr intervals and revising as necessary.

The following Health and Safety Policy and procedures have been created ensure the above commitments can be met. All staff and volunteers are expected to play their part in its implementation.

2) Health and Safety Responsibilities of the staff team

A. Commitment (H&S)

The Wild Sparks leader, and supporting team will demonstrate a commitment to the health and safety of all children, staff and volunteers by:

- effectively managing health and safety risk, for everyone taking part in activities
- providing and maintaining safe equipment
- ensuring all staff/volunteers are able to complete their tasks competently, and have undertaken adequate induction/training
- acting to prevent accidents and cases of related ill health
- reviewing this policy at regular intervals, revising as necessary

Key principles

Stay aware
Be cooperative
Look after yourself & those around you

B. Roles and Responsibilities (H&S)

All staff & volunteers have a duty of care to ensure Wild Sparks Policies and Procedures are put into practice on a day-to-day basis. The leader & support staff have slightly different roles in doing this.

Wild Sparks Leader responsibilities:

Unless otherwise discussed the Wild Sparks leader is responsible for:

- Ensuring H&S procedures are shared with and adhered to by all participants throughout the duration of their involvement
- Ensuring all staff/volunteers have access to and are familiar with this document and their roles and responsibility in relation to it
- Ensuring staff/volunteers are adequately instructed in H&S matters specific to each new activity and site
- Undertaking seasonal risk assessments of the site and all activities that take place
- Keeping and maintaining all records and documents relating to Health and Safety, including accident/incident books
- Undertaking training in First Aid, Food Hygiene and Child Protection in accordance with legislation and best practice

Support staff / volunteer responsibilities:

All other Wild Sparks staff and volunteers must show a commitment to good health and safety practice at all times by ensuring that they:

- Take reasonable care for their own health and safety
- Follow the procedures outlined in this handbook & any further instructions from the leader
- Co-operate with co-workers on H&S matters
- Report all H&S concerns to the Wild Sparks Leader

C. A typical Wild Sparks session

Before the session

The Wild Sparks leader or a designated staff member will:

- *Ensure all risk benefit assessments of the site, activities and children are up to date.*
- *Where parents/carers are not present, ensure a child record form has been provided for each child, and bring these to site. All forms are stored in the leader's car which is locked for safe keeping and confidentiality.*
- *Made arrangements for additional support & provision for children with high support needs*
- *Prepared a welfare and first aid kit Conducted a site check to identify hazardsPrepared and checked all tools and materials for use.*

Upon arrival the Wild Sparks staff/volunteers should

- *Take part in a short meeting to allocate roles and discuss the session ahead.*
- *Either help with arrivals or go into the woods to set up the site and resources as agreed at the meeting.*

Arrivals and departures

- ***When children arrive:*** Wild Sparks staff will say Hello, making all children feel welcome upon arrival
- Check all children are suitably dressed for the weather (see Appendix 5), making use of Wild Sparks spare kit if required.
- The Wild Sparks leader will discuss any health or safety issues for specific children, including behaviour related concerns.

- Where parents/carers are not present, register all children upon arrival and store register in the welfare kit.

Once all children are present group introductions take place:

- All staff and children introduce themselves by name to the group*
- The Wild Sparks leader or a designated staff member goes over the Wild Sparks 'Dos and Donts'/ group guidelines.

At the end of the day the Wild Sparks leader will:

- Where parents/carers are not present, personally escort children to the collection point and make sure each child leaves with the correct parent/carer.
- Handover any incident forms or dicusss any concerns with relevant parents/carers.

All Wild Sparks staff/volunteers have a responsibility to:

- Follow official procedures when it comes to:
  - Fire procedures
  - Tool use
  - Supervision and behaviour management
  - Hygiene and food preparation
  - Accidents and Emergencies
- Monitor the pastoral needs of the group, e.g. sun cream, sunhats, warm and dry clothes, liasing as appropriate with and parents/carers if present.
- Spot & remove hazards as they occur on site (e.g. precariously balanced logs, or ropes at trip height)
- Co-operate with colleagues & follow instructions promptly with regard to H&S issues.
- Support children to look after and keep together their own belongings, such as hats, gloves, bags, jumpers which should be stored in bags, on hooks.
- Look after your own health and safety and notify the leader of any health related issues or illness that may affect your work or pose risk of infection to others. Present in a fit state for work.

<u>At the end of the Session</u>

All Wild Sparks staff/volunteers have a responsibility to:

- Check fires are extinguished
- Help get children ready to go home making sure they have all their belongings with them
- Collect litter and empty bins as required
- Store equipment in its correct place
- Alert the leader to any damaged/faulty tools that need to be removed from use until repaired
- Take part in debrief with staff team

More info:
Welfare Kit Contents: **Appendix 1**
Safe Fires: **Appendix 2**
Safe Tool Use: **Appendix 3**
Food & hygiene: **Appendix 4**
Developing & managing children's behaviour: **Appendix 5**
Physical Play: **Appendix 6**
Accident/Emergency Procedure: **Appendix 7**

D. Policies and standards

Staffing ratios

Staffing ratios vary from programme to programme but Wild Sparks always tries to ensure a high ratio of leaders to participants: a minimum of 2 adults must accompany any group.

Where Wild Sparks are acting as the care provider (e.g. at Playcheme or After School care sessions) the following rations are in place:

Standard staff/child ratios are:
Children aged 5 and over: 1:8 Max (though usually we operate on 1:4)

Where Wild Sparks are working alongside a partner (e.g. a school or youth group) we follow the ratio standards of the partner group, with a minimum ratio of 1 adult to every 10 children.

Children with additional Needs
Ratios are determined by assessment on an individual basis, with some children requiring 1:1 support. Some children on the standard ratio will require extra support, for example if their risk awareness is limited or they are prone to upsetting or winding up other children. The leader will discuss appopriate strategies for supporting these children on a day to day basis. Staff should speak to the leader straight away if they feel a child requires extra supervision or support to stay safe and prevent harm/upset to others.

Clothing and Personal Protective Equipment

Adults and children must be dressed in a way that suits the weather and provides them with protection and comfort outdoors (**See appendix 8**). Wild Sparks can provide footwear and waterproofs for any child/adult member that does not have their own.

The Wild Sparks leader(s) will:

- *ensure clean, spare, seasonally appropriate clothing is available.*
- *Where neccasary, exercise the right to exclude any child inappropriately dressed.*

All Wild Sparks staff should:

- support children to use spare clothing as required and report any clothing concerns to the leader

Weather

Wild Sparks sessions take place entirely outdoors (that's the fun of it!). We will only cancel sessions in exceptional circumstances. For this reason:

Wild Sparks leader will:

- Check the forecast and be prepared for the expected weather ahead.
- Make provision and adapt activities to suit the weather expected, including:
  - Provide a tarp or shelter on wet days
  - Provide warm drinks and extra spare layers on cold days

Wild Sparks Staff & volunteers should:

- Look out for for signs of weather related illness in children (e.g. cold, dehydration, heat stroke)
- Take extra care to check on children's pastoral needs during cold/wet/hot weather to keep everybody safe and comfortable.
- Be prepared for extreme weather & bring suitable clothing, food and drink

Welfare and First Aid kit

The Wild Sparks leader is responsible for making sure a welfare kit (including a first aid kit) is always available on site & that staff members know where it is located/what it contains (**See Appendix 1**).

Food and Drink

During the Wild Sparks playscheme and after school sessions children eat lunch and/or a snack. Children are asked to bring appropriate food with them, always including a snack and drink, plus lunch where the session runs over lunchtime.

The Wild Sparks leader will:

- Collect and share information about any food allergies for specific children and take care to avoid consumption or contamination of those foods.

The Wild Sparks staff and volunteers should:

- Act on information and advice around children with allergies as instructed by the leader
- Ensure children wash their hands before eating
- Supervise meal times and make sure children are eating the foods they have been given and that children are not sharing foods
- Make sure there is adequate fresh drinking water at all times
- Report any concerns around children's eating habits or the suitability of the food they are provided with to the leader who will in turn speak to the parent/carer.
- Make sure they bring adequate food and drink for themselves

Cooking and food related activities

At times we will provide snacks as part of an activity, usually involving campfire cooking. Staff leading such activity must follow Wild Sparks food hygiene & preparation procedures (**Appendix 4**)

Medication and Child Illness

At times young people and staff will require medication whilst on site. Wild Sparks can only support the administering of medications that have been prescribed by a doctor or pharmacist and are clearly labeled as such. The leader will instruct staff on how to administer medicine when appropriate (**Appendix 9**).

All Medication is stored in a designated locked container for adult only access.

See Appendix 9 for further guidelines on staff medication and inhalers.

- If a child becomes ill during their session at Wild Sparks the leader will notify a parent/carer immediately and arrange for their collection.
- Staff should report any concerns around a child's health to the leader who will make a decision as to whether or not they are well enough to stay.

Procedures for exclusion of sick children can be found in appendix 10.

Incident and accident reporting

All incidents and accidents, including minor ones, need to be recorded in the appropriate accident/incident book as soon as possible after the occurrence.

Wild Sparks Staff and volunteers should:

- notify the leader of any incident or accident, however minor.
- Complete an incident/accident record form and pass this to the leader to be checked and countersigned.

The Wild Sparks Leader(s) should:

- review all accidents/incidents and make appropriate recommendations to prevent a recurrence.

Photography

It's good to capture some of the exciting moments we share at Wild Sparks. Here are the guidelines on doing so appropriately:

- All parents/carers are asked to state their preferences regarding photography and use of photographs in the child record forms.
- Staff should only use the designated Wild Sparks camera, not their own.
- The leader will notify staff & volunteers of any child around which there are photography restrictions.
- If a child brings a camera to a session where there are other children who should not be photographed the leader will check the camera at the end of the session and ensure relevant pictures are deleted.

Risk Assessment and Risk Benefit Analysis

All activities and locations are risk assessed to determine potential hazards and causes of harm. Potential risks are weighed up against the benefits for the child, as per guidelines in CHILDREN'S PLAY AND LEISURE – PROMOTING A BALANCED APPROACH (2012), Health and Safety Executive.

The Wild Sparks leader will share Risk Benefit Assessments with the staff team where they deem it appropriate.

'When planning and providing play opportunities, the goal is not to eliminate risk, but to weigh up the risks & benefits. No child will learn about risk if they are wrapped in cotton wool'.
www.hse.gov.uk/entertainment/childrens-play-july-2012.pdf

2) Child Protection policy

WILD SPARKS is committed to creating a safe environment for children, young people and adults. We recognise our moral and legal obligations to protect children and will ensure that members will take all reasonable steps to promote safe practice and to protect children from harm, abuse, and exploitation.

Wild Sparks full Child Protection policy can be downloaded here:
www.wildsparks.co.uk/uploads/2/5/1/5/25156940/wild_sparks_jan_2014_child_protection_policy.pdf

All staff and volunteers are required to familiarise themselves with the Wild Sparks Child Protection policy and have a responsibility to follow the procedures within it.

In particular staff need to be familiar with standard, statutory procedures for dealing with disclosures of abuse from children or suspicions of abuse/neglect. If in any doubt at all around Child Protection issues staff should raise their concerns with the Wild Sparks leader who will act accordingly to clarify information or provide training.

Appendix 1: Welfare Kit Contents

- **First Aid Kit** including:
  - plasters, dressings, eye pads/dressings
  - antibacterial wipes/gel
  - gloves
  - resuscitation mask
  - fresh water – for cleaning wounds
  - burns gel sachets and burns cream
- Blanket
- Fully charged mobile phone
- OS grid ref/postcode of site for emergency services
- Medical details of participants (inc adults) and child register
- Incident/accident report forms
- Tarp or shelter for wet weather

Appendix 2: Safe Fire procedures

Group fires are a regular feature of Wild Sparks, we regularly gather for a fire at the end of the session as a way of bringing the group together for sharing and discussion. At times snacks are cooked on the fire for both children and adults to enjoy together. Children are encouraged to join the group fire but they are free to enjoy free play elsewhere if they prefer.

To ensure safety of all participants and the surrounding environment the following procedures should be followed:

The fire circle

- Log seats are arranged in a circle at a safe distance from the fire. These are secured with pegs to prevent them rolling or being moved. Where a log circle cannot be created other materials (e.g. rope) are used to make it clear to children where they should sit.
- A fire bowl or fire pit edged with Stones or logs are used to contain the fire
- The fire circle is situated on flat ground in an open area with no low branches/canopy
- Children are involved in collecting tinder, kindling and fuel and/or building the fire
- The fire circle is cleared of any trip hazards prior to fire lighting, wood fuel and water should be stored outside the fire circle
- Water is on hand at all times to extinguish the fire and treat burns
- The safety rucksack, containing a burns kit, is kept close by to treat burns
- The fire is never left unattended, once lit an adult must stay close at all times
- The fire is fed with dry wood and natural material, taking care to avoid materials that will smoke or any toxic/plastic matter.
- Children (or adults) with long hair should make sure this is tied back before approaching a lit fire.

All Wild Sparks staff are responsible for making sure the fire circle is correctly set up and used as described.

Behaviour code:

The Wild Sparks leader, or a designated member of staff, will run through a fire safety code with the group prior to lighting a fire, as follows:

- We are calm and sensible around the fire and stay seated
- We always walk around the outside of the fire circle if we need to move
- We play away from the fire at a safe distance
- We follow instructions and show good listening around the fire
- If our clothes catch fire we Stop, Drop and Roll, away from the fire
- If it is smoky we cover our eyes or move, carefully, to a new seat
- We take turns to tend the fire or cook food as instructed by the leader
- We keep water close by to extinguish the fire and

always put it right out before leaving

- We use the respect position when tending/lighting/cooking over the fire

Mini Fires & fire play

Most children enjoy making their own fires and exploring fire more physically, for some this is a very strong innate drive. Wild Sparks believes such children in particular need opportunities to satisfy their fire drive and should be given supported fire play experiences. These should be managed as follows:

- A designated member of staff must oversee the activity and stay close by
- Adults should be aware of wind direction, speed and strength and support the children to find a suitable and safe space for their fire
- All small fires should use a fire bowl/tray/pan and be lifted off the ground to avoid scorching
- Children should be given cotton wool, paper or other tinder in small amounts to keep fires small
- Children should be given space to play freely with a small fire without an adult stepping in with advice and instruction unless asked.
- The adults should assume an observational role and keep watch to make sure children's behaviour is safe, focused and calm and that fires are kept small

Staff training

Staff who lack confidence or skills with fire lighting should request 1:1 support from the Wild Sparks leader. It may be that 'on the job' training can be provided during a session or a designated training session can be set up by agreement.

No member of staff is expected to supervise fire activities if they do not feel comfortable doing so. They should make their feelings known to the leader.

Appendix 3:

Safe Tool procedures

At Wild Sparks we use a range of tool with children, including knives, saws, hammers, loppers, drills and secateurs. These are introduced in stages, with support and close supervision. Over time, as children develop skills and responsibility, supervision and support can be reduced to suit each individual.

Injury can still occur with safe tool use and minor cuts or grazes are to be expected from time to time. It is more likely that serious injury will result from tools being incorrectly carried, stored or ill-maintained than during use.

Using tools helps develop children's fine and gross motor skills, which in turn will help improve their tool technique. The role of the adult is to provide guidance and support at a level that helps the child continually develop their skills.

To ensure safety of everyone on site the following procedure are followed:

- Staff and volunteers must undertake an induction in tool use with the leader and before they can supervise tool use with children.
- Tools are generally only used in the designated tool area. Where tools are needed elsewhere (e.g. for tree felling/pruning) an adult must manage the space and activity safely.
- Children are inducted 1:1 or in small groups using the Tool Talk approach in safe use, carrying and storing of the tool. This is refreshed each time the child comes to use a tool.
- The tool area must be supervised by an adult at all times, if an adult is not available then the tool area must be 'closed' and packed away
- Tool use is undertaken during specific activity times and not ad hoc/when individual children make requests (even if this means a child doesn't get to finish a project before leaving)
- Children with sufficient skill and maturity can use tools under light supervision. e.g. with a leader close by but not necessarily watching their every move.
- Where available protective sheaths/guards should be applied to the tools immediately after use, adults should check children have returned tools to the box properly.
- Tools are kept in a designated tool box which is a no go place for children. The tool box must be secured fully, or positioned out of reach, to prevent unwanted access from children.
- Staff must notify the leader of any damaged, worn or blunt tools. These will be removed from use until they are appropriately restored.
- Child friendly tools are stored in the red tool box which children may access as they wish but should be reminded to always return tools once finished.

No member of staff is expected to supervise tool use if they do not feel comfortable doing so. They should make their feelings known to the leader who will make provision for additional training to help develop their skills and confidence.

Tool Talk inductions

Wild Sparks uses the tool talk approach, developed by Forest Schools, to induct children in safe tool use. The Tool Talk is a simple script that covers all aspects of handling, using, carrying and storing tools safely.

A copy of the script will be available on site, within the tool box, to support staff and volunteers in delivering adequate tool talks.

Example Tool Talk for a Bow Saw

This is my Bow Saw

This is the handle

This is the blade and this is the blade cover

I take the cover off like this

This is the cutting edge

When I have finished using my saw I put the blade cover back on

I hold the Bow saw like this (hold handle with saw blade facing down)

I walk with the Bow Saw like this (walk slowly holding handle as described)

I pass the bow saw like this (pass with blade down with hand on handle)

When I am not using my bow saw I put it down on the ground with the blade facing in and the handle facing out

I use the bow saw for cutting anything thicker than a 2 pence piece

When I use the bow saw I use it two arms and a tools length away from anybody else

When I have finished using my bow saw I put it in

the designated place or back in the toolbox provided.

I wear a glove on my helper (non sawing) hand

when using a bow saw

Appendix 4: Food and personal hygiene

Personal hygiene is an important aspect of the control of communicable diseases, and is important for protecting the health of everybody in the group. At Wild Sparks care is taken to avoid the spread of germs through good food hygiene, hand hygiene and clean toilets.

1. Food Hygiene:

The following measures must be taken to ensure basic food safety and prevent food poisoning*.

Outdoor Food Preparation & Cooking:

- Utensils and materials used must be thoroughly cleaned before use and stored in a clean bag on site, out of from children's reach, until used
- Cooking and food preparation activities should take place in the tool area or another roped off space. The space should be laid out in such a way that it is easy to keep clean.
- The activity leader decides the number of children they wish to take part (usually no more than 6) and manages the group to prevent contamination of food.
- Everyone involved in food preparation must wash their hands with soap and water before the activity.
- Foods that have a higher risk of food poisoning are avoided, including all meat and fish. Bread, cakes, marshmallows and popcorn are the usual foods cooked.
- Foods are heated thoroughly before serving. Children are reminded to let food cool before eating.
- Eating utensils are cleaned thoroughly before use and stored in a clean place on site.

*Food poisoning is a notifiable disease under the Public Health (Control of Disease) Act 1984. It is the responsibility of the doctor who makes the diagnosis of any notifiable infectious disease to notify the 'Proper Office' in their authority. The 'Proper Office' is likely to be either the local Consultant in Communicable Disease Control (CCDC) or a Senior Environmental Health Officer. In the event of an outbreak of food poisoning the leader must seek appropriate advice.

2. Handwashing & toilets

The following measures are in place to promote good personal hygiene and prevent the spread of germs from person to person**. Where facilites are not provided within walking distance of the site used:**

- Running water (in a water butt/bottle) and liquid soap is provided for hand washing.
- Children are reminded of why hand washing is important, prompted to clean hands at appropriate times and shown how to use the equipment.
- Everybody washes their hands before eating and after using the toilet.
- Paper towels are provided to dry hands and avoid any cross contamination
- A latrine or compost toilet bucket is provided for use. Children are inducted in how to use the facilities, incuding covering of their deposit with soil/swadust/leaf mulch as is avaialble.
- The toilet areas are regularly checked throughout the day. Antibacterial spray and paper towels are available for cleaning as required. Children are instructed to tell an adult if they find to toilet to be unclean.
- The compost loo is empted and altrines closed daily.

Appendix 5: Behaviour and communication

Adults at Wild Sparks must remember they are role models and should make children feel welcome and looked after at all times, whatever behaviour the child displays to them.

Communicating with Children

Adults should use appropriate language and mannerisms to communicate with groups and individuals, this includes:

- Using clear language and a friendly tone
- Never shout at or behave aggressively towards a child.
- Remain calm at all times. If you are stressed/upset seek help from a colleague and take time out.
- Refrain from swearing or making comments that could be deemed as racist, sexist or derogatory towards any group/individual.
- Refrain from criticizing children. Focus on the positive and tell children what they should be doing, not what they shouldn't.
- Provide positive alternatives to any undesirable behaviour/action with an age appropriate explanation.
- Never talk about children within earshot of them or their peers.

Facilitating Free Play

At Wild Sparks the role of the adult is to support free play and child led learning, giving children the space to explore, play and follow their own interests within safe parameters. (refer to Playwork principles on P4 for further guidance).

Adults are present as facilitators and guides, not as teachers. As a general rule as long as a child is not putting themselves or others at risk they should be left to do what they are doing. At any given time the Wild Sparks leader, or a designted adult, will be acting as the 'supervisor' making sure everybody in the group is accounted for. Some children need closer supervision and more support than others, especially those who:

- Have a limited awareness of risk or common sense
- Have limited mobility, motor skills or coordination
- Have limited social skills and are prone to annoying/upsetting/disrupting others
- Have a known disability or behavioral condition

It is the responsibility of all staff and volunteers, but especially designated 'supervisor' to keep an eye on the group and monitor both individual behaviours and group dynamics. If unsure about anything they should consult a colleague to discuss concerns and request support.

Dealing with conflict

- Debate and negotiation are excellent learning tools for children and should be encouraged, adults should avoid the temptation to step in and organise children playing in groups.
- Sustained arguments, bullying and aggression are signs that children are stressed; these situations require adult intervention to prevent a situation escalating.

Staff should try to learn the difference between these and develop sensitivity to warning signs and triggers of more serious conflict. Here are some suggested actions for overcoming common problems:

1. Group games or tasks. These are helpful when the group is tired or bired and becoming whiney, fragile and starting to wind each other up. A change in pace and focus usually helps restore a little harmony!

2. Removing/splitting up key individuals. This is essential where a child is close to crisis point or relentlessly winding others up (deliberately or not). Isolating individuals can be done subtly by way of diverting them to a new task, choose something with a bit of focus (e.g. whittling) or that you know they enjoy.

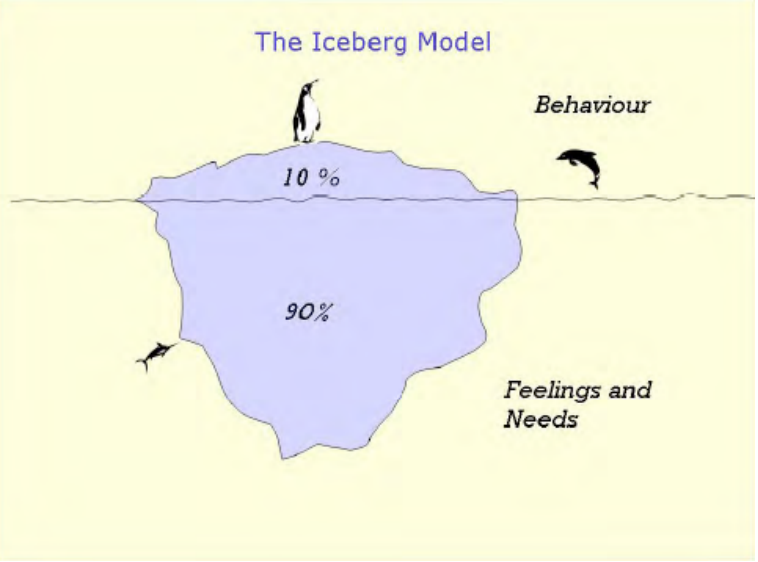
3. Group / individual behaviour chats. Children need support to recognise their own undesirable behaviours and these can be raised either 1:1 or in a group.
- 1:1 chats should be used when a child is repeatedly displaying undesirable behaviours that they need to work on (e.g. taunting others, getting hyperactive, pushing/shoving, not taking turns) and should be done away from others in a calm but firm manner. Always present suggestions for desired behaviour.
- Group chats are good for discussing less serious incidents (e.g. fake wolf howl calls), it is best not to name and shame indivduals who have 'misbehaved' but instead to frame the chat as a general discussion about the issue concerned.

In many cases a combination of the above strategies is required.

Dealing with aggressive or hostile behaviour
At Wild Sparks we aim to prevent situations from escalating into an outburst of hostile behaviour. Staff are encouraged and supported to learn to recognise warning signs in individual children and develop strategies to intervene before crisis level is reached. Such issues are discussed at daily debrief meetings.

The leader will make sure all staff and volunteers are aware of children who are likely to display hostile behaviours and share any useful information such as common triggers or strategies for diffusing temper/hyperactivity

Staff should always remember that challenging behaviour reflects a hidden need and is a sign of a child's vulnerability and inability to cope with stress.



All behaviours (one off and recurring) are caused or triggered by something, this could be:

Environmental
(e.g. unfamiliar place, inclement weather)

Physical
(e.g. unwell, tired, hungry, cold, disability)

Social/emotional
(e.g. feeling lonely, shy, scared)

It is not always possible to determine the cause of a child's behaviour, but it is helpful to remember that there will be one, and to consider common environmental or phsyical causes and act to remedy these where possible.

In the instance that you suspect a child is going through more serious personal problems these concerns should be raised with the leader and, where appropriate, child protection procedures followed. Never pry into a child's personal life or ask leading questions around issues of abuse or neglect.

In the event of an outburst or crisis use 'I ASSIST':

I - Isolate the young person
A – Actively listen
S – Speak calmly, assertively and respectfully
S – Statements of understanding precede requests
I – Invite the young person to consider positive outcomes and behaviours
S – Space reduces pressure
T – Time helps children and young people respond to requests

Crisis situations occur when a child's stress levels reach breaking point. This can result in aggression, violence, extreme withdrawal or running away… for example.

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Appendix 6: Physical Play: lifting, climbing, building, balancing…

Children use climbing and physical play to develop their gross motor skills, balance, coordination, confidence and risk awareness. At Wild Sparks we encourage children to challenge themselves, use all parts of their bodies and take risks. Bumps, knocks and scrapes are part of growing up and help children understand their personal limits.

To minimise the risk of serious harm to children Wild Sparks staff should follow these procedures, engaging children alongside them:

- Areas around climbing structures (trees, ropes, nets, logs etc) should be earth or grass and clear of hazards (logs, sticks, protruding roots/stumps, toys, rocks, brambles)
- Children must check with an adult before climbing a tree. Adult to check trees are sturdy and safe, with no rotten or loose branches.
- Adults should supervise but not assist or crowd children; most children will only climb within their ability. Stay close to novice climbers to catch if they slip/fall.
- Establish ground rules for climbing, e.g. numbers per tree, height limits to suit the children involved (to a max of 5m), area beneath climbers free of people
- Put height restrictions in place for over ambitious climbers. Always limit climbing to 5m absolute maximum* (in most cases children will go nowhere this height)
- Swinging from branches only allowed where the fall height (from foot – ground) is 2m or less.
- It is usually safer to coax a child down than go up to get them. If child really is stuck at height get a ladder or call the fire brigade/get outside help.
- Remind children to take care of slippery branches/logs due to rain or moss covering.

Lifting, moving, carrying loose parts

Children are encouraged to play with loose parts and make use of the sticks, logs, rocks and other natural materials in the woods. However it is important they take care with heavier or larger items and adults may need to intervene and provide support from time to time.

Adults should always explain the reasons behind their intervention to the child and engage them in finding safe alternatives/solutions.

To minimise the risk of serious harm to children Wild Sparks staff should follow these procedures and intervene when:

- A child is attempting to lift/carry something that may cause them strain or injury if dropped. Support them to get help to achieve the task.
- A child is carrying a long object by themselves (that could swing and hit others). Support them to either drag the object or get help to carry it with a person at each end.
- Children are building structures with heavy logs that could cause harm if collapse occurs. Support the child to find alternative lighter materials.

Appendix 7: Accident/Emergency Procedures

All Wild Sparks staff and volunteers have a duty of care to deal efficiently and quickly with any accidents and emergencies that arise, the following procedures are in place to support this:

- The Wild Sparks Leader(s) will ensure at least one charge mobile phone is on site at all times
- The Wild Sparks Leader(s) will deal personally with any emergency that arises
- In the event of a serious accident or incident the Leader will delegate tasks to the adults present, including supervision of other children and assistance with First Aid/other.
- Anything of a medical nature that is beyond First Aid has to be dealt with by proper medical staff based at a hospital. The leader may choose to take the child in their car to meet an ambulance en route if it is deemed in the best interest of the child.
- The Child Record form must accompany the casualty to hospital
- The leader or a designated member of the team will accompany the child to hospital
- A designated member of staff will stay with the rest of the group and assume leader responsibilities in their absence.

Evacuation
In the event of an incident requiring site evacuation (e.g. fire, high winds or the presence of a potentially dangerous person) the Wild Sparks leader will:

- Gather the group together as quickly as possible and escort them via the shortest clear route to a designated meeting place: Scottish Woodland Skill Centre, Woodyard or, if that place is inaccessible/unsafe Site entrance by Bamff Drive (southside)
- Stay with the group until collected by parents or carers or until it is deemed safe to return to the site or relocate to a new space.
- Select an alternative location within Bamff estate in which to continue activities if required.

First Aid

- All Wild Sparks Leaders are required to be trained in First Aid (Immediate Temporary Care) and must hold a valid First Aid certificate
- A fully equipped First Aid kit will be kept on hand during the session for any emergencies.
- Minor first aid issues will be dealt with on site by any adult who has up to date First Aid training.

Appendix 8: Required clothing for Scottish climate

Autumn / Winter	**Spring / Summer**
Vest or T-shirt	Long sleeved T-shirt, blouse or shirt*
Long sleeved top	Light trousers*
Hooded top/fleece or thick jumper	Socks
Waterproof jacket	Trainers, shoes or Wellington boots.
Thick socks (thermal or two pairs of thin ones)	(Sandals and flip-flops are not suitable)
Trousers	Sunhat & sunglasses (if required)
Waterproof trousers	Participants are also responsible for providing their own insect repellent and sunscreen
Wellington boots or waterproof hiking boots.	* Exposed arms and legs (shorts or short sleeved tops) may lead to exclusion from certain activities so long sleeves are advised.
Hat, gloves and scarf.	

Appendix 9: Medication

Where parents/cares are present (e.g. a school group or family session) responsibility for anymedication required by children is left with the parent/carer/teacher.

When a child attend a Wild Sparks playscheme/after school session:

Parents/carers have the prime responsibility for their child's health and should provide Wild Sparks with information about their child's medical condition. Wild Sparks can only support the administering of medications that have been prescribed by a doctor or pharmacist and are clearly labeled as such.

The Wild Sparks leader must:

- Liaise personally with any parent/carer regarding medication that is to be stored and/or administered during a Wild Sparks session
- Obtain a completed Child Medicine form from the parent/carer that details how to administer the medicine in accordance with the prescriber's instructions
- Ensure medicines are stored safely on site, in a cool bag where necessary and in a secure place that cannot be accessed by children
- Complete a record form each time a medicine is administered, noting the time and quantity of medicine taken, and signed by both themselves and a witness**.**

Children who use inhalers can keep these on their person or in an accessible place for immediate, independent access. The Wild Sparks leader will agree a suitable place with the child and this will be made known to the rest of the group

Staff medication
Make sure you bring any regular or emergency medication you may/will require throughout the day. Ensure all medicine is correctly labelled and stored in a safe, secure container away from child access. Notify the leader to the presence of your medicine

Appendix 10: Procedures for exclusion of sick children

This information is taken from the Care Inspectorate document located in full at:

www.hub.careinspectorate.com/media/120865/hps-exclusion-criteria-childcare-a3-2011-12.pdf

- Any child who is unwell should not attend, regardless of whether they have a confirmed infection.
- Coughs and runny noses alone need not be a reason for exclusion but if the child is also unwell they should not attend.
- Children with diarrhea and/or vomiting should be excluded until they have had no symptoms for 48 hours after an episode of diarrhea and/or vomiting.
- Skin rashes should be professionally diagnosed and a child should only be excluded following appropriate advice.
- Certain individuals exposed to an infection, for example an immuno-compromised child who is taking long-term steroid treatment or has cancer, may require specific advice from their GP.
- If an outbreak of infection is suspected the local Health Protection Team should be contacted.
- Children should only be excluded when there is good reason. If in doubt contact a member of the Health Protection Team (HPT)