

St Margaret's CEP School



Forest School Handbook

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Introduction

The St Margaret's Forest School Handbook contains information, policies and procedures relating to the running of forest school sessions in a safe and enjoyable way. It should be made available to all staff and volunteers helping to deliver the forest school sessions within the school. It should be reviewed annually by the Forest School Leader, or immediately should an incident arise that proves the need for it.

St Margaret's FS site was established in the spring of 2018 in the existing nature area, adjacent to the school playing field. It will continue to be developed and maintained to minimise any negative impact on habitats and the environment.

The Forest School site at St Margaret's CEP is run by qualified Forest School Leaders.

The Forest School site is covered by the school's Public Liability and Employer's Liability Insurance Policy:

Insurer: QBE

Policy No: Y083462QBE0120A

Renewal Date: 28 September 2021

Limit of indemnity: £5 million

Our Ethos

'A rich, open environment will continuously present alternative choices for creative engagement.'

(Robin C. Moore)

Forest School is based on a fundamental respect for children and young people and for their capacity to instigate, test and maintain curiosity in the world around them. It believes in the child's right to play; the right to access the outdoors (and in particular a woodland environment); the right to access risk and the vibrant reality of the natural world and the right to experience a healthy range of emotions through all the challenges of social interaction, in order to build a resilience that will enable continued and creative engagement with their peers and their potential. It is an approach to education that makes use of the outdoor environment to create a unique learning vehicle.

Forest School sessions provide increasingly diverse opportunities for children to benefit from a supportive curriculum that can help children build positive values and attitudes about themselves, about learning and the environment in which they live. Children are given appropriately challenging and achievable tasks that build their confidence, skills and independence and are given the time to thoroughly explore their thoughts, feelings and relationships. This time and reflective practice develops inter- and intra-personal skills, which are well-documented as being directly linked to learning skills.

Site Description and access

St Margaret's uses the existing nature area at the rear of the school grounds on Arundel Road. It is a fenced off area, with a small copse of trees, a grassed area and a permanent fire circle with tree stumps.

It can be accessed via the school playground to the rear of the school.

School Address : St Margaret's C E Primary School

Arundel Road

Angmering

West Sussex

BN16 4LP

Location Details Grid Reference [TQ 069051 05107](#)

What three words [batches.wiggled.simply](#)



Accident and Emergency Procedure

All staff, volunteers and participants will be briefed on what to do in case of an emergency.

- For accidents or incidents with a child, the first adult will stay with the child and send for the Forest School Leader. The Forest School Leader will assess the situation, the nature and extent of the injury/accident. They will attend to any casualties, giving First Aid as necessary.
- In the event of a serious incident or emergency, a whistle will be blown as a signal to stop what you are doing, gather near the Forest School Leader, be silent and wait for instructions.
- The Leader will ensure that the rest of the group are safe from danger and are adequately supervised. If necessary, the children will be returned to the school classroom.
- If assistance is required, the School Office will be contacted on their emergency line / walkie-talkie and emergency services called (see below for procedures).
- An Accident Form will be completed later at the School Office.
- A RIDDOR record will be created, along with an Accident Report for any death, serious injury or seven-day injury.
- If the Forest School Leader is injured or becomes ill, an adult will take charge of the situation as above and will call the emergency contact number for the office.

In the event of Serious Injury

If anyone sustains an injury or illness which cannot be treated by First Aid on-site and requires medical assistance:

- The Emergency Services should be contacted (see below) using the Emergency Phone carried by the Forest School Leader, and the school office notified. The School Office will be responsible for contacting the injured party's emergency contact.
- The rest of the group will be supervised away from the incident and if in danger, will be moved to safety / taken back into school.
- One member of staff from the school office will meet the ambulance and direct the crew to the incident site. The injured party should not be moved unless instructed to do so by the emergency services.
- If required, an additional First Aider from school will be requested to assist at the Forest School site.
- If the injured party is taken to hospital, one member of staff will go with them and the injured party's emergency contact will be updated about the situation by a member of the School office staff.
- In minor cases, the School office will arrange to contact the injured party's emergency contact so that they can be collected and taken to the hospital, doctor or home, as appropriate.

Emergency Contact Numbers

Ambulance / Fire Brigade: 999

School Office: 01903 785416

School Office Mobile: 07821 685574

Forest School Leaders:

Mr Wesley: 07766 522683

Mrs Russell: 07802 297228

Mrs Hartigan: 07837 294327

Requesting attendance by Emergency Services

Dial 999 and ask for an ambulance. Be ready with the following information:

Emergency Mobile Number of Leader running session

School Phone Number (01903) 785416

School Post Code **BN16 4LP** & What Three Words ref **batches.wriggled.simply**

Ambulance Access – **Arundel Road**

Give as much information about the patient and their location as possible:

- Who has been injured
- What their injuries are
- If they have any medical conditions
- Where on the site the patient is
- The directions to the site and the patient

Dangerous Occurrence

A RIDDOR record will be created, along with an Incident Report for any serious near-miss incident at or in the vicinity of the Forest School Site.

First Aid

The Forest School Leader is responsible for First Aid and is qualified in Outdoor Emergency First Aid. Minor and emergency incidents to be handled on-site. Where relevant and possible, a person afflicted to be accompanied to the office for any further treatment.

An Emergency Box is carried to all Forest School sessions. This contains the First Aid Kit.

Emergency Bag Checklist

- Medical Emergency Procedures and Emergency Contact Numbers (laminated)
- Whistle
- First Aid Kit
- Clingfilm
- Accident Book
- Individual Care Plans for specific children or adults attending the session

First Aid Kit Checklist

- Medium Sterile Dressings
- Large Sterile Dressings
- Safety Pins
- Eye Pad Sterile Dressing
- Cleansing Wipes
- Micropore Tape
- Disposable Gloves (non-latex)
- Scissors
- Burns gel packs

Forest School Staffing Qualifications and Volunteers

Forest School Leaders: Mr M Wesley, Mrs M Russell, Mrs N Hartigan

- OCN Level 3 Forest School Leader Trained
- Forest School Level 2 Qualification and Level 3 Trained
- Outdoors Emergency First Aid / Paediatric First Aid January 2020 (for three years)

Assistants and Volunteer Helpers:

Training will take place for any volunteers on policies and procedures relating to our Forest School, prior to participation in Forest School sessions with children. All staff and helpers have an Enhanced CRB Disclosure check, of which the St Margaret's CEP School Office maintains a Register.

Name	Role	Training Date
Janine Lane	Assistant	
Chloe Oakes	Volunteer	
Donna Campbell	Volunteer	
Emily Moore	Volunteer	
Sarah Moxham	Volunteer	
Sam Ford	Volunteer	
Steve Ford	Volunteer	
	Volunteer	
	Volunteer	
	Volunteer	
	Volunteer	
	Volunteer	
	Volunteer	

Ratios A minimum of 1 Adult : 6 Children

The West Sussex County Council guidelines for adult to child ratios are followed. Sessions are staffed by the Forest School Leader plus a minimum of one adult for every six pupils.

Adult Roles & Responsibilities

The Trained and Named Forest School Leader is always the person in charge of Forest school sessions.

- The Forest School Leader has an overall duty of care for the children in their charge. However all adults involved in the Forest School session are required to take all reasonable steps to ensure that children are safe.
- All adult helpers must have access to the handbook and have the opportunity to read it.
- The risk assessments and risk benefit analysis' are appropriate to the sessions and all adults have a copy.
- The Forest School Leader or Assistant will always take a first aid kit into the nature area at every session.
- The Forest School Leader or Assistant will always take the Emergency Bag into the nature area for every session.
- The Forest School Leader will ensure that the Emergency Bag contains:
 - Medical Emergency Procedures and Emergency Contact Numbers (laminated)
 - Whistle
 - First Aid Kit
 - Clingfilm
 - Accident Book
 - Individual Care Plans for specific children or adults attending the session
- The Forest School Leader will always carry a mobile phone.
- In the event of an emergency, The Forest Leader will ensure that the School contacts the emergency services. If contact with the school is lost the Leader will contact the emergency services.
- The Forest School Leader will check the risk assessments before every session.
- The Forest School leaders are responsible for the maintenance and checking of all tools and equipment to be used at Forest school, prior to their use.
- The Forest leader will be responsible for the pre session check of the site prior to a Forest School session.
- The Forest School Leader is responsible for training the children in how to use the tools and equipment safely and appropriately.
- When adult led activities are occurring the relevant adult to child ratios will be followed.

Ratios of Children : Adult for Activities

Tools used with Early Years and Year 1 have a 1:1 ratio

Activity	Ratio
Bow sawing 1 sawing 1 bracing	1 : 1
Skilled Bow sawing 2 sawing and 1 bracing	3 : 1
Clipper Knife	1 : 1
Cooking	2 : 1
Fire Steels When skilled	1 : 1 2 : 1
Laplander saw	1 : 1
Mallet	1 : 1
Peelers	2 : 1
Pond dipping	4 : 1
Secateurs/Twiggers	1 : 1
Tying knots and weaving wool	4 : 1

Health and Safety at Forest School

Health and Safety at Work Act (HASWA)

The HASWA outlines the responsibilities of employers (in this case, the Forest School Leader) and also of employees (being adults working with the group). The main considerations relevant to Forest School sessions are detailed below.

Employers Must:	How this will be done:
Tell you about risks to your health and safety.	Adults will be asked to read the risk assessment at the beginning of the session.
Tell you how to do your job safely.	The Forest School Leader will introduce the adults involved to the activities and inform them of safety considerations.
Ensure that safe working practices and appropriate policies are in place to safeguard its staff and users.	Adults will record accidents and incidents, and review whether they could have been avoided. The Forest School Leader will make appropriate changes to procedures and policies, as necessary.
Inform you how to get First Aid.	The Forest School Leader will have a First Aid kit and will administer First Aid.
Tell you what to do in an Emergency.	Emergency procedures will be listed in the Hand Book
Provide you with any protection you may need to fulfill your role.	Relevant safety equipment (e.g. gloves)
Employees and Volunteers must:	How this will be done:
Take care of their own health and safety and that of people who may be affected by what they do (or don't do).	Adults must actively manage risks by reporting, reducing, or removing them where possible, providing it is safe to do so.
Cooperate with others on health and safety, and not interfere with, or misuse.	Follow the Health and Safety advice given during the session by the Forest School Leader, or seek advice if uncertain. Nobody should interfere with safety equipment, such as the First Aid Kit, other essential equipment, or protective equipment.

Risk Management Policy

St Margaret's FS site aims to develop children's self-esteem, independence and motivation to learn in a safe environment. In order that these aims can be met, the Forest School Leader will:

- Consistently apply the five-step approach to risk assessment for all Forest School activities:
 - Look for hazards.
 - Decide who may be harmed and how.
 - Evaluate the risks and decide whether existing controls are adequate or whether more should be done.
 - Record findings, including daily amendments to standing risk assessments based on site visits or observations.
 - Review assessments on a regular basis (or if circumstances change, which may affect the rigour of the assessment) and revise if necessary.
- Carry out Site Risk Assessments on a seasonal basis (i.e. Site Risk Assessments will be completed at the beginning of each school term). Forms are in the Handbook.
- Daily checks will be carried out by the Forest School Leader prior to a session. The findings will be recorded on the Daily Risk Assessment form. These forms are filed in the Master Forest School File located in the staffroom cupboard on the Forest School shelf when completed.
- Complete an Activity Risk/Benefit Assessment for every activity to be undertaken at Forest School. Completed forms are on the computer in the Forest School subject area folder.
- Ensure all staff and volunteer helpers have been trained in policies and procedures prior to sessions and have read the relevant Site and Activity Risk Assessments prior to each session.
- Cancel activities if, in the opinion of the Forest School Leader, weather conditions such as high winds or the threat/occurrence of electrical storms make work outdoors unsafe.
- Inform staff, volunteers and children of potential hazards and methods of working in order to minimise their risk further.
- Involve staff, volunteers and children in risk assessment, as appropriate, as part of learning.
- Ensure legal guidelines regarding off-site activities, such as adequate insurance and parental permission are met.
- Ensure that all staff, volunteers and children are aware of the emergency procedures for the Forest School site.
- Be responsible for teaching children adequate skills in order to keep themselves safe, particularly in relation to the use of hand tools and fire.
- Ensure children and adults will have access to drinking water during sessions.
- Ensure a nil-by-mouth policy is adopted in all Forest School sessions, except for food cooked as part of a fully risk-assessed Forest School activity.

Codes of Conduct

The children will be taught the '5 things to remember' in Forest School and there will be a discussion with them about what they mean in more detail. (e.g. no picking unless directed by an adult)

- 1) Be safe
- 2) Be smart
- 3) No picking
- 4) No licking
- 5) Have fun!

The following activities will be modelled to the children by adults and they will be introduced to, 'Things to remember' about the activities below.

Entering the FS site

We will enter the nature area respectfully and know that when at Forest School specific expectations are in place. We will explore, investigate, learn and play in a manner that will not damage our woodland environment. We understand that we share our Forest School with plants and animals and that when we are in our Forest School we are sharing the environment with them.

Boundaries

Before each session begins children are made aware of how far that they can explore. The children are taught that we do not go on the pirate ship. We do have lots of fun beneath the trees. If children move to explore areas that aren't visible then an adult should also move to be able to see the children but allowing the children the freedom to explore independently. If you lose sight of a child shout '1, 2, 3, where are you?' (if still missing – refer to Missing Child Procedure). This enables the leader to trace children who have strayed. Children who are known to need 1-1 support are given the support needed.

Lighting a fire

When lighting a fire the Forest School leader will take control of the operation and all accompanying adults will be briefed before we start. The person in charge of the fire safety and management will wear a high visual jacket. A lit fire will not be left unattended at any point. A fire may not be lit until it has been confirmed to all that our fire safety equipment is in place. Open fires will be built within a fire square.

At the Fire Circle

An open fire will be lit within a fire square circle. A fire circle using log sitting stools will be established around the perimeter, 1.5m from the inner log square. No one may enter the fire circle perimeter unless invited to do so by an adult. There is no running past the fire circle. No items must be carried and placed within the fire circle unless by an adult. If you wish to move around the fire to a new stool you must step out of the circle and walk around the outside of the log circle. Even when the fire is unlit we will treat it as if it is lit.

Using Tools

All tools have their own clear code of conduct for correct use which will include consideration of specific personal protective equipment, correct use of a specific body posture, and consideration of the appropriate types of activity that each tool may be used for.

Picking up and playing with sticks

Children can carry sticks shorter than their arm's length but are encouraged to think about how close they are to other children. Longer sticks may be dragged or carried with the help of another person when each person is at either end. Sticks must not be thrown. Sticks must not be pulled from living trees.

Picking up and playing with stones

Stones may be picked up and transported. All staff should be aware of children with behaviour issues and monitor these children carefully. Children often like to make patterns and pictures with them. Stones may not be thrown. They may be dropped but thought must be given to whether it is safe to do so, i.e. what is beneath where I am dropping it?

Digging

Digging large holes is not encouraged. Children may carefully move soil to look for insects and their habitats using fingers or small sticks found within the forest, and use trowels to dig for mud, but deep holes should not be made.

Collecting wood

Wood collected for fire lighting purposes. It is collected in four thicknesses – matchstick sized, pencil sized, thumb sized and wrist sized. This is a good mathematical activity involving sorting and matching.

Sticks may be collected for creating pictures and patterns but should be collected sparingly so as not to disrupt creature habitats. Sticks should not be removed from the site.

Eating and Drinking

Nil by mouth policy (No lick, no pick) for anything found in the area, unless this activity has been specifically planned for during the session. Children must be reminded not to put their fingers or hands in their mouths or noses. When having drinks and snacks children will use wipes or wash their hands with soap and water before consumption.

Rope and String Use

We encourage the collection and transportation of materials. We do not allow children to tie each other up. If a child has a good idea and wants to tie up something, for example a tarp or a swing, an adult should help them as needed, modelling appropriate knot tying and modelling how to talk through ideas and decisions.

Carrying and Transporting Materials

Children are encouraged to roll, lift, drag and to pull materials, either by using their hands or by using ropes. We encourage safe lifting by bending our knees and keeping our back straight. Safe lifting should always be modelled by adults. Heavier objects should be rolled, lifted or carried by more people than 1 ('Bigger than you, it takes 2... bigger than me, it takes 3').

Leaving the Site

We work according to the ethos 'leave no trace' that we were in the area as much as is reasonably possible. Shelters should be taken down, imported materials need to be removed. All equipment is carefully counted out and back in again, especially when using tools and tent pegs. Very occasionally large items may be left between sessions. All rubbish will always be removed. If artefacts have been found or made these may be taken off the site with the consent of an adult.

Tree Climbing

No tree climbing allowed.

Cancellation Procedure

St Margaret's FS sessions will take place at the usual site except for the following reasons:

- High winds of Beaufort Scale 6 : Strong breeze 22-27 knots / 38-49 kph / 25 mph
- A risk of an electrical storm
- If the minimum ratio of 1 adult to 6 children cannot be achieved
- If the Forest School Leader is absent.

Parents

Advised of the cancellation via a text message sent from St Margaret's School office.

Teachers

Advised verbally, or by email, and by writing the information on the staff notice board in the staff room.

Children will attend lessons as normal and be picked up from school at the usual time by parents.

Volunteers

Advised by text and email.

Cancellation during a session

Cancellation Procedure during a session is communicated verbally at the time.

The session is stopped by blowing a whistle to gain everyone's attention and after a head count the children are returned to their class.

Daily Session Procedures

Before the Session

- A Session Plan will be completed, taking into account observations, interest areas and learning points from previous sessions. The session plan will be made available to adult helpers prior to the session.
- Activity Risk/Benefit Assessments will be completed and updated, if necessary, for each activity. All adults will be given a copy of these before the session.
- All staff will have read the latest Site Risk Assessment, which will be relevant to the current season.
- The Forest School Leader will check that enough adults are present for the session to go ahead and that the weather conditions allow it to take place.
- The Forest School Site will be visited and an assessment made of any risks that may have arisen.
- A Daily Risk Assessment will be completed.
- The equipment required for the session will be assembled, checked, and taken to the Forest School site. (including inhalers / epi-pens)
- All children will be registered by their Class Teacher. They will then get changed for Forest School, go to the toilet, apply sun cream (if required), and bring their water bottles.
- The Pre-Session Checklist will be undertaken.

During the Session

- A headcount check will be undertaken on arrival at Forest School and whenever the group is brought together.
- Risks will be continually assessed and appropriate action taken to reduce or remove any risks found.
- Children will be encouraged to assess risks and boundaries for themselves.

After the Session

- A headcount check will be undertaken at the end of the session, before returning to school.
- If the Tools have been used, the contents will be checked by the Forest School Leader to ensure no items are missing, broken or damaged. They will be stored in the locked shed.
- A Session Evaluation will be completed by the Forest School Leader, along with any observational records that will be useful to the Class Teacher.

Clothing Policy

It is our responsibility to ensure that children are appropriately dressed for Forest School sessions.

Parents will be informed of the clothing requirements, by letter, prior to sessions.

Any child not wearing appropriate clothing will be lent spare appropriate clothing and footwear such as wellington boots and waterproofs, so that they can participate.

No person will be permitted to go to Forest School without appropriate clothing that will protect them from extremes of heat or cold, keep them covered to reduce the likelihood of cuts and scrapes, that fits appropriately for comfort, and that meets any religious requirements.

We work on the principle that “there is no such thing as bad weather, only bad clothing”

Children and parents are encouraged to think about the usefulness of their clothing for outdoor activities.

Clothing list:

- Waterproof trousers
- Waterproof coat, with a hood.
- Long sleeved top
- Full length trousers
- Wellington boots or warm walking boots (wellies can be very cold during the winter)
- Warm Socks, and a spare pair
- Gloves and Woolly hat – Cold weather
- Sun hat: that fits well to ensure good visibility– Sunny weather

Other items:

- Water bottle
- Sunglasses

Toileting Procedure

Before a Forest School session, children will be given the opportunity to go to the toilet.

During a Forest School session, children needing the toilet will be encouraged to use the toilet in the Forest School area.

If the child doesn't feel confident to use this toilet then a toilet run will be announced and other children asked if they need the toilet.

They will be escorted back to school by a **DBS checked adult**, to use the year 3 toilets adjacent to the library.

- Children may not leave the Forest School site without the permission of the Leader.
- The adult may not accompany an individual child.
- Children must be in pairs or in a small group of up to 4 children.
- The adult will inform the leader when they are taking children to the toilet.
- The adult will wait outside the toilets and accompany the children back to the Forest School site.
- The adult will inform the Forest School Leader when they have returned with the children.

Missing Child Procedure

St Margaret's CEP FS's overarching priority in everything it sets out to achieve is to keep all children safe. If it is discovered that a child or adult is missing from the group, the situation will be taken very seriously from the outset and the following emergency procedure will be implemented:

- Perform "123 where are you? And wait for a response. If no response at 3rd time, the Forest School Leader shall be informed immediately.
- Activity for the rest of the group shall be suspended in order that up to two adults, including the Forest School Leader if appropriate, may be released to conduct a search which shall last no more than five minutes.
- The remaining children will be given a low risk activity to complete, within the Camp area by the remaining adults, being mindful not to increase any anxiety in the group.
- If, after the five minute search, the child has not been located, the Forest School Leader will notify the office staff on their emergency number or via walkie-talkie. They will phone 999 and alert the police.
- The school office will contact the child's parents or adult's emergency contact and inform them of the situation.
- Staff should corroborate details of the situation, including last known position of the missing child or adult and any timings. These will be recorded in the Accident Book carried with the first aid kit.

Photographs

Permissions

Permission to take photographs are obtained when each child joins St Margarets School.

If permission isn't given by the family or legal guardians, then photographs of these children will not be taken.

A list of these children are obtained by the Forest School Leader and shared with any adults who have been specifically asked to take photographs of activities during the session using only the school's ipad.

Early Years Children

Photographs taken may be used to share with the child's parents on "Tapestry" and linked to an observation and Early Learning Goals.

Year One Children

Photographs taken may be shared with the child's parents on "Seesaw" with a linked comment on the activity and what their child is doing.

All Children

Photographs taken may be used to share what has been happening in Forest School on the school's website and in Newsletters.

Equal Opportunities Policy

St Margaret's CEP School actively promotes the inclusion of all children and adults into Forest School sessions, and will endeavour to ensure that the opportunities for learning, development and participation are available to everyone, irrespective of race, gender, ability, religion, sexual orientation or age.

We will follow the Special Educational Needs and Disabilities Policy; and the Inclusion Policy.

Special Educational Needs and Disabilities Policy

Policy Aim

St. Margaret's School recognises the individuality of all the children and the fact that they are at different levels of development physically, emotionally, intellectually and socially.

It is our aim to provide access to the curriculum for all the children who, at any time, might be in need of special educational provision with regard to their academic, emotional or physical abilities within the levels of resources available to them. All children with SEND are valued, respected and equal members of the school. We seek to raise the achievement, remove barriers to learning and increase physical and curricular access for all.

We aim to modify the environment and plan the curriculum for pupils with Learning Difficulties and Disabilities, including those with an A.S.C (Autism Spectrum Condition) and Dyslexic Tendencies.

Provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND.

Our definition of SEND is:

- A child or young person has SEND if they have a learning difficulty or disability which calls for Special Education Provision to be made.
- A child or young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. SEN POLICY –November 2016
- A child or young person who is not making adequate progress despite high quality teaching targeted at an area of weakness.

Inclusion Policy

Educational Inclusion

This is more than a concern about any one group of children. Its scope is broad. It is about equal opportunities for all children whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the achievement of different groups of children within a school.

The complete versions of these policies can be found on the School web-site in the School information, Statutory information, and then Policies area.

Safeguarding Children Policy

St Margaret's CEP School Forest School leader fully recognises its responsibilities for safeguarding children. All staff and volunteers are responsible for keeping children safe. In particular:

- Ensuring all children have a safe environment at Forest School in which to learn and develop.
- Ensuring we practise safe recruitment in checking the suitability of volunteers to work with children at Forest School.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.

St Margaret's FS site will follow the school's Safeguarding (Child Protection) Policy. The Safeguarding Policy (Child Protection Policy) can be found on the school web-site in the school information, statutory information, Safeguarding section. Page 7 of the Safeguarding Policy Document explains:

Safeguarding is the action taken to promote the welfare of children and protect them from harm. Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- Taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering from, or likely to suffer, significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

The purpose of this policy is to inform staff, parents, volunteers and governors about our school's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting children from harm and that the child's welfare is our paramount concern.

All staff members believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

If a child, or adult makes a disclosure; or if you have concerns about a child or adult, please speak to the Forest School Leader who will provide you with a form to complete which will be given to the Safeguarding Lead : Mrs Kemp.

Confidentiality

St Margaret's CEP Forest School will adhere to the school's Confidentiality statements. These can be found on the School Web-site in the school information, statutory information, safeguarding section, page 9 of the policy document. This states the following:

5.1 Our school will;

1. As a general principle, all matters relating to child protection are confidential and should only be shared on a 'need-to-know' basis.
2. The Headteacher or Designated Safeguarding Lead will disclose any child protection related information about a child to other members of staff on a need to know basis only, where the receiving member of staff can play an active role in safeguarding that child.
3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
4. All staff must be aware that they cannot promise a child to keep secrets if doing so might compromise the child's safety or wellbeing.
5. The intention to refer a child to Children's Social Care will be shared with parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, advice should be sought from the MASH.

In our Forest School the Forest School Leader will maintain all paperwork and registers relevant to Forest School.

All confidential paperwork is stored in the Office, which is locked at night.

Any paperwork relevant to a child will be shared with the child's Class Teacher.

Any Pastoral or Safeguarding matters will also be reported to the Safeguarding Lead : Mrs Kemp and the Head Teacher: Mr Jee .

All computer files containing confidential information will be stored securely on the school network.

The Forest School Leader will have care plans, where relevant, for any children or adults, on site.

Behaviour and Anti-Bullying Policy

Good behaviour is positively encouraged within St Margaret's FS site, with much emphasis on self-discipline, courtesy and consideration for others. We recognise that children respond well to praise and therefore use it freely to promote good behaviour. We also do all that we can to prevent bullying, by reinforcing the school ethos in which bullying is regarded as unacceptable.

St Margaret's FS site follows the School Behaviour and Anti-Bullying Policies. These can be found on the School Web-site in the school information, statutory information, policies section and is called the Behaviour Policy.

Appendix 2 of the policy has a list of school rules that were created by children on the school council.

Try your best.
Dress smartly in the right school uniform.
Play nicely-don't fight.
Always show polite manners.
Always walk away from trouble.
Always listen when someone is talking.
Leave expensive things at home.
Think of others before yourself.
Always treat people how you would like to be treated.
When you're allowed- talk quietly.
Use equipment properly.
Always walk on the left side of the corridor.
Only eat your food.

Fire Policy : Safety, and Procedures

As part of the Forest school experience it is desirable to have an open fire at times within the woodland to allow the children to enhance their learning and development with some risky activities. Encounters with risk help children to manage their coping strategies and discover and explore the world through real experiences.

Campfires are an important part of Forest School and are used in many sessions. St Margaret's aims to ensure that all children and adults participating in Forest School sessions with fires will do so safely and with as little risk to their health as possible.

Location

- The fire circle will always be sited away from low canopy branches.
- Ground debris will be cleared away from the site.
- Campfire areas are enclosed by logs to make a fire circle.

Positioning of Children and Adults

- Fire areas are surrounded by seating logs at least 1.5 metres from the fire pit.
- Fire bucket, fire blanket, first aid kit and safety fireproof gloves will always be positioned within the fire circle.
- For Early Years children, additional logs can be used to ensure children stay a safe distance from the fire pit.
- When the campfire is in use, children are not permitted to access the area immediately surrounding the fire without permission. Green, yellow and red dragon phrases are taught to teach permissions from an adult to approach the fire and shared responsibility to remind children to move back if they approach the fire without permission too.
- Children will be taught how to change seats by standing, stepping over the log and then walking around the outside of the seating area. They must never cross the inner area.
- Children must walk around the outside of the seating logs and step over to sit down at all times. A fire will not be lit with a group until all children have demonstrated that they do this at all times.
- Once seated around the campfire, the children must remain seated until directed by an adult to move.
- Long sleeves and trousers must always be worn. Loose/long hair should be tied back.
- Children are not permitted to throw anything onto the fire.
- Advice on the appropriate way for dealing with smoke will be given to the children.
- If there is a clear wind direction, seating in the line of smoke is to be avoided.
- If wind direction is variable, the leader should rearrange the seating if at all possible.

Fire Lighting

- Trained Forest School Leaders construct, light, tend, and put out any fires.
- Step 1: Clear the ground area of debris
- Step 2: Place a layer of logs on the ground, then layer upwards with smaller sized kindling
- Step 3: Place a layer of very small kindling on the top
- Step 4: Using a fire steel light cotton wool in a shell and safely add the ember to the top
- Step 5: Quickly add more tiny tinder to keep the fire lit
- Step 6: Blow onto the fire to give it more oxygen and aid keeping it alight
- Step 7: Continue to add small sized kindling from the edge and at right angles
- Step 8: Repeat steps 5 to 7 and slowly increase the size of the tinder added
- Step 9: Remain by the fire for safety and monitor when logs may need to be added

Safety and Responsibility

- A Fire Blanket to smother the fire in an emergency, a bucket of water to use on small burns or to put out the fire at the end of the session, and a First Aid Kit must be sited close to the campfire. Cling film is also carried with the First aid kit.
- Only adults are permitted to light fires, unless children are under the direct supervision of an adult.
- Fires are lit using fire steels. Matches may be used in wet conditions.
- No flammable liquids are to be used to light or accelerate fires.
- No plastics are to be burnt.
- If sessions involve children adding fuel to the fire, this must be done with one to one adult supervision.
- Sticks/wood must be placed, not thrown, from the side of the fire. The hand should never go over the fire. A fire resistant glove should be worn.

Extinguishing

- Before the end of the session decide when and how the fire is going to be extinguished. It must be doused down with water and stirred until all smoke and steam has ceased.
- Whenever possible, all fuels should be burnt off to ash.
- The Forest School Leader should ensure that any large remains of wood, especially when using logs, are separated from one another.
- Large build ups of potash, from several fires, need to be dispersed. This must only be done when it has totally cooled, preferably the following day. It should be finely scattered throughout the woodland to enable natural decomposition.

Cooking

Heating water with a kettle

- The Leader may use a kettle to heat water.
- The Leader should ensure the tripod is positioned in a safe and stable manner and has no movement.
- The kettle will never be left unattended once on the fire.
- Adults must wear the heat-resistant gauntlet to handle the kettle.
- Pouring of heated water should not be done next to or over children.
- The Leader will tell everyone within the fire circle area when they are moving the kettle and where they are going to put it.

Toasting Marshmallows

- Wash hands
- Follow ratio of 2 : 1
- Give the children a clean toasting tong or length of greenwood (willow)
- Give each child a marshmallow to place on their toasting tong which is in a safe upright position
- Ensure each child is still sitting safely and direct them to place the tong horizontally with the marshmallow above the embers/flames
- Observe and give assistance if required
- When toasted, remove from heat and hold in a safe vertical position
- Wait for the marshmallow to cool a little
- Adult to help to place between biscuits to make a smorg, or remove safely to eat

Cooking

- Wash hands
- Follow ratio of 2 : 1
- Place ingredients on a table outside the fire circle
- Adult to direct the children with how they can safely participate with mixing, or placing ingredients where asked to.
- Adult to put on, and take cooking equipment off of the fire
- Adult to use appropriate handle/tongs and fireproof glove to remove cooking equipment to a safe area to cool down
- Advise participants of what you are doing and where you are putting the cooking equipment
- Cooked items to be distributed safely into bowls when at the correct temperature

Also refer to the risk assessments for adhering to the actions to take to reduce risks of accidents or harm.

Food Hygiene Policy

St Margaret's CEP Forest School maintains high food hygiene standards in relation to the purchase, storage, preparation and serving of food.

- A full Activity Risk/Benefit Assessment will be completed for any activity involving the preparing and/or consuming of food items. This will include attention to the purchase, storage, preparation and serving of any food items to prevent growth of bacteria and food contamination. Where relevant, reference will be made to the relevant Design and Technology Risk Assessments already in place in school.
- Food/ingredients will be stored at correct temperatures prior to the session and checked to ensure they are in-date and not subject to contamination by pests, mould etc. A cool box will be used to transport and store any ingredients requiring refrigeration prior to use at the Forest School site. All such ingredients must be used within 2 hours.
- Un-refrigerated food will be served to children within 4 hours of preparation.
- All utensils, crockery etc. will be checked to ensure they are clean before use.
- Waste food will be disposed of promptly.
- When food items are to be consumed during a Forest School session, warm water with antibacterial soap in a bowl will be provided for hand-washing. One hand towel will be provided for every 6 children and adults. Children and adults will be required to wash their hands immediately prior to preparing any food items and/or eating.
- All medical records must be checked to ensure that no food item or ingredient is given to a child or adult with an allergy to it. Allergies should be made aware to all adults. Inhalers and Epi-pens should be on-site for relevant children.
- Cooked food will not be reheated.

Campfire Cooking Policy

The Food Hygiene Policy will be followed whenever cooking on a campfire.

Procedures for cooking are detailed in the Fire Policy area of this handbook.

A Risk/Benefit Activity Assessment will be completed for all activities involving cooking on the campfire.

All hair will be tied back and loose clothing secured prior to cooking on a campfire.

Tool Policy

St Margaret's FS site uses the following tools at present:

- Small secateurs (twiggers)
- Potato Peelers Hand drills
- Small sheathed knives
- Laplanders
- Bow saws
- Long handled forks for toasting
- Bow saws
- Wooden mallets
- Long-handled secateurs (loppers) - **Adults only**

A Forest School Leader may also use a penknife for cutting.

Tools used with children in Early Years and Years 1 have 1:1 adult supervision only.

The Forest School Leaders are responsible for overseeing safe use and maintenance of all tools. Lists and numbers of the tools are found in the Tool Boxes and used as checklists to ensure that all items are returned safely at the end of each session.

The Tool Boxes contain sharp tools such as drills, saws, knives and peelers. The Tool Boxes are kept locked in the Forest School Shed when not being used at Forest School sessions.

Protective gloves are available as Personal Protection Equipment when needed.

Activity Risk/Benefit Assessments are completed for all activities involving the use of tools. Tool-specific procedures for use, safety and care, are included in this handbook.

Environmental Policy

We aim for all our participants and staff to show a high level of respect for the natural world and encourage all to be involved in decisions about their environment and safety.

We aim to operate in a way that minimises waste, and to recycle and reuse materials in order to have a lower impact on the environment.

We hope to model and encourage participants to have an understanding of the impact that products and waste have on the environment, which is linked to the health of our site, the local area and the world as a whole.

Forest School activities will follow practises which minimise the impact on wildlife and the environment. Before leaving the site, all litter to be collected and disposed of or recycled appropriately.

Good Practices to follow include :

- Being considerate to the wildlife, and plantlife in the nature area.
- Being considerate of the noise levels for the animals and local neighbours too.
- Put litter in the bin and take back to school at the end of each session.
- Only make an appropriately sized fire if it serves a purpose. Use firewood that is purchased in order to sustain and protect the current number of trees in the nature area.
- Do not pick, or cut parts of plants, flowers or trees without prior permission and consideration of the ecological impact this will have.
- Try to rotate the use of the site, and in particular the fire circle area used, to minimise the damage in a particular area and give that area time to recover.
- Being considerate of what part of the nature area to use when it's very muddy and wet in order to reduce damage from compaction.

Ecological Impact Assessment

An assessment of the nature area is completed every three years using the, "My Forest for Education Site Survey Form" from www.myforest.org.uk/education.

The results of the assessment are then used to complete a three year development plan to enhance the biodiversity of the area and make it a sustainable space.

Communication Methods

To successfully lead Forest School sessions good communication is achieved in the following ways :

Pre-session check

Before each session occurs the weather forecast and staffing are checked.

If any of the following occur then the session is cancelled

- High winds of Beaufort Scale 6 : Strong breeze 22-27 knots / 38-49 kph / 25 mph
- A risk of an electrical storm
- If the minimum ratio of 1 adult to 6 children cannot be achieved
- If the Forest School Leader is absent.

Communication of cancellation

Parents : Advised of the cancellation via a text message sent from St Margaret's School office.

Teachers : Advised verbally, or by email, and by writing the information on the staff notice board in the staff room.

Volunteers : Advised by text and email.

Premises Manager

The Premises Manager advises the Forest School leaders of any works being carried out in the Nature Area.

During the Session

First Aid and Emergency Procedures are in the Emergency Bag at the Fire Circle base.

Cancellation Procedure during a session is communicated verbally at the time. The session is stopped by blowing a whistle to gain everyone's attention and after a head count the children are returned to their class.

Mobile Phones : Every adult is permitted to bring their mobile phone to the session. These can be used to follow the emergency procedure. Photos and non-emergency uses are not permitted. This is communicated verbally and also on the volunteer guidelines information.

The children and families

Letters are sent home with dates, and appropriate clothing guidelines with a clear list of suitable garments and footwear.

The school office has copies of the letters available if a family should lose their letter.

Newsletters and letters

Information about our Forest school activities and their benefits are communicated to families through these media.

Volunteers, school staff and governors

The ethos is communicated through training sessions with volunteers and on inset day training for the school staff and governors.

The handbook and leaflet for parents shows our ethos in a written format.

Volunteer Guidelines

Information in the volunteer guidelines handout conveys the Forest School approach and the role expectations.

Volunteers can get in touch with the Forest School Leader by email or via the school's phone.

Volunteer Information and Guidelines

Thank you for giving us your time to help us.

Our Ethos at Forest School

'A rich, open environment will continuously present alternative choices for creative engagement.'

(Robin C. Moore)

Forest School is based on a fundamental respect for children and young people and for their capacity to instigate, test and maintain curiosity in the world around them. It believes in the child's right to play; the right to access the outdoors (and in particular a woodland environment); the right to access risk and the vibrant reality of the natural world and the right to experience a healthy range of emotions through all the challenges of social interaction, in order to build a resilience that will enable continued and creative engagement with their peers and their potential. It is an approach to education that makes use of the outdoor environment to create a unique learning vehicle.

Forest School sessions provide increasingly diverse opportunities for children to benefit from a supportive curriculum that can help children build positive values and attitudes about themselves, about learning and the environment in which they live. Children are given appropriately challenging and achievable tasks that build their confidence, skills and independence and are given the time to thoroughly explore their thoughts, feelings and relationships. This time and reflective practice develops inter- and intra-personal skills, which are well-documented as being directly linked to learning skills.

The following instructions need to be completed :

- Please see Mrs Glossop in the school office to complete a DBS check for our school.
- Please make sure the Forest School Leader has your next of kin contact details and any relevant medical information.
- Please be aware that it is school policy that volunteers do not take or post photos or any information on social media.
- Photos should only be taken with school equipment.
- Make sure you have a contact number, both mobile and landline, for the school.
- Mobile phones are permitted. They can be used to follow the emergency procedure. Photos and non-emergency uses are not permitted.

Session Cancellation Procedure

If a session has to be cancelled due to adverse weather conditions or absence of staff then you will be advised by email and text message.

We hope that this information is helpful to you.

If you have any further questions please do not hesitate to ask.

Thank you for helping us bring this great learning experience to our pupils.

Site Risk Assessment

To be checked at the beginning of each term.

Hazard	Risk	Safety measures
Trip hazards: <ul style="list-style-type: none"> • Uneven ground / holes • Wet slippery surfaces • Muddy ground • Icy ground 	Medium	Wear appropriate footwear Mark off area if necessary Remove obvious trip hazards
Low branches causing eye injuries	Medium	Point out location of low branches
Brambles, prickly or thorny plants and stinging nettles	Medium	Prune if required to clear passageways
Exposure to the elements – rain, wind, snow, ice	Low	Wear appropriate clothing Use tarpaulins for shelter
Exposure to the elements – sun	Low	Work in shade Wear hats Bring water bottle to remain hydrated
High winds	Medium	Cancel site assessment but ensure it's completed before any sessions occur.
Structural damage to trees	Low	Check branches. If damage has occurred have branches/trees made safe before using the site.
Animal faeces	Low	Look out for faeces and remove Wash hands thoroughly
Fencing perimeter	Low	Check to assess for any damage. If repairs are needed, inform the Premises Manager and arrange for repairs to be made.
Ponds area	Medium	Check the surface of the wooden decking for level of slipperiness and decide whether it can be accessed. Put hazard tape around the area if unsafe.

Site Risk Assessment : Table and checklist Date: _____

Hazard	Risk	Safety measures required
Trip hazards: <ul style="list-style-type: none"> • Uneven ground / holes • Wet slippery surfaces • Muddy ground • Icy ground 	Medium	
Low branches causing eye injuries	Medium	
Brambles, prickly or thorny plants and stinging nettles	Medium	
Exposure to the elements – rain, wind, snow, ice	Low	
Exposure to the elements – sun	Low	
High winds	Medium	
Structural damage to trees	Low	
Animal faeces	Low	
Fencing perimeter	Low	
Ponds area	Medium	

Pre Session Site Risk Assessment

Date: _____

Hazard	Risk	Safety measures required
Trip hazards: <ul style="list-style-type: none"> • Uneven ground / holes • Wet slippery surfaces • Muddy ground • Icy ground 	Medium	
Low branches causing eye injuries	Medium	
Brambles, prickly or thorny plants and stinging nettles	Medium	
Exposure to the elements – rain, wind, snow, ice, sun	Low	
High winds	Medium	Check the weather forecast. If winds are more than 20 mph or above then cancel session.
Structural damage to trees	Low	
Animal faeces	Low	
Bee hives/Wasp nests <i>Awareness for allergies</i>	Low	Note position : Advise to avoid disturbing
Fruit / Berries / Fungi / Nuts eg. Acorns <i>Awareness for allergies</i>	Low	Note position : Advise not to touch or eat
Ponds area	Medium	
Harmful litter, e.g. metal, glass, hypodermic needles	Low	Remove harmful litter
Any other hazards noticed :		

To be shown to all adults prior to the session and kept on clipboard at base camp (fire circle area)

How to safely check, clean, maintain and store a range of tools and ropes/cords.

Safety checks are carried out before use. The bow saw blades are checked for having the correct level of tautness. The other tools are checked for not being broken or damaged. The tools are cleaned by being wiped after use, if appropriate and necessary. They are maintained by oiling the blades once a term.



Store all tools, ropes and cords in a locked shed.



Store the fire steels in this locked tin.



Store the tools in this locked tool box.



After each session an adult must check, wipe dry, and return any tools that have been used to their storage place.



The secateurs must also be checked for being closed and locked.



The bow saw has a guard to cover the blade. The guard must be put back on the blade after each use. The bow saws are to be put in a larger cupboard inside a container in the locked shed.

Ropes and cords are stored in a tray or box container. They must be rolled up after use. They are to be checked before and after use for fraying. If they are wet, they must be put in a safe dry area, and loosely rolled so that they can dry. Rolled and tied securely.



Stored in a container lying flat.

How to safely use hand tools for a range of applications

When using hand tools such as vegetable peelers, secateurs, a folding knife, a palm drill, a bow saw or an axe the following procedure should be followed.

- Anyone with long hair should tie it back
- The hand holding the tool is kept bare
- The bracing hand has a safety glove on
- The correct tool should be used for the operation being done
- The tool is checked before use (not broken)
- Safe positioning of the body at a saw-horse, or at a log, or on the ground or standing up. We call this a “stable table” at our setting.
- Clear communication with partner
- Using tools when safe to do so and other individuals are a safe distance of the length of the tool plus our arm-length away. We call this a “blood bubble” distance at our setting.
- Whilst using tool, focusing on using the tool, and listening out for possible individuals approaching
- When finished safely handle tool and return to the adult supervising or where it is stored (depending on age of child)

Please also refer to the risk assessments for each individual hand tool for further guidance.



How to tie and use a range of knots, selecting ropes/cords for different applications

Joining two ropes together with a reef knot



Demonstrating the right over left and through, then left over right and through method.



Practising the reef knot before using this as part of making a picture frame.



Attaching a rope to a tree, tensioning a rope and stopping slippage



Take one end of the rope and put it around the tree leaving a length of 1.5m free



Make a timber hitch knot

Put the end of the rope that is being held over the top and back, of the rope at the front of the tree.



Make 4 loops around the rope on the tree.
Lift the rope up the trunk to eye level height.



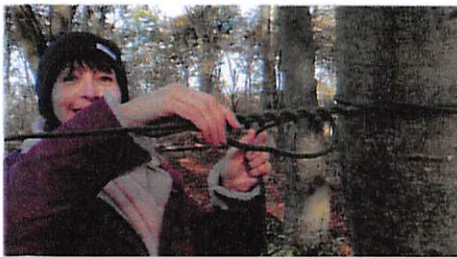
Pull the end of the shorter length of rope to tension it.



Make a blood knot to stop slippage
Loop the rope twice leaving a gap in the loop



Loop the rope around the longer length of rope 8 times.



Put the end of the rope through the loosened open loop near the tree.



Pull on the rope ensuring that the loops slide back beside each other.
Assist with the sliding of the loops.



The blood knot is now done.
The rope is securely attached to the tree.

Attaching two objects together with a clove hitch and square-lash knot. We have used this type of knot to make a picture frame. This was demonstrated and practised using two logs and thick rope before making the frame.



Make two loops



Place on top of one another.



Place onto the end of the log and pull both ends.



Place the rope over and under the two logs and wrap around for three rotations.



Complete with a reef knot.

How to safely make a range of craft items using woodland materials

How to make a wand

1. Select a length of wood and cut using secateurs.
2. Peel the outer rough bark with a vegetable peeler.
3. Choose string or wool and tie a reef knot to secure to one end.
4. Weave the string / wool around the wood as desired.
5. When weaving is complete tie a reef knot and cut the end with scissors.
6. Enjoy playing with the wand.



How to make a picture frame



Select four lengths of wood and cut using secateurs.



With the help of a friend holding two lengths of wood at right angles, tie a clove hitch knot.



Then make a Square lash and reef knot

Repeat the clove hitch knot, square lash knot and reef knot on each corner. The picture frame is then completed.

Making an axe



Select a suitable length of wood and use a bow saw to saw a length the required size.



When safe to do so, and other children are a safe distance away, make a split in the wood and a slim slice for the top, using an axe.

Insert the slice into the top.
Decorate the handle if preferred by tying a reef knot and weaving around the handle.



When weaving is complete, tie a reef knot and cut the string with scissors.

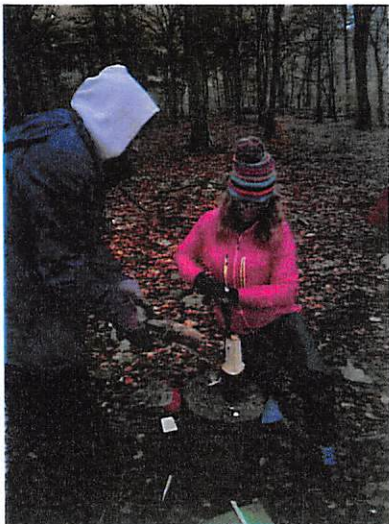
How to make a mallet



Select a log and safely saw a length following correct safety procedures. A rotational cut around the middle of the cut length, the depth of the blade, can then be done with the help of another stating when the correct depth has been achieved and the wood can be rotated.



Or with a partner make a rotational cut, the depth of the folding knife, all around the wood roughly halfway down its length. One person hold the wood securely in a safe stable position. The second person hold the end of the wood with their bracing hand wearing a glove, and make the sawing action slits with the other hand not wearing a glove. Rotate the wood after each cut, maintaining clear communication throughout.



Make the handle with cuts down the length of the wood, using an axe. The axe is placed in position by one person, and then the second person hits the axe until it reaches the slit. Continue around the wood until the handle is completed.

How to make a necklace



1. Saw a slim disc of wood using a bow saw.
2. Using a palm or whisk drill make a hole in the disc roughly a centimetre inside the outer edge.
3. Decorate the disc.
4. Cut a length of string and thread through to make a larks foot knot, or you can thread through as a single length. Then tie a reef knot with the two lengths of string at the top.



To achieve the badger face shape draw two lines along the disc, and then with a partner chop to shape using an axe and mallet together.

How to erect temporary group shelters using a tarpaulin and natural woodland materials

Check the weather forecast to determine whether a shelter will be needed.
Decide how many shelters you will need according to the size of the group and the planned choice of activities.



1. Gather resources needed : a tarp, ropes, lengths of wood, short lengths of wood as pegs, four shorter branches with leaves still left in place.
2. Choose a suitable area between two trees ensuring that the rope being used is long enough to be tied around both trees.
3. Secure the rope around the tree on either side, as high as you can safely reach, with a timber hitch and then a blood knot
4. Secure the position of the tarp to the rope at each end with a smaller length of thinner rope and using a reef knot.
5. This shelter has the back secured down at ground level. This can be achieved by attaching it securely to the ground using wooden pegs that can be made from gathering and cutting part of a branch from the natural environment.
6. The front of the shelter is kept up by putting tall lengths of wood through the corner loops with rope pulled at a 45 degree angle and then secured into the ground using wooden pegs. The tension of the rope is created, and held in place using a slider disc with three holes.





This shelter is made with both sides kept high for access. Position leafy branches in each corner by the ropes to be more visible and prevent tripping over them.



This shelter can be made to keep the fire protected from going out when it rains.

All of these shelters are temporary and made in order to keep participants, resources, belongings, and fire protected from the rainy weather.

They are to be taken down at the end of the session.

The branches are to be returned to their natural environment and the pegs kept for future use.

This ensures minimal ecological impact as the area used will look as it had before the session.

Risk Assessment Form – BLINDFOLD GAMES

St Margaret's CEP

Date: 10/2020 Assessed By: Meryem Russell				Reassessment: Next assessment : 10/2021			
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Trips, cuts or falls injuries	3	3	9	Explain how to play the game and demonstrate. Any participants wearing a blindfold should be supported by another participant who helps them; or holding on to another person's shoulders; or holding on to a rope depending on the game being played.	2	3	6
Head injuries	3	3	9	The same as above with the added explanation to play sensibly and with care and consideration. Explain that the game will be stopped if behaviour is dangerous or unruly.	2	3	6

No activity may be carried out where there is an individual Risk Factor of 10 or above.

Risk Assessment Form – USE OF BOWSAW

St Margaret's CEP

Date: 2/2018 Assessed By: Kerry-Ann Burnett				Reassessed: 10/2020 Meryem Russell Next assessment: 10/2021			
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Cutting injury from saw whilst in storage	3	3	6	Blades to be checked for wear or damage before storing. Blade guards to be checked and secured before storing. Saws to be stored within easy reach of staff	1	2	2
Cutting injury during transportation to and from site	2	2	4	Bow saws to be carried at arm's length, arm hanging down. Blade guards must be in place. On reaching site, tools to be placed on the ground so that they are clearly visible and away from general walkways.	1	2	2
Injury during use of saw.	3	3	9	KS1 children 1:1 adult ratio. 'Safe hand' – glove on bracing hand. Adults briefed with safe working use of saw,(see below) and demonstration given by responsible adults. Leader to monitor and advise un use of saw. After use, blade guard to be put back on blade and saw put back in pre arranged safe place.	1	3	3
Injury from damaged tool	3	2	6	Saw to be examined for damage before and after use. Worn or damaged blades to be replaced	1	2	2

Explanation of terms: 'Safe working use' – Student to hold handle of saw (young children hold with both hands)

Free hand passed through bow over back of blade to hold wood if this is comfortable. Wood to be supported on a 'stable table' or saw horse and wood to be braced by another participant / adult. Body to be positioned so that saw is drawn freely to the side of the body. Adults place saw safely down before the child retrieves the cut section of wood. Adults can hold the other end of the saw during working if the group is young or inexperienced. Participants advised to tie back dangling clothing or hair. **Safety glove** on bracing hand of all participants.

No activity may be carried out where there is an individual Risk Factor of 10 or above.

Risk Assessment Form – CAMPFIRE

St Margaret's CEP

Date: 2/2018 Assessed By: Kerry-Ann Burnett				Reassessment: 10/2020 Meryem Russell Next assessment Due: 10/2021			
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Burns from fire	3	3	6	<p>Adults only to approach fire pit. Fire safety talk given at start of sessions. 1.5m safety zone defined around campfire, all seated on stable logs. Fire lighting, firewood and dousing all under supervision of staff First aid kit, water and fire bucket placed in a visible position and all informed of location. Keep fire area free of trip hazards. No one to enter fire circle unless invited to do so. Follow fire procedure in handbook.</p>	2	3	3
Burns from fire lighting activity with children	6	3	6	<p>1:1 supervision. Children place shell on ground or on stable log. Seated or kneeling respect position adopted by both. Adult or second child to hold cotton wool down with stick. Hair should be secure. No leaning over. Child to strike steels away from body. When cotton wool lights – child to 'sit back' immediately. Adult picks up shell only and uses stick to slide cotton wool onto fire.</p>	2	2	3
Smoke inhalation	6	2	6	<p>Sit or work at least 1.5m from fire, up wind of smoke. Move position if smoke moves round.</p>	2	1	2

Burns from pupil behaviour	3	3	6	No poking fire or throwing things onto fire. Walk around the outside of the seats not near to fire. Step over logs/seat to sit down. Only adults approach fire pit or children 1:1 under supervision.	2	1	2
Burns whilst cooking over fire	3	3	6	Adults only to cook or children with 1:1 supervision. Children may toast items on extendable toasting forks 1:2 under supervision but must sit back and not lean over fire pit. When cooking, adult to kneel on one knee so able to move away quickly. Use of welder's glove and silicone tools at all times.	2	3	3
Risk of fire spreading to other areas				Fire area to be sited appropriately to avoid heat damage: Suitably distant from surrounding trees and overhanging branches and with a flat, clear ground area. Extinguish fire with sufficient water after use; check embers cooled; scatter waste; fire bucket will be placed in a visible position and all staff will be informed.			

No activity may be carried out where there is an individual Risk Factor of 10 or above.

Burns cooling gel and fire bucket kept close to fire. First Aider on site.

Risk Assessment Form – USE OF CLIPPER KNIFE

St Margaret's CEP

Date: 10/2020 Assessed By: Meryem Russell				Reassessed: Next assessment: 10/2021			
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Cutting injury from knife whilst in storage	2	3	6	Blades to be checked for wear or damage before storing. Blade cover to be checked and secured before storing. To be stored in tool box in a separate container.	1	3	3
Cutting injury during transportation to and from site	2	3	6	Cover must be in place with the cord wrapped securely. Kept in a container within the tool box.	1	3	3
Cutting or stabbing injury during use of knife.	3	4	12	children 1:1 adult ratio. 'Safe hand' – glove on bracing hand. Adults briefed with safe working use of knife,(see below) and demonstration given by responsible adults. Leader to monitor and advise on use of knife. After use, blade cover to be put back on blade and given to adult.	2	4	8
Injury from damaged tool	3	2	6	Knife to be examined for damage before and after use. Worn or damaged blades to be replaced	1	2	2

Method and safe use : Participants taught method and encouraged to ask for help at any time whilst using the knife.

Blood bubble area is checked- an area that is an arm's length surrounding the child using the knife.

Participants advised to tie back dangling clothing or hair.

Safe working position: Use "stable table" with elbows on knees or arms to the side of the body.

Safety glove on bracing hand of all participants.

Removing knife from its sheath: To be done when in a stable sitting position.

Using knife: in strokes downwards and away from the body.

After use: Return the knife to its sheath and tell adult that you have finished. Hand the knife, in its sheath to the adult.

No activity may be carried out where there is an individual Risk Factor of 10 or above.

Risk Assessment Form – COOKING ON CAMPFIRE

St Margaret's CEP

Date: 2/2018 Assessed By: Kerry-Ann Burnett				Reassessment: 10/2020 Meryem Russell Next assessment: 10/2021			
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Burns from cooking equipment	4	3	12	Only adults to put on take off cooking equipment Use appropriate handle/tongs and fireproof glove to remove cooking equipment to a safe area to cool down. Advise participants of what you are doing and where you are putting the cooking equipment. First aid kit and fire bucket will be placed in a visible position and all will be informed.	2	3	6
Burns from hot water or food/drink	4	3	12	Same as above and also: food should be allowed to cool before eating and 1 person pour hot water into cup (that already has some cold water in the bottom) on flat surface, no-one to hold cup	2	3	6
Allergy to food being cooked	2	4	6	Separate preparation areas and equipment for different foods if required Leader has care plans and lists of allergies for children. Those children highlighted the lesson plan and made known to adults. Epi-pens and other medication on site.	1	2	2
Illness from food prepared	3	4	12	Everyone to wash their hands before preparing/eating and/or leaving the site. All equipment to be clean before and after use	1	2	2

				Separate preparation areas and equipment for different foods if required. Food brought to site must be correctly stored.			
Risk of injury	2	2	3	Trip hazards cleared from area, Forest School leader First Aid trained. First aid kit on site. Emergency procedures in place and to be followed if necessary. All assisting with Forest Schools to have been given and read the handbook and relevant risk assessments.	1	2	2

No activity may be carried out where there is an individual Risk Factor of 10 or above.

Fire bucket kept close to the fire. First Aider on site. Only necessary or invited participants to be in the fire circle during cooking.

Risk Assessment Form – FIRE STEELS

St Margaret's CEP

Date: 10/2020		Next assessment Due: 10/2021					
Assessed By: Meryem Russell							
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Sparks injury during transport to and from site	2	1	2	Fire steels are kept in a container with a lid in the tool box until they are removed by an adult.	1	1	1
Sparks injury to adults supervising their use	2	2	4	Trained adult to demonstrate how to use the fire steel and then step back and watch.	1	2	2
Sparks or burn injury to child, clothing or hair during their use	2	2	4	1:1 ratio until skill has been learnt. Children with long hair tie it back and any loose clothing rolled up or tucked back. Place the shell on the ground or on a stable log. Seated or kneeling respect position adopted by both. Adult or second child to hold cotton wool down with a stick. No leaning over. Child to strike steels away from body. When cotton wool lights – child to 'sit back' immediately. Adult picks up the shell only and uses a stick to slide cotton wool onto the fire.	1	2	2
Injury from damaged tool	2	1	2	Check the fire steel before handing over to be used. Any broken or damaged tools to be removed.	1	1	1

Fire bucket and blanket kept close to the fire. First Aider on site.

No activity may be carried out where there is an individual Risk Factor of 10 or above.

Risk Assessment Form – USE OF KETTLE AND TRIPOD

St Margaret's CEP

Date: 2/2018 Assessed By: Kerry-Ann Burnett				Reassessed: 10/2020 Meryem Russell Next Assessment Due: 2/2021			
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Burns from kettle whilst placing on fire and whilst hanging over fire.	3	3	6	<p>Adults only to handle the kettle. Ensure stability of the tripod. Hang on a tripod using a chain and glove. Sit 1 arms length back from the kettle. No leaning over. Only pick up kettle from tripod whilst wearing asbestos glove. First aid kit and fire bucket will be placed in a visible position and all will be informed. Adult to stay with the kettle at all times..</p>	1	2	2
Burns whilst pouring from the kettle.	3	3	6	When pouring kettle do not touch kettle, 'Safe working use' (see below)	1	2	2
Burns from drinking hot liquid.	3	3	6	Pour cold water into the cup first. Ensure liquid has cooled before drinking.	1	3	3

No activity may be carried out where there is an individual Risk Factor of 10 or above.

Explanation of terms: 'Safe working use' – Adults only to handle kettle. Use of asbestos / welder glove at all times. Kettle to be hooked onto the tripod using a chain. Ensure the tripod is stable and secure. Pouring of drinks only by adults, using glove and only over a level and stable surface.

Risk Assessment Form – USE OF LAPLANDER SAW

St Margaret's CEP

Date: 10/2020 Assessed By: Meryem Russell				Reassessed: Next assessment: 10/2021			
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Cutting injury from saw whilst in storage	2	2	4	Check that the saw blade has been folded into the handle securely. To be stored in tool box.	1	2	2
Cutting injury during transportation to and from site	2	2	4	Securely folded saw kept in the tool box.	1	2	2
Cutting or stabbing injury during use of saw.	3	3	9	children 1:1 adult ratio. 'Safe hand' – glove on bracing hand. Adults briefed with safe working use of saw,(see below) and demonstration given by responsible adults. Leader to monitor and advise on use of saw. After use, blade to be securely folded into the handle and given to adult.	1	3	3
Injury from damaged sawl	3	2	6	Saw to be examined for damage before and after use. Worn or damaged saws to be removed.	1	3	3

Method and safe use : Participants taught method and encouraged to ask for help at any time whilst using the knife.

Blood bubble area is checked- an area that is an arm's length surrounding the child using the knife.

Participants advised to tie back dangling clothing or hair.

Safe working position: Use whilst standing in a safe place, where the greenwood being sawn is supported, and an adult is with you.

Safety glove on bracing hand of all participants.

Opening saw from its handle: To be done when in a safe standing position. Press the button with one hand and carefully move the blade until it clicks into place.

Using saw: In pushing and pulling strokes with the body to the side and the arm able to freely move.

After use: Close the blade into the handle by pressing the button and carefully moving without touching the sharp teeth. Tell the adult that you have finished. Hand the closed saw to the adult.

No activity may be carried out where there is an individual Risk Factor of 10 or above.

Risk Assessment Form – USE OF PALM DRILL

St Margaret's CEP

Date: 2/2018 Assessed By: Kerry-Ann Burnett				Reassessment: 10/2020 Meryem Russell Next assessment: 10/2021			
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Cutting injury from drill bits whilst in storage	3	3	6	Drills and bits to be checked for wear or damage before storing. Bits and drills to be stored in plastic tool box. Adult only access	1	2	2
Cutting injury during transportation to and from site	2	2	4	Tools kept in plastic tool box. Only to be removed by adults and placed safely on ground.	1	2	2
Injury during use.	3	3	9	KS1 children 1:1 adult ratio. 'Safe hand' – glove on bracing hand. Adults briefed with safe working use. Adults to steady end of drill and stabilise where appropriate. Drill and bits to be cleaned/oiled and put back in tool box after use.	1	3	3
Injury from damaged tool	3	2	6	Parts to be examined for damage before and after use. Worn or damaged bits to be replaced	1	2	2

No activity may be carried out where there is an individual Risk Factor of 10 or above.

Risk Assessment Form – USE OF PEELERS

St Margaret's CEP

Date: 2/2018 Assessed By: Kerry-Ann Burnett				Reassessment: 10/2020 Meryem Russell Next assessment : 10/2021			
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Cutting injury from peelers whilst in storage	2	2	2	Peelers to be checked for wear or damage before storing. Peelers stored in plastic storage container.	1	2	2
Cutting injury during transportation to and from site	2	2	2	Peelers transported within plastic storage container .	1	2	2
Injury during use of peeler.	3	3	5	KS1 children 2:1 adult ratio. 'Safe hand' – glove on bracing hand. Adult models safe use – stable position (seated or kneeling) and peeling away and down.	1	3	2
Injury from damaged tool	3	3	5	Peelers to be examined for damage before and after use. Worn or damaged ones to be replaced	1	2	2

No activity may be carried out where there is an individual Risk Factor of 10 or above.

Risk Assessment Form – USE OF TWIGGERS/SECATEURS

St Margaret's CEP

Date: 2/2018 Assessed By: Kerry-Ann Burnett				Reassessed: 10/2020 Meryem Russell Next Assessment Due: 10/2021			
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Cutting injury from secateurs in storage	3	3	6	Blades to be checked for wear or damage before storing. Safety clip should be engaged. To be stored in plastic tool box.	1	2	2
Cutting injury during transportation to and from site and whilst walking about site.	2	2	4	To be transported in plastic box. Adults only to remove from box and to carry around site. To be carried hanging down. Safety clips must be on.	1	2	2
Injury during use.	3	3	9	Check for overhanging branches, eye-poking hazards and stability of position. Children to use 1:1 with adult supervision. Twig size branches only to be cut. Handed to adult immediately after use with safety clip on.	1	3	3
Injury from damaged tool	3	2	6	Twiggers to be examined for damage before and after use. Worn or damaged twiggers to be replaced	1	2	2

No activity may be carried out where there is an individual Risk Factor of 10 or above.

Explanation of terms: 'Safe working use' – Adults only to transport, remove from box and carry about the site. Child to use only with 1:1 Supervision.
 Safety clip on at all times when not in use. Carried with blades pointing down. Twig size branches only to be cut, pointing downwards. Safety clip applied and twiggers handed to adults immediately.

Risk Assessment Form – SHELTER BUILDING

St Margaret's CEP

Date: 10/2020 Assessed By: Meryem Russell					Reassessment: Next assessment : 10/2021		
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Trips, cuts, falls or injuries from long sticks/poles	4	3	12	Explain how to carry long sticks or poles and demonstrate. Remind the participants of the rules that if it's shorter than you it takes one person, if it's bigger than you it takes two, and if it's bigger than me it takes three. When two or three are carrying the stick together; one at each end. Talk to each other and maybe say, "1,2,3 lift" and "1,2,3 put down" Look around and watch out for each other.	2	3	6
Shelter falls down	4	3	12	Explain and demonstrate where to put the sticks and check that they are secure and won't fall. If using cord and tying knots then demonstrate and supervise.	2	3	6

No activity may be carried out where there is an individual Risk Factor of 10 or above.

Risk Assessment Form – TARP OVER FIRE

St Margaret's CEP

Date: 10/2020 Assessed By: Meryem Russell				Reassessment: Next assessment : 10/2021			
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Trips, cuts, falls or injuries from putting up the centre line	4	2	8	Put up the centre line at a safe height above seven foot, using a ladder securely positioned against the tree with one adult on the ladder and another adult standing by the base.	2	3	6
Injuries from walking into guy lines	4	2	8	Use brightly coloured cord and put hazard tape over the guy lines for clear visibility.	2	2	4
Tarp catching fire	5	3	15	Secure the centre line at a safe height of more than seven feet. Make a reasonably sized fire that isn't too large for the area.	2	2	4
High winds causing lots of movement and flapping with risk of dropping	4	3	12	Take the tarp down and secure to the side of the centre line. Put the fire out and consider whether the session needs to be cancelled and go back to school.	1	1	1

No activity may be carried out where there is an individual Risk Factor of 10 or above.

Risk Assessment Form – TOASTING MARSHMALLOWS

St Margaret's CEP

Date: 10/2020 Assessed By: Meryem Russell				Reassessment: Next assessment: 10/2021			
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Burn injury from campfire	4	2	8	Use appropriate lengths of sticks or tongs. Advise participants of what you are doing. Ensure participants are seated on a log and follow instructions when its their turn. First aid kit and fire bucket will be placed in a visible position and all will be informed.	1	2	2
Burn injury from marshmallows	4	1	4	Same as above and also: food should be allowed to cool before eating. If the marshmallow catches fire then the adult tells the participant to move the marshmallow to the ground and adult blows it out.	1	1	1
Injury from stick or tongs	4	2	8	Stick held sensibly and still until marshmallow has been attached. Hold stick horizontally with marshmallow above the fire or embers. When ready, slowly lift stick to upright position and wait for the marshmallow to cool before eating or transferring onto a biscuit with the adult's help or supervision.	1	2	2
Contamination of food	2	2	4	Everyone to wash their hands before preparing/eating and/or leaving the site. All equipment to be clean before and after use (if using greenwood then only use newly peeled end to ensure that it's clean)	1	1	1

				Separate preparation areas and equipment for different foods if required. Food brought to site must be correctly stored.			
Risk of injury	2	2	3	Trip hazards cleared from area, Forest School leader First Aid trained. First aid kit on site. Emergency procedures in place and to be followed if necessary. All assisting with Forest Schools to have been given and read the handbook and relevant risk assessments.	1	2	2

No activity may be carried out where there is an individual Risk Factor of 10 or above.

Fire bucket kept close to the fire. First Aider on site. Only necessary or invited participants to be in the fire circle during cooking.

Risk Assessment Form – USE OF WOODEN MALLET

St Margaret's CEP

Date: 10/2020 Assessed By: Meryem Russell				Reassessed: Next assessment: 10/2021			
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Injury during transportation	2	1	2	To be stored and carried whilst in a box.	1	1	1
Injury during use to split wood	2	2	4	Adult to teach the method. Maintain good communication with your partner. Do not hit wood until you have asked, Are you ready? and have been told yes. Then say, "1,2,3 go" and hit the wood. Return to adult after use.	1	2	2
Injury from improper uses	2	2	4	Teach the purpose of use for the mallet. Put the mallet away when it isn't being used.	1	2	2
Injury from damaged mallet	1	1	1	Mallet to be examined for damage before and after use. Damaged mallets to be removed.	1	1	1

Method and safe use : Participants taught method and encouraged to ask for help at any time whilst using the mallet.

Blood bubble area is checked- an area that is an arm's length surrounding the child using the mallet.

Participants advised to tie back dangling clothing or hair.

Safe working position: Use whilst standing in a safe place, where the wood being chopped is on a stable surface, and an adult is with you.

Using mallet: In a hitting movement with the arm able to freely move. Good communication; following script as above.

After use: Tell the adult that you have finished. Hand the mallet to the adult.

No activity may be carried out where there is an individual Risk Factor of 10 or above.

RISK / BENEFIT ASSESSMENT AND RISK MANAGEMENT FOR FOREST SCHOOL (St Margaret's CEP) SESSIONS

ACTIVITY: Forest School LOCATION : Nature Area, St Margaret's School DATE: September 2019 Assessed by: Kerry-Ann Burnett and Meryem Russell

HAZARDS IDENTIFIED	Initial Risk Factor	Steps to be taken to reduce risk factor	New risk Factor
Site Access. Missing child / trespassers	3	Gated entrance. Gate closed once participants on site. Missing child procedure in Handbook page 10 (also communicated during volunteer training) Trespassers approached and asked to leave, Call Police and the school office mobile 07821 685574 if they refuse and leave the site immediately.	2
Child behavioural issues Dangerous behaviour	3	Adult to child ratio of FSA recommendation of 6:1 Children identified on lesson plans if any behavioural issues – to be supervised / chaperoned 1:1 and identified to adults. Any child engaging in dangerous / unruly behaviour (and unresponsive to reminders) to be escorted to Leader and sat on log for time out.	2
Around the nature area Missing / lost child Stranger Danger	3	Gate closed once all attendees present. All adults will wear orange hi-vis jackets. Children will be briefed about site boundaries and what to do if they see an unknown adult without a high-vis (tell adult).	2
First Aid and Medical Needs Allergies / asthma attack / medical issues from known medical conditions	3	Epipens and inhalers to go with the Leader to the site. The Leader should have a care plan with them where appropriate. Leader and office has a list of Adult volunteer medical conditions / medications. The leader will bring a medical first aid kit and mobile phone. Minor injuries can be dealt with on site. Anything requiring further treatment (e.g. ice pack) – child to be taken to office for treatment. Major injuries to be dealt with by first aider and 999/ office contacted as appropriate.	2
Medical/first aid issues (not from known medical conditions)	4	First Aider / Wilderness First Aider on site. Emergency mobile: Meryem Russell 07802 297228 The School Office holds all current mobile numbers of adults for emergency contact. Incident book / accident forms with office.	3
General moving around camp, exploring, playing with sticks, den building and tidy up time Trip hazards Scratch hazards Poking hazards Pond/drowning hazard	6	Adults will need to move around groups of children ensuring that they have listened and are carrying the activity out safely as instructed. Children will do their own risk assessment , marking out dangers clearly themselves. General: Establish a fire circle as base. Ensure children know where the boundaries are for the activities. Pond only accessible with adult supervision. Encourage play without shouting or screaming and consideration of noise levels and each other Children to be taught the whistle procedures to stop, listen, follow instruction. Adults to supervise tidy up time and encourage small groups to tidy away what they have used and safely carry equipment back to the fire circle base or the shed for putting away. Adults only in the small shed.	3

		Den building/carrying sticks: ('bigger than you – takes 2, bigger than me – takes 3).Establish good teamwork, 1,2,3-lift, and walking.	
Visiting toilets Non-Consensual contact/Accusations	4	Children need to be encouraged to use the Forest school toilet. If they feel unable to do so then they will be taken to school building by an adult and use the Year 3 toilets (Up to 4 children with an adult) who waits outside in the corridor	2
Camp Fire Fire lighting Burn hazard Marshmallow toasting Making toast Making egg bread Hot chocolate Melting of lard/shortening	7	As per RA for fire. Fire bucket and blanket near fire. Establish fire circle rules (red dragon / green dragon). Fire safe gloves for adults to handle fire equipment and kettle. 1 adult to stay near fire at all times. Fire lighting 1:1 with children. Adults only approach the main fire. Children toast marshmallows on extendable toasting forks or strong length of cut willow with adult 2:1 Children make toast on extendable toasting forks with adult 2:1 Wash hands, use clean surface and equipment, mix eggs and dip bread in. Adult to supervise/put bread on the frying pan, cook and remove onto a clean plate. Ratio 2:1 Ensure cold water goes into cups first and only adults to handle the flask or kettle – pouring whilst the cup is on a stable table. Drink when cooled. Melting lard/Shortening: pre-softened in a microwave. Can be re-softened over fire by adult only . Use flat grill and baking foil over fire with fire-proof gloves for lifting and moving.	3
Secateurs/ twiggers/ trowels Cut hazard	5	Adults only carry tools – safely and pointing downwards with safety lock/guard on. Children can use a tool with adult supervision, reminders about safe use, good listening, and wearing a glove on their non-dominant hand where appropriate. Ratio up to 2:1 depending on activity and progression of skill ability.	3
Peelers, bow sawing, palm drilling, and mallet Cut/injury hazard	8	As per RA for bow saw/drill/peeler. 'Safe hand', 'stable table', 'respect position' and 'blood bubble' introduced. Peelers used 2 or 3 children to 1 adult. Seated or kneeling position. Glove on bracing hand. Stripping away and down. Bow sawing and drills used 1:1. Glove on bracing hand. Saw horse or stable logs and bracing partner. Adult to hold one end of saw and thread bracing hand through saw handle if comfortable. Adult to put guard on and hand saw on horse or lay safely on ground when not in use. Child only to pick up a severed end of wood when invited. Drilling as per RA – adult to hold end of drill steady whilst child turns handle.	3
Pond dipping Disease/illness hazard Drowning hazard	7	Pond dipping led by an adult who models how to skim and put specimens in the tray carefully, using magnifying glasses, not touching with hands and putting the specimens back safely. Children are reminded to keep hands out of water and not to put anything in their mouths. Washing hands afterwards, Ratio 4:1	3
Mud Kitchen Ingesting plants or soil/ choking hazard Slips/falls hazard	7	Supervised by an adult. Remind the children of the no picking, no licking rule. Watch out for ingesting and ensure handwashing occurs when necessary and when the children have finished playing.	3
Rope walk and swing	6	Set up using brightly coloured ropes for visibility, wear gloves to protect hands from rope burn, and adults to observe for safe use of the area.	3

The benefits of sawing/peeling/drilling/tying knots/den building

- 1. Problem-solving skills built on.**
- 2. Gross and fine motor skills utilised and improved.**
- 3. Resilience and determination can be developed.**
- 4. Teamwork and cooperative skills will be required.**
- 5. Confidence will be built, especially when children become 'experts', helping other children.**

The benefits of being outside in a natural environment

1. Stress relief

Being outside in a natural environment has been shown to relieve stress by reducing the levels of the stress hormone, cortisol, in the brain. Children are increasingly assaulted by stressful environments (media, increasing emphasis on targets and testing, screen time, ever busier urban environments), being out in the woods gives them a much needed time to relax, enjoy themselves and have some stress free time.

2. Connection to nature

Children are increasingly being kept indoors because of the understandable problems of traffic and concerns over safety while being unsupervised. As a result some are missing out on the opportunity to get out and connect with nature on a personal level. Forest school gives them the time and opportunity to do that. Connecting with nature will allow our future generations to understand and value the natural world.

3. Responsibility and respect for the local environment

Children gain a new understanding and enthusiasm for their local environment and the planet. They develop a more responsible and respectful attitude towards the environment, a willingness to look after it, as well as a pride in their forest school and local outdoors environment.

Trip/rope burn/catching neck/ entangling hazard			
Tying knots and weaving wool Using string/rope unsafely causing harm to self or others hazard	7	To be done as a supervised activity by an adult who is in charge of the rope, or allocation of lengths of string/wool, with a maximum 4:1 ratio.	3

Contacting the school office: Personal Mobile phones with all adults. Emergency contact numbers on all phones and a card with the first aid kit.
 Leave current mobiles of adult volunteers with office in case of emergency contact
 Adult attendees sign in at the office, in the visitors book, at St Margaret's on arrival.

BENEFIT ANALYSIS

The benefits of general outdoor activities are

1. **Confidence:** Growth in self-confidence and self-belief that comes from the children having the freedom, time and space, to learn, grow and demonstrate independence and success in practical skills.
2. **Social skills:** Increased awareness of the consequences of their actions on other people, peers and adults, and a better ability to work cooperatively with others.
3. **Language and communication:** Better communication skills from co-operative working.
4. **Motivation and concentration:** The motivation to participate in tasks of a more practical nature and the ability to focus on specific tasks for extended periods of time.
5. **Physical skills:** Development of physical stamina and gross motor skills through free and easy movement round the site.
6. **Knowledge and understanding:** Increased respect for the environment and an interest in natural surroundings.
7. **New perspectives:** new perspective and understanding of the children as they are observed in a very different setting.
8. **Ripple effects beyond Forest School:** The children may take their experience home and ask their parents to take them outdoors at the weekend or in the school holidays. Parent's interest and attitudes towards outdoor activities may change as they see the impacts on their children.

The benefits of undertaking own risk assessment

1. Better awareness of hazards.
2. More responsible and respectful behaviour.
3. Better decision-making skills.
4. Problem-solving skills developed.