



**Federation of
Kymbrook & Thurleigh
Primary Schools**

Forest School Handbook: Policy, Code of Conduct & Risk Assessments

Excellence – Enjoyment - Enrichment – Equality

Version 2.0	November 2023
FGB Approved Date	
Next Review Date:	July 2024



Contents

1. Introduction to our Federation Forest Schools
2. How does the Forest Schools approach fit within our Federation Vision and Values?
3. Links to other aspects of learning
4. Forest School Code of Conduct
5. Staffing
6. Health and Safety
7. Emergency Procedures and First Aid.
8. Daily Operating Procedure s
9. Tool Information & Risk Assessments
10. Parent/Carer Consent Form.
11. Safeguarding.
12. Antibullying.
13. Equality Policy.
14. Food Hygiene
15. Environmental Impact Assessment.
16. 3 Year Management Plan.

1. An Introduction to our Federation Forest Schools

What is the Forest Schools Approach?

This approach came from a passion for nature that the Scandinavians call 'friluftsliv' (pronounced *free-loofts-liv*). The expression literally translates as 'open-air living', and is seen as a way of life in Scandinavia where Forest School began. It arrived in the UK in 1993 and has grown from strength to strength since then. Activities are child initiated, allowing the children to explore the outdoors and make choices about their own learning. The practitioner's role is to observe and support the natural curiosity children have for the world around them, enabling the children to decide what they are interested in and what they want to do. The benefits are many and will include the opportunity for children to:

- develop their personal and social skills
- develop their language and communication skills
- develop practical skills and improve physical motor skills
- work through practical problems and challenges
- use tools to create, build or manage
- pursue knowledge that interests them
- build confidence in decision making
- evaluate risk
- explore connections between humans, wildlife and the earth
- reflect on learning and experiences
- regularly experience achievement and success which will lead to motivation
- learn how to manage failures
- discover how they learn best
- improve their concentration skills
- understand the benefits of a balanced and healthy lifestyle

2. How does the Forest Schools approach fit within our Federation Vision and Values?

'Our vision is to work in partnership with families to unlock the potential of every individual. Together, we nurture a self-belief and a lifelong passion for learning.'

Forest Schools will offer the opportunity for children to excel in different ways to traditional academics. Skills such as team-work, negotiation and problem solving will be learnt alongside the practical skills of using tools and a deeper understanding of the outdoors...all valuable in adulthood.

Children will be able to develop skills during sessions by following the Federation Values of Respect, Independence, Bravery, Determination, Working Together and Kindness.

Respect – for the environment and wildlife, the use of tools and fire, as well as respect for one another

Independence – opportunities for leading own learning and developing lines of inquiry

Bravery – safe and controlled risk taking by using tools and fire

Determination – persevering with challenging activities in all weathers

Working Together – activities that promote a team focus and collaborative thinking

Kindness – being kind to insects and plants, and each other

3. Links to other aspects of learning

How does Forest Schools fit with other aspects of outdoor learning?

Over time, the Federation's aim is that our Forest Schools approach will grow and develop to complement our Federation ethos of Excellence – Enjoyment - Enrichment- Equality. The learning opportunities will be available to allow a learner led approach for our children which will broaden their learning at their pace and include:

Curriculum Based Outdoor Learning

Utilising the outdoors to deliver content in an exciting and engaging way. They may want to bring classroom learning outside with them, an example of this would be an outdoor Maths Mastery that includes collecting and sorting leaves using different criteria, or a link to history, such as our Y3&Y4 topic 'Invasion!' where the Vikings are brought to life in the woodland.

Environmental Education and Ecology

Deepening and engaging children's interest in the natural world is important as we face challenges for nature in the future. Teaching about the natural world by planning and leading activities such as nature walks, species identification, bird watching and taking surveys of fauna. This will link in to our topics such as our Y5&Y6 'Is there a Solution to Pollution?'

Whole school initiatives will become a focus, such as using compost bins, recycling plastic to make bird feeders, plant pots or growing/maintaining a kitchen garden.

Making our Science Curriculum Tangible

Forest Schools will give a greater depth of understanding by giving children a respect for natural sciences. For example: developing observational and investigative skills such as watching minibeasts within their environments, growing and studying plants in our Y1&Y2 'Growing' topic and looking at seasonal changes in our YR 'Jolly Farmers' topic.

Links to our Community

The Federation will continue to focus on benefitting our local communities, whether it be sharing our environments with the local 'Parent & Baby Group' (TPS) or 'Pre-School' (KPS) or looking to make an impact and difference to our villages, that is built in to our curriculum. For example: a local litter pick which is part of our Y5&Y6 Plastic Pollution topic.

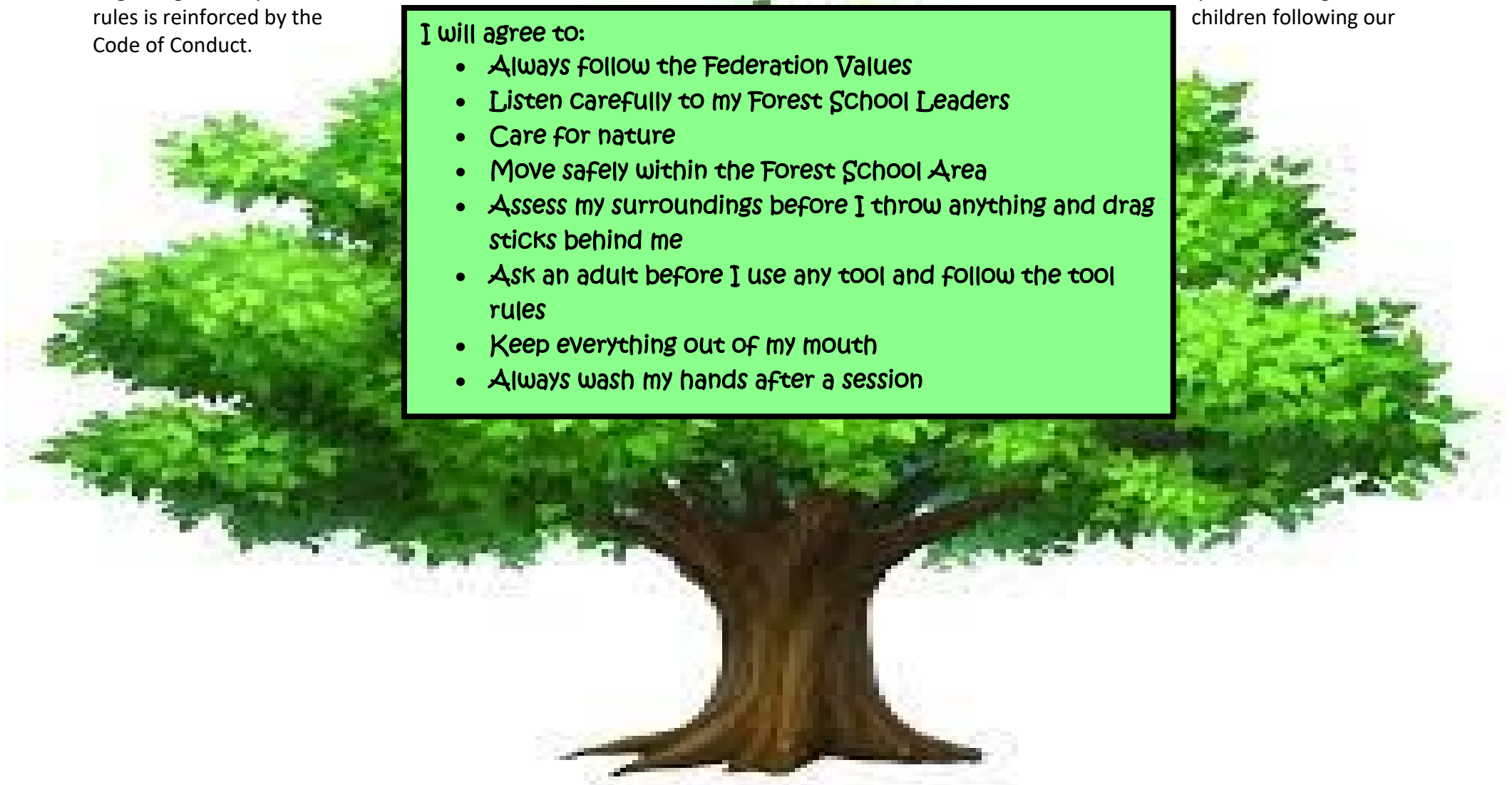
4. Forest School Code of Conduct

Throughout each session, children become involved with the setting and understanding of the Forest school rules to ensure their safety. At the beginning of every session a rules is reinforced by the Code of Conduct.

quick revisiting of the children following our

I will agree to:

- Always follow the Federation Values
- Listen carefully to my Forest School Leaders
- Care for nature
- Move safely within the Forest School Area
- Assess my surroundings before I throw anything and drag sticks behind me
- Ask an adult before I use any tool and follow the tool rules
- Keep everything out of my mouth
- Always wash my hands after a session



In addition, staff and children will follow the Federation Positive Behaviour Policy during Forest School sessions

5. Staffing

The Forest School Leader, Mrs Sansom has achieved a Level 3 Forest School qualification. (July 2021)

Additional adults from each class will assist and support during whole class and smaller group sessions where necessary. We will work to 1:10 ratio unless there is tool work where children will work only with Mrs Sansom in a 1:2 maximum. If adequate staff are not available to run a session, i.e. due to staff sickness, the session will be postponed until the correct ratios of staff to children are in place.

Forest Schools is carried out with a higher adult to child ratio than in the classroom. Additional adult support will be provided, where appropriate, for children with SEND. When using tools, a separate activity risk assessment will be carried out for each activity. If any hazards associated with that activity are at risk of causing harm, ratios for each activity will be determined by the type of activity, the competence of the children and the level of risk involved.

In the event of a child needing to go to the toilet then the teaching assistant on duty to ensure they go in and return safely if Mrs Sansom are working with others in the tool area or fire square.

6. Health and Safety

Within the KT Federation, the health and safety of the children, staff and visitors is our primary concern. The following policies are in addition to the main school policies and do not replace them.

Forest Schools on both sites are held on the school field and are attended by children from the school. **This is covered by the School's liability Insurance.**

The Forest School Leader and/or Deputy are responsible for the safe running of the Forest Schools and have a duty of care for the children. However, all adults are required to take all reasonable steps to ensure children are safe. Before a session commences all staff involved in the session will be informed of activity plans and risk assessments associated with the activities.

Site Risk Assessment

Risk assessment of each school site have been carried out by the Forest School Leader and Deputy, which will have been approved by the SLT – Mrs Augustine, Mrs Smith, Mr Cole and Mrs Morgan.

Daily Site Risk Assessment

A daily site risk assessment (safety sweep) will be carried out before the site is used to ensure that there are no changes to the site which could cause harm. This should be taken with extra caution following high winds and other bad weather. It should be carried out by the Forest School Leader or Deputy and will include anything that is needed to make the site safe (e.g. remove any hazards, mark off any unsafe areas). At the same time will consider specific circumstances which make it appropriate to cancel a Forest School session.

Activity risk assessment – When planning activities for Forest Schools, any hazards associated with that activity, that are at risk of causing harm, should be considered. These should be recorded on an activity risk assessment with suitable control measures taken to control and minimise the risk. Due to the nature of Forest Schools the children may come up with a new activity during a session and therefore reasonable steps will be taken to ensure the activity is safe.

P.P.E- Children will be required to attend forest school in the correct attire of wellies and waterproofs. They will also be required to have weather appropriate clothing to support these like woolly hats, gloves and a warm, waterproof coat in colder weathers. Sun hat, sun cream and water bottle in warmer weathers. Children's legs **MUST** be covered at all times to be able to participate in risky activities. Rigger gloves will be available at each session and supplied by school for children to use.

Rangers to wear appropriate footwear and have legs covered at all times to show example to children.

7. Emergency Procedures and First Aid

The Forest School Leader and Deputy hold a certificate in Paediatric First Aid. (September 2021-2024) Teaching and support staff are also first aid trained.

Although the Forest School area is situated within the school grounds the nature of the activities undertaken means that there is the possibility of an emergency situation occurring. Therefore, the following steps will be taken:

- A mobile phone will be carried by Forest School staff
- An emergency red tab will also be carried to be sent in to the main school with a child in the event of an emergency
- It will be the responsibility of the Forest School Leader to ensure any necessary medication for children is also carried.
- During sessions when there is fire lighting taking place there will be a fire first aid kit available in addition to the standard first aid kit plus a fire bucket with water, a fire blanket and a container with clean water for immersing burns.
- An information card detailing the location of the site will be carried so that the information can easily be related to emergency services if required.
- Following any emergency incident, all relevant incident and accident reports will be completed in line with current legislation and school policies.

Emergency Procedure

Prior to any Forest School session participants are briefed what they will be expected to do in the event of an emergency situation. Each school site is fully fenced and enclosed. If a child needs to go to the toilet a TA will take them informing the rangers before they leave and when they are back especially if they are busy in the tool area, fire square etc.

The procedure is as follows:

In the event of an emergency on the Forest School site the following steps will be taken.

- Immediate safety of other group members
- Attend to casualty and make as comfortable as possible
- Send child with red emergency tab to the main school building
- Administer First Aid
- If necessary, contact emergency services. There is a mobile phone with us at all times.

8. Daily Operating Procedures.

Before a session takes place the Forest School Leader will carry out:

- A daily risk assessment (sweep) of the area and will take any necessary action to ensure the site is safe before use
- Resources and tools will be checked by the Forest School staff.
- All tools and resources are left in locked storage until required for use at the beginning of a session. They will be brought out and placed in the Blood Bubble (which the children know not to go into unless invited by the rangers only) and sharpened and cleaned at the end of each day.
- The Forest School Leader will provide activity risk assessments to all staff and give information to the children of any hazards at the start of the session, to ensure all are aware of any hazards associated with an activity and the measures in place to control the risk
- Before the session, staff will be made aware of what the focus of the session will be.

Evaluation

During and following a session, Forest School staff will evaluate their practise to ensure safety and reflect on ideas for next step

Weather conditions

‘There is no such thing as bad weather, only inappropriate clothing!’

Children will be dressed appropriately for weather condition, however, there are some occasions where it may not be safe or practical to go ahead with a planned session due to extreme weather such as high winds, thunderstorms or extreme temperatures.

Please see P.P.E section.



9. Small Tools & Equipment Information & Risk Assessments

Bill Hook (many different styles available)

Annotate: Handle, cutting edge.

Check: Handle is not loose.

PPE – Glove on non-working hand, long trousers (preferably over trousers/ overalls), steel toe cap boots

Handling: Carry at your side with the cutting edge facing down. Pass using handle

Purpose: Used for splitting green wood, stripping poles of side branches, hedge-laying, coppicing.

Use: Log to be split is placed on secure surface, billhook is place on top and hit with a wooden mallet. For other uses refer to BTCV manual!

Finish: Clean the blade after use, wrap blade before storing in tool bag.

Maintain:

Periodically wash and clean off sap from blade, keep blade sharp by honing with wet or dry sharpening stone

Bill Hook Risk Assessment					
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
<p>Incorrect or improper use of bill hook.</p> <p>Resulting in cuts grazing and / or bruising.</p>	<p>Children & Adults</p> <p>Person using tool and those in close proximity</p>	Medium	<ul style="list-style-type: none"> • Safety talk given and followed. • Safe working area maintained clear of obstacles and safe working distance maintained. • Ensure all tools are well maintained. • Tool only used in designated area, unless approved and supervised by FS leader. • 'No running' policy in vicinity of those using tools. • No glove needed on hand using tool, helping hand gloved. • First aid kit kept close to hand. • Blade covered when not in use and stored in tool bag. • Tools counted in and out each session. • Adult supervision. 	<ul style="list-style-type: none"> • Check understanding with individuals as required. • Visual check of tools before use. • Check for behaviour issues and reinforce Positive Behaviour Policy 	Low

Bowsaw

Annotate: Handle, blade, blade clip

Check: Blade is secure and sharp

PPE – Glove on non-working hand. Close fitting glove on working hand if required. Long trousers (preferably overtrousers / overalls), working boots.

Handling: Carry at your side with blade facing down, pass using the handle

Purpose: Used for cutting green and dead wood (blades differ for each type) up to a size determined by the limitations of the handle size

Use: Use stepped cuts for standing live wood. Secure wood lengths before sawing. Use three backward cuts (with hand through blade) to start the cut and then use saw on both push and pull action.

Finish: Clean the cutting edge after use, Clip blade guard on before storing in tool bag

Maintain: When blade gets blunt replace with a new one. Replace damaged or lost blade guards



Bow Saw Risk Assessment					
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
<p>Incorrect or improper use of bow saw</p> <p>Resulting in cuts and / or grazing.</p> <p>When cutting branches on tree – risk of falling branch hitting someone. Cuts and bruises.</p>	<p>Children & Adults</p> <p>Person using tool and those in close proximity – children are likely to be working in pairs.</p>	Medium	<ul style="list-style-type: none"> • Safety talk given and followed. • Safety talk given and followed. • Safe working area maintained clear of obstacles and safe working distance maintained. • Ensure all tools are well maintained. • ‘No running’ policy in vicinity of those using tools. • No glove needed on hand using tool, helping hand gloved. • First aid kit kept close to hand. • Blade guard used when not in use and stored in tool bag / box. • Tools counted in and out each session. • Adult supervision. 	<ul style="list-style-type: none"> • Check understanding with individuals as required. • Visual check of tools before use. • Check blade tension. • Any child behaving inappropriately stopped. <p>When used outside a designated area:</p> <ul style="list-style-type: none"> • Ensure other members of group are aware of location and remind others in area to stay clear. <p>If sawing branches from a tree:</p> <ul style="list-style-type: none"> • Ensure all equipment and persons are unlikely to be damaged or hurt when it falls. 	Low

Loppers (Bypass or Anvil types)

Annotate: Handles (grips), shaft, hinge, pivot nut, cutting edge

Check: Grips are not damaged or loose, extension locks (if present), cutting edge is clean, hinge free to open and close and secure

PPE – Gloves, long trousers (preferably overtrousers / overalls), working boots.

Handling: Carry at your side with hand on shaft, pass shaft first

Purpose: Used for cutting branches up to 7cm diameter approx.

Use: Use length of shaft to give maximum leverage, put wood to be cut as close to the hinge as possible, be aware of your own working space being clear of obstructions / trip hazards etc. Make sure area to be cut is clear of people. When cutting above head height a hard hat may be necessary.

Finish: Clean the cutting edge after use, close cutting edge before storing in tool bag.

Maintain: Periodically wash and clean off sap from blade, keep blade sharp by honing with wet or dry sharpening stone



Loppers Risk Assessment					
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
<p>Incorrect or improper use of loppers,</p> <p>Falling branches.</p> <p>Resulting in cuts and bruising.</p>	<p>Children & Adults</p> <p>Person using tool and those in close proximity</p>	Medium	<ul style="list-style-type: none"> • Safety talk given and followed. • Safe working area maintained clear of obstacles and safe working distance maintained. • 'No running' policy in vicinity of those using tools. • No gloves needed both hands using tool. • First aid kit kept close to hand. • When not in use stored in tool bag / box. • Tools counted in and out each session. • Adult supervision. 	<ul style="list-style-type: none"> • Check understanding with individuals. • Any child behaving inappropriately stopped. <p>When used outside a designated area:</p> <ul style="list-style-type: none"> • Ensure other members of group are aware of location and remind others in area to stay clear. <p>If sawing branches from a tree:</p> <ul style="list-style-type: none"> • Ensure all equipment and persons are unlikely to be damaged or hurt when it falls. 	Low



Penknife (Sheath, locking or non-locking types)

Annotate: Handle, blade, hinge (folding types), lock

Check: Blade secure, hinge secure, locking device functions

PPE – Glove on non-working hand, long trousers, (preferably over trousers/ overalls) working boots.

Handling: Close or sheath the knife when not in use. Pass using handle

Purpose: Used for cutting, shaping, de-barking and carving

Use: Sit or stand comfortably and securely. Lock elbows in to body and work the blade moving away from you. Check you have enough personal space to work safely.

Finish: Clean the blade after use, close or sheath blade before storing in tool bag.

Maintain: Periodically wash and clean off sap from blade, keep blade sharp by honing with wet or dry sharpening stone.

Penknife Risk Assessment					
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
Incorrect or improper use of knife. Potential risk of cuts or wounding.	Children & Adults Person using tool and those in close proximity	Medium	<ul style="list-style-type: none"> • Safety talk given and followed. • Safe working area maintained clear of obstacles and safe working distance maintained. • Used only in a designated area unless approved and supervised by leader. • 'No running' policy in vicinity of those using tools. • No glove needed on hand using tool, helping hand gloved. • Tools maintained / sharpened during extended use. • First aid kit kept close to hand. • Kept in sheath when not in use and stored in tool bag / box. • Tools counted in and out each session. • Adult supervision. 	<ul style="list-style-type: none"> • Check understanding with individuals as required. • Any child behaving inappropriately stopped. 	Low

Name: **Potato peeler**

Annotate: Handle, cutting edge

Check: Blade secure

PPE – Glove on non-working hand, working boots.

Handling: Carry at your side using handle, pass handle first

Purpose: Used for de-barking sticks

Use: Stand or sit securely, lock elbows in to body and work the blade moving away from you. Check you have enough personal space to work safely.

Finish: Clean the cutting edge after use, store in tool bag or box.

Maintain: Periodically wash and clean off sap from blade, replace when blunt.



Peeler Risk Assessment					
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
<p>Incorrect or improper use of stick peeler.</p> <p>Risk of cuts and grazes.</p>	<p>Children & Adults</p> <p>Person using tool and those in close proximity</p>	Medium / low	<ul style="list-style-type: none"> • Safety talk given and followed. • Safe working area maintained clear of obstacles and safe working distance maintained. • Work only in designated area. • 'No running' policy in vicinity of those using tools. • No glove needed on hand using tool, helping hand gloved. • First aid kit kept close to hand. • When not in use stored in tool bag / box. • Tools counted in and out each session. • Adult supervision. 	<ul style="list-style-type: none"> • Check understanding with individuals. • Any child behaving inappropriately stopped. 	Low

Tool / Equipment		Mallet			
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
<p>Incorrect or improper use of mallet</p> <p>Risk of bruising / fractures</p>	<p>Children & Adults</p> <p>Person using tool and those in close proximity.</p>	Medium	<ul style="list-style-type: none"> • Safety talk given and followed. • Safe working area maintained clear of obstacles and safe working distance maintained. • 'No running' policy in vicinity of those using tools. • No glove needed on hand using tool, other hand gloved. • First aid kit kept close to hand. • When not in use stored in tool bag / box. • Tools counted in and out each session. • Adult supervision. 	<ul style="list-style-type: none"> • Check understanding with individuals. • Any child behaving inappropriately stopped. 	Low

Tool / Equipment	Storm / Kelly Kettle				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
<p>Incorrect or improper use of Kelly Kettle</p> <p>Risk of burns from fire and hot metal sides.</p> <p>Risk of scalding from water and steam</p>	<p>Children & Adults</p> <p>Person using tool and those in close proximity</p>	Medium	<ul style="list-style-type: none"> • Safety talk given and followed • General fire precautions adhered to (see separate risk assessment and policy / procedure.) • Ensure it is on a sturdy level non flammable base (it has a high centre of gravity). • Ensure cork is removed from spout and spout is pointing away from individuals using the kettle. • Feed flames through chimney. • Make sure air hole opposite side to spout. • Do not leave unattended. • Use fire safety gloves when handling. • Safe working area maintained clear of obstacles and safe working distance maintained. • 'No running' policy in vicinity of Kettle • First aid kit kept close to hand. • When finished maintain adult supervision whilst kettle cools.. 	<ul style="list-style-type: none"> • Check understanding with individuals. • Any child behaving inappropriately stopped. 	Low

Site Risk Assessment:

Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
Falling Deadwood – minor to serious injury	Adults and children	Medium / Low	<ul style="list-style-type: none"> • Pre-activity visit by forest school leader and staff/helpers to identify areas to avoid. • Remove hanging dead wood. • On site assessment. 	Cordon off area to and avoid use of that area until hazard removed.	Low
Low branches, minor injury - scratches, stings.	Adults and children	Low	<ul style="list-style-type: none"> • Check pathways prior to visits. • Remind children of risks and brief on avoiding low branches. • Identify areas to avoid. 		Low
Roots, stumps and logs, trips and falls-	Adults and children	Low	<ul style="list-style-type: none"> • Check pathways prior to visits. • Remind children of risks and brief on trip hazards. • Remove hazards on main pathways 		Low
Brambles / nettles - minor injury - scratches, stings	Adults and children	Low	<ul style="list-style-type: none"> • Ensure appropriate clothing and footwear is worn. 		Low

Site Risk Assessment continued:

Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
Fungi / berries – poisoning,	Adults and children	Low	<ul style="list-style-type: none"> • Inform all children not to pick or eat berries, plants or fungi.. • Forest School practitioners able to recognise common poisonous and stinging plants. • Participants taught to recognise and avoid potentially dangerous common plants e.g. stinging nettles. • Forest School practitioners trained in Outdoor First Aid 	If there are children within the group who are known to put things in their mouths supervise closely.	Low
Stings and Bites – allergic reaction	Adults and children	Low	Ensure appropriate clothing and footwear is worn by attendees at all times. Check area for bee or wasp nests and avoid, First aid available on site, In the event of anaphylactic shock seek medical aid (999) .	If children who are known to have allergic reactions are on site carry appropriate medicine or Epi pen.	Low
Litter – minor injury	Adults and children		Bin bags available on site. Correct places to put litter and other general waste whilst in forest school identified. Children to inform adults if they come across litter on site.		
Animal faeces - contamination	Adults and children	Low	Check site regularly. If present adult to remove and discard safely		Low
Uneven pathways / floor surfaces – trips and falls	Adults and children	Low	Ensure correct footwear and clothing is worn at all times by all attendees.		Low

Weather Risk Assessment:

Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
Weather conditions – various: too hot -sunburn, heat exhaustion, too cold - hyperthermia, too wet - hypothermia,	Adults and children	Low	<ul style="list-style-type: none"> • Check local weather conditions and forecast prior to going on site. • Brief participants and staff on appropriate clothing, footwear, dependent upon weather conditions • Clothing / footwear check before going on to site • Children to use sun cream and sun hats as per school policy • Provide temporary shade or rain cover. • In the event of severe weather stop session and move indoors. 		Low
High Winds- potential damage to trees and standing structures. Possible injury from falling branches, debris in eyes	Adults and children	Medium / Low	<ul style="list-style-type: none"> • Check local weather conditions and forecast prior to going on site • Stop session if winds become excessive and loose branches/trees become dislodged or if they look unstable. • Avoid areas with standing deadwood. • Dismantle temporary shelters which may become hazard. • Following high winds check for fallen trees, canopy for hanging timber and the integrity of any standing structures. 		

General Welfare Risk Assessment:

Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
Inappropriate footwear and clothing. Slips, trips and snagging. Risk of hypothermia sun burn etc.	Adults and children	Low	<ul style="list-style-type: none"> Participants advised before starting Forest School sessions with regard to suitable clothing and footwear. Before going on site participants checked. On site advice with respect to particular activities, for example, fastening open coats when using bow saw etc. 		Low
General health and welfare	Adults and children	Medium / Low	<ul style="list-style-type: none"> Ensure medical needs for each child are known liaising with class teacher. Use individual risk assessment form to ensure that they are aware of any allergies/medical considerations. Carry any inhalers / medicines as indicated on individual medical plans. 		Low
Emotional / behavioural management.	Children	Medium / Low	<ul style="list-style-type: none"> Ensure any existing care plans are followed. Use individual risk assessment form. Discuss individual needs with class teacher prior to going on site. Inform group as appropriate. 	Positive Behaviour Policy	Low

Parental Consent Form for using tools during Forest School sessions

Medical Information

Medical information will be obtained from the information you provided at the start of the school year. However, if there is further information that you would like to make us aware of that might affect your child's involvement in Forest Schools or any other allergies (e.g. material, food, medicine, pollen, dust, etc.) Please write in the box below:

--

Consent

As a parent/guardian of the child named above, I agree to my child participating in the Forest School activities taking place.

I understand that over the course of the year, activities may include, walking, craftwork, tool use, flint fire lighting skills, den building, campfire cooking and other related activities. I give my consent for the equipment and tools necessary for the activity to be used by my child. I understand that a strict code of practice for working with children will be followed and all activities will be risk assessed.

Name of child	
Name of parent/carers	
Signed by parent/carers	
Date	

11. Safeguarding.

Is everybody's business. Rangers are to strictly follow the school's Safeguarding policy and procedures which can be found on our website <https://www.thurleighprimary.uk/page/?title=Safeguarding&pid=48> or a paper copy in school. Volunteer and visitors will be made aware of this also.

At all times throughout the session the gate to the field and the second gate to the carpark will be closed. All children to ask to go to the toilet before leaving the session with a TA escorting them. Rangers to be aware of how many children are present at each session at the start so throughout the session staff can keep check on all the children and when they are call back at the end of the session all children are present.

12. Antibullying.

The Federation has a zero tolerance of bullying of any description. (See Appendix 1 for definitions for bullying and peer on peer abuse as outlined in KCSIE 2021) As a Federation we use the following to prevent bullying: We encourage children to follow the school values, hold specifically timetables events, such as themed days/weeks that highlight antibullying, including online anti-bullying events i.e. Anti-Bullying Week, Safer Internet Day. We promote positive relationships, through assemblies and activities in our PSHE and RSE curriculum. Through a promotion of British Values and through discussions/work done with School Council Any reports of bullying by pupils, parents or staff will be treated seriously and investigated thoroughly by the Federation SLT, and by following the structure for rewards and sanctions within this policy.

Rangers and TA's present at each session will be monitoring children's interactions and deal with any negative situations appropriately. There is a strict policy and procedure they will follow as part of our school. <https://www.thurleighprimary.uk/attachments/download.asp?file=904&type=pdf>

17. Equality Policy.

Our school is committed to equality both as an employer and a service-provider:

1. We try to ensure that everyone is treated fairly and with respect.
2. We want to make sure that our Forest school is a safe, secure and stimulating place for everyone.
3. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.

4. We recognise that for some pupils extra support is needed to help them to achieve and be successful.
5. We consult pupils, staff, parents/carers and governors to support school improvement, for example through annual surveys to pupils and parents/carers, and through our school staff and pupil leaders.
6. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or gender.

We recognise the importance of narrowing gaps in achievement which affect, amongst others:

1. Pupils from certain cultural and ethnic backgrounds
2. Pupils who belong to low-income households and pupils known to be eligible for free school meals
3. Pupils who are disabled, or who are in the process of being diagnosed as disabled
4. Pupils who have special educational needs
5. Boys in certain subjects, and girls in certain other subjects.
6. Vulnerable Pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

14. Food Safety and hygiene Policy

Children at Forest Schools are taught a strict NO eating rule, unless it is a specific activity led by an adult to prepare and cook food. Initially, when children are ready they will participate in simple cooking on the fire activities which include; toasting marshmallows/waffles and making s'mores. There is always a staff member present with food hygiene training, when food is being handled and prepared. Food Preparation, transport and storage; Hands will be washed thoroughly and any cuts/grazes covered in the correct manner (blue plaster or ideally gloves) before handling and preparing food. Any food needing preparation will be prepared in the school kitchen e.g. bread dough. Food will be stored

in clean containers and transported in a cool bag to and from the site, with any clean utensils and cooking pans required. The box will remain closed in between use with food covered in bags or boxes; to avoid attracting flies and other insects. Raw meats will be stored separately to any other foods. All 'use by' dates will be checked on foods before eating. Water for cooking will be provided in cleaned sealed storage container. Handling, cooking and eating Food; A fresh, clean, bucket of warm soapy water will be available for children to wash their hands before handling food or utensils. Children are taught how to cook food safely following the activity risk assessment and fire procedure. All food will be checked by an adult to ensure it is fully cooked before eating. Children will be asked to sit still around the fire circle or to move to a designated eating area from the fire to keep numbers to a minimum near the fire circle. Clearing away and cleaning up; ALL food not eaten or cooked will be placed in black bin bags and disposed of in the school bin at the end of the session by one of the adults. The area is checked to ensure there is no food traces to avoid vermin being attracted to the area. ALL utensils and pans will be washed at the station in hot soapy water and stored away correctly.

18. Environmental Impact Assessment

Negative Impacts

Activity and Impact	Ecological Layer	Management Actions
Fire pit- burnt vegetation and change in chemical composition of soil.	Soil Layer	<ul style="list-style-type: none"> • Ensure fires remain in this one area or use a fire pit. • Limit frequency of fire so soil has time to recover.
Digging area- this can damage soil structure and tree roots.	Soil Layer	<ul style="list-style-type: none"> • Create a rea for digging to contain the activity. • Talk to children about how to look after the bugs who live there. • Identify tree roots and talk to the children about

		the role of the roots and how to protect them.
Footfall- lead to erosion and compaction of the soil.	Soil layer	<ul style="list-style-type: none"> • Ensure the children use the pathways already in place.
Woodland play which can lead to trampling of plants/young trees.	Field/understorey layer.	<ul style="list-style-type: none"> • Identify young plants with the children and inform them at the start of the session to be careful with footings whilst moving about. • Discuss with the children how to avoid damaging them. • Put an orange cone near plants or trees at risk.
Den Building- removes dead wood from field layer reducing available insect fodder and habitat.	Field Layer	<ul style="list-style-type: none"> • Create a pile of dead wood that the child can use for den building. • Create another pile of dead wood that the children agree can be used for wildlife.
Collecting fire wood and kindling-reducing available deadwood for wildlife.	Field Layer.	<ul style="list-style-type: none"> • Reduce the amount collected from the site. • Buy from a sustainable source from outside and ask for donations.
Breaking tree branches through play.	Understorey layer	<ul style="list-style-type: none"> • Talk to the children about how to care for trees and the importance of this.

		<ul style="list-style-type: none"> • Remove swings from damaged trees and engage with tree surgeon. • Take down rope swings at the end of each session or after no longer than a week for safety reasons and for the protection of trees.
Bark damage- bark stripping from tree swings, ropes and slackline.	Understorey Layer	<ul style="list-style-type: none"> • Ensure tree protector is in place under the slackline where it wraps around the tree. • Talk with children about looking after trees, • Take down ropes or swings at the end of the sessions.
Heat from the fire damaging the tree canopy	Canopy Layer	<ul style="list-style-type: none"> • Ensure there are no overhanging branches and the fire is 4 metres away from the tree. • Reduce the frequency of fires.

Positive Impacts

<u>Description of Impact</u>	<u>Ecological Layer</u>	<u>Management Actions</u>
------------------------------	-------------------------	---------------------------

Creating new dead wood habitats wildlife	Soil/Field Layer	<ul style="list-style-type: none"> • Engage with the children to create new habitats. • Research ways to encourage different wildlife through habitat creations. • Survey wildlife with the children to show positive impact the new habitats have.
Promote plant diversity by clearing brambles and other invasive plants ensuring they are disposed of correctly.	Field Layer	<ul style="list-style-type: none"> • Identify invasive species on site. • Ensure that some overgrown areas remain for wildlife.
Sowing wildflower seeds/planting bulbs- promote biodiverse meadow habitat.	Field Layer	<ul style="list-style-type: none"> • Sow the seeds/bulbs with the children. • Discuss caring for them with the children, • Create a plant identification activity and survey the nature present. Also the positive impact they will have.
Tree planting/new woodland creation- Creation of new play areas. Biodiversity increase(Plant, bird etc) Climate change through carbon absorbtion.	Understorey/Canopy layer.	<ul style="list-style-type: none"> • Involve children in the tree planting and how to care for young trees. • Planting Willow, Hazel and/or other fast growing species.

		<ul style="list-style-type: none"> • Keep small trees protected with tree guards. • Monitor pest/disease impact on young plants. • Survey regularly the nature in these areas.
Minimise the spread of disease and tree pests on site.	Canopy Layer	<ul style="list-style-type: none"> • Have a tree surgeon carry out regularly checks. • Practise good biosecurity with a boot wash facility. • Report pest and disease sightings to the relevant authority.
Having the trees coppiced and pollard for our hazel- for added light to the forest floor promoting ground flora diversity and creating valuable insect, bird and mammal habitats.	Canopy Layer	<ul style="list-style-type: none"> • Retain wood for use in sessions.
Create new bird habitats.	Canopy Layer	<ul style="list-style-type: none"> • Install a variety of bird boxes and monitor activity. • Create activities to identify birds also observing their behaviour and chart biodiverse. • Make feeders with the children and ensure there are bird feeders

		available through the winter too.
--	--	-----------------------------------

16. 3 year Management Plan

Management Objective Year 1	Management Actions to be taken	Who will do this?	When will they do it?	How Will they do it?	Anticipated impact to Forest School site
Produce timber to use	Two trees were removed from the Willows area to create an outdoor space. We took ownership of the branches removed. Contact a tree surgeon for supplies of wood to be used.	We would have done this by removing branches in the wood but when this action was being taken a tree surgeon was called to carry out the work. Rangers	This was carried out 2.10.21 Ongoing	The tree surgeon to decide. Personal means or through parents and staff at the school.	To gain timber for den building, to be used with tools, for sectioning the forest school site off. To gain timber to be used in the sessions.
Plant seasonal bulbs and/or seed bombs to the environment yearly.	This will be offered as an activity.	The Children if they would like to or Nina.	They will do this when sowing time is appropriate for them.	We will ensure they have trowels to do this.	To add seasonal flowers to the environment and support wildlife.
To ensure a clear plot is made for the fire circle and the tool area (blood Bubble)	Logs and big sticks to show area. Sticks and trunks	Nina	Once the shed is in place at the bottom end of the wood and we have the tools. As soon as these activities are on offer.	Will need to be assessed at the time and dependant on resources/materials. Using the sticks we have excess of.	To create a safe place to work. As part of the policy and to provide a safe environment to have risky activities.
Plant 1 tree to acknowledgement of the Queens Jubilee.	Find a suitable location within the school field and source	Nina and a selection of children.	Plant between October and March as trees are dormant then.		Memorial of the queen.

	appropriate tree species to plant.				
Continue with annual tree survey.	Contact relevant persons.	Head teacher to continue.	Annually	By Relevant means.	To check trees health and the safety of persons.
Start up the pond again.	Turn over the base to allow to fill up with rain water. Look into any plants that could be added to keep water in good condition.	Nina	When able to		To encourage different wildlife to our environment.
Use of timber for crafts and for burning.	Get into contact with local tree surgeons and ask for access timber to use.	Nina	As often as required.	Asking in school for parents who have used a tree surgeon, the gardeners that visit the school and ask people we know. Mrs Augustine's brother in law is a tree surgeon.	To gain timber to chop, burn and use.
Digging area	Section off and area for the children to use for digging.	Nina	As the children like to dig everywhere have a specific area they can do this.	Use big sticks to make a clear area.	Stop the children digging random holes everywhere in the woods which could then add to having holes as trip hazards.
Pipes	Section off an area again for them to use.	Nina	Requested by children for construction play.	Use big sticks to make a clear area.	Provide children with more opportunities.

Year 2					
Plant seasonal bulbs and/or seed bombs to the environment yearly.	This will be offered as an activity.	The Children if they would like to or Nina	They will do this when sowing time is appropriate for them.	We will ensure they have trowels to do this.	To add seasonal flowers to the environment and support wildlife.
To section off the area now the Forest School area is more established and also we have found that the children play in there when they are on the field and disrupt the area.	Look at a suitable fencing to be installed.	Nina to discuss with an appropriate builder.	As soon as possible of the start of term.	Builder with appropriate qualifications to fit.	To give clear indications that children are not to be in this area when forest school is not in progress as the equipment is for this purpose and suitable supervision is required.
Continue with annual tree survey.	Contact relevant persons.	Head teacher to continue.	Annually	By Relevant means.	To check trees health and the safety of persons.
Check the pond.	Have a close look and see if things are living in there ok. Remove anything that should not be in there.	Nina	Termly checks.	They will assess the situation and take relevant action.	To ensure that the wildlife living there is developing.
Use of timber for crafts and for burning.	Continue with using contact with local tree surgeons and ask for excess timber to use.	Nina	As often as required.	Asking in school for parents who have used a tree surgeon, the gardeners that visit the school and ask people we know. Mrs Augustine's brother in law is a tree surgeon.	To gain timber to chop, burn and use.
Digging Area	To check the area and consider moving the location if necessary.	Nina	Start of the school year.	Check to see if affecting fauna and Flora around the area.	To make sure impact is not damaging.

Develop a Bug hotel and a wormery. Maybe a compost heap too.	Encourage insect habitats and create compost for our herb garden.	Nina with the help of the children.	During the school term.	Collecting resources from the children and staff. There is a compost bin already in the field.	To create more insects to observe and soil for our herb garden. Also to show how it is made and that it does not come from the shop in a bag.
Year 3					
Plant seasonal bulbs and/or seed bombs to the environment yearly.	Be offered as an activity.	The Children if they would like to or Nina.	They will do this when sowing time is appropriate for them.	We will ensure they have trowels to do this.	To add seasonal flowers to the environment and support wildlife.
Look at creating a herb garden.	Have a box and plant the herbs for them to use as an activity if they wish to do it.	Nina.	This will be when a good time for them to be planted is.	They will have herbs, trowels and a suitable box with soil.	To add to their senses with smell and texture.
Use of timber for crafts and for burning.	Continue with using contact with local tree surgeons and ask for excess timber to use.	Nina.	As often as required.	Asking in school for parents who have used a tree surgeon, the gardeners that visit the school and ask people we know. Mrs Augustine's brother in law is a tree surgeon.	To gain timber to chop, burn and use.
Digging Area	To check the area and consider moving the location if necessary.	Nina	Start of the school year.	Check to see if affecting fauna and Flora around the area.	To make sure impact is not damaging.
Grow some vegetables	To develop on from our herb garden. Create a permanent area for future growing.	Nina to organise and the children to do if they want to. Have it as an activity.	Once the compost is ready and it is the correct season to plant them.	Find a suitable area. Have a growing box to plant them in.	To show that this is where their vegetables come from not the shop and that this is the freshest way to eat them.