



Forton Primary School

Forest School Handbook





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1. An introduction to Forest Schools

Forest School is an educational programme developed in Sweden in the 1950's. Central to its ethos is the delivery of quality learner focused education in an outdoor, natural environment.

The Forest School approach to educating young people gives them the chance to develop self-learning through natural play, positive outdoor experiences with support from trained professionals.

Forest School helps young people to understand the importance of and value of nature and the environment.

It allows young people to manage risk, take responsibility for themselves and others and for their own learning.

They learn about tree and plant life and how to look after them, to learn how to build dens, cook on campfires, use tools safely, woodland crafts and SO much more...

2. The Pedagogical Approach to Forest Schools

At the heart of Forest School are the 6 core principles that it is based upon and each of these principles give Forest School its unique identity.





Long Term Principle

Frequent and regular sessions encompassing the seasons.

A structure which involves learners and practitioners and has a clear progression.

Has clear physical and behavioural boundaries.

Nature Principle

Sessions take place in a woodland or natural environment.

Relationship developed with nature to create long term, environmentally sustainable attitudes.

Forest School

Leadership Principle

Forest School is led by a qualified Forest School instructor who is committed to their own development through reflective practice.

Holistic Learning Principle

Focuses on the holistic development of all learners – building their confidence, resilience, independence and creativity.

Community Principle

Uses a range of learner-centred approaches to create a community for development and learning.

Play and choice are at the core of Forest School Learning.

Risk Principle

Enables learners to take risks appropriate to their development needs and the environment, supported by a trained practitioner.



Leadership Principle

Forest School Leaders required to hold a Level 3 Forest School Certificate and Outdoor First Aid.

Leaders are reflective practitioners and see themselves as learners too.

Long Term Principle

The leader plans a structure of learning which progresses based upon the observations and collaboration of learners and practitioners.

Nature Principle

Forest School practitioners constantly monitor the ecological impact on the site and works within a sustainable site management plan agreed between the practitioner and learners.

The Practitioners Part

Holistic Learning Principle

The Forest School practitioner will make links between Forest School, home, school and everyday life.

Risk Principle

Forest School practices follows a dynamic Risk-Benefit process managed jointly by the practitioner and learner that is appropriate for their stage of development.

Community Principle

Practitioner observation and reflective practice is crucial in supporting and extending learning.



Forest School in Action at Forton

Long Term Principle:- Forest School session will be in blocks of 12 weeks, one afternoon per week. Behaviour will be expected to be of the same standard inside and outside the school.

Boundaries will be agreed at the start of each session.

The sessions will progressively build upon learning week upon week and will reflect the group/individual needs.

Nature Principle:- Our sessions will take place in 'The Dell' at the front of school. We will leave the site in the same way as we found it.

Community Principle:- We are all learning together. The practitioner observes learning and play and supports this by offering enhancements and planning progression. We will regularly reflect upon our own learning.

Risk Principle:- We will challenge ourselves and take risks. Through our play in our environment, tool use and making fires. We will support each other to stay safe.

Holistic Learning Principle:- We will support each other to have a go. The practitioner will give us opportunities to express ourselves through nature and play.

Leadership Principle:- The session will be led by a qualified Forest School leader and supported by adult who are committed the principles above, intervening to enhance learning, play and safety.



3. The Roles and Responsibilities in Forest School

<u>Role</u>	• <u>Responsibility</u>
<ul style="list-style-type: none"> • Forest School Leader 	<p>To plan and lead appropriate Forest School sessions centred around the children.</p> <p>To ensure that the activities planned are within the children’s capabilities, and plans are amended to ensure all children can take part.</p> <p>To take responsibility in ensuring the behaviour policy is upheld.</p> <p>To have an up to date First Aid Qualification.</p> <p>To ensure all adults are aware of the Emergency Procedures Policy.</p> <p>To carry out daily risk assessments as per the Risk Assessment Policy.</p> <p>To assist with the toileting of children if they need help.</p> <p>To ensure all the policies are regularly reviewed. To investigate any accidents or near misses and use data to inform future risk assessments, policies and planned activities.</p> <p>To check that safety condition is in good working order.</p>
<p>Forest School Adults</p>	<p>To take an active role in Forest School activities, disciplining, where appropriate, children in line with the Behaviour Policy.</p> <p>To assist the Leader in ensuring equipment meets safety standards, if they have any concerns they should tell the Leader immediately.</p> <p>To report accidents or hazards to the Leader immediately.</p> <p>To take responsibility for making themselves aware of safety issues such as where the first aid kit is located.</p>
<p>Forest School Children</p>	<p>To take their own safety and the safety of others seriously. To take personal responsibility for their own safety and others safety.</p> <p>To listen to and follow instructions about safety given to them.</p> <p>To bring appropriate clothing and footwear to Forest School sessions.</p>



Equal Opportunities at Forest School

It is essential that during Forest School sessions all children should be treated equally and fairly. Every child is unique and different and this will be celebrated and encouraged during every session.

It is essential that the children feel they are in a safe and secure environment, where every contribution they make is valued and respected.

Inclusion will be a main theme throughout each Forest School session and it is essential that no child feels left out for any reason.



1. Forest School Clothing and Protective Clothing

*Alan Wainwright once said,
"There is no such thing as bad
weather, only unsuitable
clothing."*

Suitable clothing for the weather is strongly advised, such as long-sleeved t-shirts, jumpers, a coat, trousers, or leggings. Wellies or old trainers that don't mind a bit of mud.

School will provide:	
Wet / Cold Weather	Warm Weather
Waterproof trousers	Sun hat
Waterproof jacket	Protective gloves
Warm hat	
Warm gloves	
Protective gloves	



2. Policies and Procedures

Policy	In place? Y/N	Relevant for Forest School programme? Y/N	Review Date
Behaviour	Y	Y	SEPT 24
Equality and Diversity	Y	Y	SEPT 26
Health & Safety			
• Accident & Emergency	Y	Y	OCT 26
• Cooking including food hygiene	Y	Y	FEB 26
• COSHH	Y	Y	SEPT 24
• Extreme Weather Procedure	Y	Y	FEB 25
• Fire Procedure	Y	Y	FEB 25
• First Aid Procedure	Y	Y	SEPT 25
• Insurance	Y	Y	MAY 24
• Manual Handling	Y	Y	SEPT 27
• Tool Policy and Procedures	Y	Y	FEB 25
Safeguarding			
• Anti-bullying	Y	Y	SEPT 24
• Confidentiality	Y	Y	SEPT 24
• Data Protection and personal data handling (GDPR)/ ICO	Y	Y	SEPT 24
• DBS	Y	Y	SEPT 24
• Prevent Duty	Y	Y	SEPT 24
• Staff, ratios, roles and responsibilities	Y	Y	SEPT 24
• Visitor Protocol	Y	Y	SEPT 24



3. Insurance

Forton School holds the Zurich Municipal
Certificate of Employer' Liability Insurance (a)

Policy Number	QLA-07AA01-0053
1. Name of policyholder	Lancashire County Council
2. Date of commencement of insurance policy	01 June 2023
3. Date of expiry of insurance policy	31 May 2024



4. Risk Assessment and Management

A full annual Risk Assessment of Forton Primary Forest School site will be undertaken every Autumn and updated every term or following high winds, floods, any occurrence that may have resulted in changes to the environment here.

This will be undertaken by the Forest School Leader and will comply with Health and Safety Executive's Five Steps to Risk Assessment programme and review the four layers of the forest.

All trees will be visually checked on this occasion and there will also be a biennial tree assessment undertaken by a trained and qualified tree surgeon. Any trees identified as suffering damage will be removed / made safe prior to use of the area.

In addition, a daily risk assessment will take place prior to Forest School sessions, with a visual check of the area and removal of any rubbish and areas clearly identified or sectioned off from use if necessary until permanently dealt with.

A Risk Benefit Assessment will be completed prior to every higher risk activity and risk assessments will be with the Forest School Leader and all supporting adults constantly reviewing potential danger with a view to support and enable such activities to take place to foster learning yet working with the children to ensure safety at all times for themselves and others using the site.

Please see Risk Assessments for more information:-

- Activities Using Rope or String Risk Assessment
- Blindfold Risk Assessment
- Building Shelters Risk Assessment
- Fire Risk Assessment
- Food Risk Assessment
- General Welfare and Weather Risk Assessment
- Tools Risk Assessment
- Woodland and Site Risk Assessment



5. Normal Operating Procedures and emergency Action Plans

Before the session

- The site will be checked for any hazards and these will be removed.
- A session plan form will be completed, taking into account observations, interest areas and learning points from the previous sessions. All adults will read the session plan form prior to the session.
- Activity risk assessment forms will be completed/updated for each planned activity. All adults will read the forms relevant to a particular session before it starts.
 - 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.
- A daily risk assessment will be completed.
- The equipment required for the session will be assembled, checked and prepared ready for taking to the site.
 - All children will be registered by their class teacher. They will then get changed for Forest School and go to the toilet.
- The pre-session checklist will be undertaken.

During the session

- A headcount will be undertaken on arrival at Forest School and whenever the group is brought back together.
- Risks will be continually assessed, and appropriate action taken to reduce or remove and risks found.

After the session

- A headcount will be undertaken at the end of the session.
- If the tool box has been taken to the site, the contents will be checked by the Forest School leader to ensure that no items are missing.



- After the children have left Forest School, the Forest School leader will clean, check and maintain tools, as required. The Tool Box will then be locked.
- A session evaluation will be completed by the Forest School Leader, along with any observational records that will be useful to the class teacher.

Emergency Procedure

At Forest School the schools Emergency Procedure will be followed.

In addition to this all staff, volunteers and participants will be briefed on what to do in the case of an emergency.

A whistle will be blown as a signal to stop what you are doing, gather with a member of staff, be silent and wait for instructions. The Forest School Leader will assess the situation, the nature and extent of the injury/accident.

They will ensure the rest of the group are safe from danger and adequately supervised. An accident form will be completed later. A RIDDOR record will be created, along with an Accident report for any death, serious injury or 7-day injury.

If anyone sustains an injury or illness which cannot be treated by first aid on site and requires medical assistance:

- In serious cases, the Emergency Services will be contacted (see below) using the emergency phone carried by the Forest School Leader. 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.
 - One member of staff from school will meet the ambulance at the school entrance and direct the crew to the incident 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 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 hospital, doctor or home – as appropriate.



Emergency Contact Numbers:

- **Ambulance/Fire Brigade = 999**
- **Dial 999 and ask for ambulance or fire brigade. Be ready with the following information:**
 - **School number – 01524 791188 • School post code –PR3 0AS**
 - **Ambulance access – School Lane for vehicle or school field for air ambulance.**

School Office – 01524 791188



6. Risk Assessments/Procedures

The benefits of outdoor learning and play are far too important to forfeit, and by far outweigh the risks of an accident occurring.

Fire Procedures

Campfires are a highlight of Forest School and will only be used once the children have been introduced to the safety procedures and the Forest School Leader is confident they can participate with as little risk as possible to their health.

Location of fire

- The campfire will take place in the fire circle and will be enclosed by a square of logs to prevent the spread of the fire.

Fire Safety Rules

1. Ratio of 1 adult : 1 fire
2. Fire area is surrounded by a boundary of at least 1.5m from the fire pit or Kelly Kettle.
3. Children will sit on logs outside this boundary.
4. Children must walk around the outside of the seating logs, and step over them to sit down. A fire will not be lit with a group until all children have demonstrated that they do this at all times.
5. When the fire is in use children are not permitted within the fire circle unless they are invited by the adult.
6. Children are not permitted to throw anything onto the fire.
7. 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.
8. Advice on the appropriate way for dealing with smoke will be given to the children: they are advised to turn their head to one side, placing their hand



across the face, to close their eyes and count to 30 (or ask an adult/peer to count for them)

9. If there is a clear wind direction, seating in the line of smoke is to be avoided.

10. Ensure water is available for extinguishing.

11. Long sleeves and trousers must always be worn with no loose clothing or hair.

Safety and Responsibility

1. Only adults are permitted to light fires, unless children are under the direct supervision of the Forest School Leader.

2. Fires are lit using cotton wool and a fire striker.

3. No flammable liquids are to be used to light or accelerate fires.

4. No plastics are to be burnt.

5. If sessions involve children adding fuel to the fire, this must be done with one to one adult supervision.

6. Sticks/wood must be placed, not thrown, from the side of the fire. The hand should never go over the fire.

7. A Fire Blanket, bucket of water and Burns kit must be sited close to the camp. Cling film is carried in the emergency rucksack

Extinguishing

1. All fires must be extinguished at the end of a session.

2. Water should always be to hand during campfire sessions.

3. Whenever possible, all fuels should be burnt off to ash.

4. At the end of the session, the fire must be doused down with water and stirred until all smoke and steam has ceased.

5. 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 through the woodland to enable natural decomposition.



Kelly Kettles

1. Only adults are to light the fire in the fire pan unless children are under the direct supervision of the Forest School Leader.
2. The kelly kettle must be placed on flat, clear ground or paving slab.
3. Children must be seated at least 1.5 metres away from the kelly kettle.
4. Children can feed the fire with one to one supervision but they must have been shown how to do so safely. (stick held at the end and dropped in from the side; hand should never be placed over the top of the kettle).
5. Fuel should burn itself out, but if it doesn't it must be extinguished with water .
6. Kelly kettles should never be boiled with the cork in.
7. Kettles should only be removed from fire by an adult wearing fire safety gloves (hold each side of handle and lift off. Take care not to put hand above chimney of kettle or over spout).
8. Only adults will put the kettle on and take it off the fire bowl.

See the risk benefit assessment on Fire for more information.

Tools and PPE

Children will use tools when they are ready, this will be assessed by the Forest School leader. The following tools could be used during Forest School sessions.

- Bow saw • Palm drill • Sheath knives • Whittling peelers • Scissors • Secateurs • Loppers • Mallets.

Tools are used with adult 1:1 supervision only. The Forest School Leader is responsible for overseeing safe use and maintenance of all tools.

A list of the items stored in the tool box is attached to the box and used as a checklist to ensure that all items are returned safely at the end of each session.

A designated area will be marked out for when tools are in use and children will be taught how to safely using tool talk.



The children will also be taught to check their tools before use and will be shown how to fit guard to the tools if required. Gloves are available as personal protection equipment when needed and will only be worn on the non-tool hand.

The tool box is kept locked when not in use.

The Forest School leader is responsible for the safe keeping of the key.

Activity risk assessments are completed for all activities involving the use of tools.

Food Safety Policy

Forton Primary School and Forest School maintains high food hygiene standards in relation to the purchase, storage, preparation and serving of food.

A full Activity risk 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 the growth of bacteria and food contamination.

Cooking on a campfire will be undertaken only by a member of staff in possession of a Level 2 Food Hygiene Certificate. Food/ingredients will be stored at correct temperatures prior to the session and checked to ensure they are in date and not subject to any 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. Unrefrigerated 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 session, warm water with anti-bacterial soap will be provided for hand washing. Children and adults will be required to wash their hands immediately prior to preparing and/or eating food.

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. Cooked food will not be reheated.



Examples of the Risk Assessments that are stored in the school office and are available on request:

ACTIVITIES USING ROPE OR STRING RISK ASSESSMENT							
	HAZARD	PERSONS AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY (P) 1-5	SEVERITY (S) 1-5	RATING (P) X (S) 1-25	WHAT MEASURES NEED TO BE TAKEN
1	Visibility	Group & leaders	Rope that is used during all activities to be bright coloured increasing visibility.	3	3	9	Other markers can be used to increase visual impact such as hanging bags or objects off the rope.
2	Rope Burn	Group & leaders	Children will be given the Forest Schools Safety talk and reminded of the expectations before using rope in any activity. Leaders to monitor and step in when necessary under supervision.	2	2	4	Activities involving rope pulling will be controlled tightly by qualified staff.
3	Trip	Group & leaders	Brightly coloured, high visibility ropes will always be used during rope tasks.	2	2	4	Groups will be taught the best places to position their ropes for activity with consideration of others and to avoid the likelihood of trips.
4	Entanglement	Group & leaders	The use of rope follows the rope use safety procedures and groups will be monitored and supervised by qualified leaders.	1	5	5	Leader carries an effective cutting blade at all times.
5	Catching neck	Group & leaders	Ropes will be made out of bright materials. Groups will be taught to inform and show other members when they have used a rope.	2	3	6	Groups using ropes will avoid putting them at a height where people could walk into them and hurt their neck. Children will be advised of the dangers of misusing ropes. Adults to observe carefully and intervene immediately if the group are not following advice. Leader will advise and demonstrate how to avoid



							having ropes at neck height.
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BUILDING SHELTERS RISK ASSESSMENT							
	HAZARD	PERSONS AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY (P) 1-5	SEVERITY (S) 1-5	RATING (P) X (S) 1-25	WHAT MEASURES NEED TO BE TAKEN
1	Knots Slipping	Group and leaders	Specific knots and lashing systems are used for larger shelter construction. Specific knots and lashing skills to be practised in smaller scale first.	1	4	4	The group will have practised lashing and knots in smaller scale projects before moving onto larger construction projects. Leader to ensure skills and confidence are in place before moving onto larger construction projects.
2	Shelter Collapsing	Group and leaders	Group is advised on how and where to construct shelters.	2	3	6	The sites chosen and materials for construction must be suitable for the shelter types being made.
3	Poking eye on shelter	Group and leaders	Group advised to choose materials carefully and avoid those with spikes protruding.	2	4	8	Materials being used should be monitored and safely adjusted if necessary to avoid sharp points. Leader to monitor closely before, during and after the session and identify and rectify hazardous areas/materials.
4	Banging Heads on shelter	Group and leaders	'Nurturing Nature' talk which includes how to move about safely with each other and with nature will be followed at all times.	3	2	6	Leaders to closely observe group movement and potentially hazardous choices/behaviour. Leaders to step in and rectify any issues immediately.
5	Trip hazards	Group and leaders	Shelter making equipment to be stored appropriately to minimise risk of trips. When equipment is not in use, group and leaders to store it away from activity area.				Leaders to ensure working area is kept tidy and clear of any trip hazards. Model to group what happens to equipment when not in use and appropriate tool and equipment procedures.
6	Injury from tool use	Group and leaders	Procedures and Risk Assessments for tool use are revised before the activity commences.	1	5	5	The group and leaders need to follow Safe Tool Use procedures and remember the points from the 'Tool Talks'.



							Leaders to observe and monitor group use of and handling of tools and safety equipment is worn. Leaders to intervene as/when necessary.
7	Lifting heavy items	Group and leaders	Lifting techniques will be modelled and demonstrated to prevent potential injuries. Lifting procedures are followed.	2	3	6	Group to practise lifting techniques and encouraged to work together to lift heavier items (just like with PE equipment). Practise on lighter items before moving to heavier items.

COLLECTING NATURAL MATERIALS RISK ASSESSMENT

	HAZARD	HARM	PERSONS AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY (P) 1-5	SEVERITY (S) 1-5	RATING (P) X (S) 1-25	WHAT MEASURES NEED TO BE TAKEN
1	Weather	Hypothermia, sunburn	Group, helpers & leaders.	A general Welfare and Weather Risk Assessment completed and to be followed.	3	2	6	The group will be fully equipped to deal with issues arising from poor welfare and weather issues. Leader to check weather forecasts and check all safety equipment is to hand at all times.
2	Woodland Site	Slips, trips, falls, scrapes, cuts & bangs	Group, helpers & leaders.	Woodland Site Risk Assessment Completed and to be followed.	3	2	6	The group, volunteers and leaders will be made aware of aspects highlighted in the Woodlands Risk Assessment and will sign a document to say they have read and understood potential issues. Leader to ensure it is used on site during sessions.
3	Lifting Materials	Injuries to back, muscles	Group, helpers & leaders.	Lifting Procedures implemented.	1	4	4	The group and all leaders will read and practise lifting procedure modelling it to children and parents when the need arises. Leader to observe and monitor that the correct procedure are being used.
4	Insects & Plants	Stings & bites – anaphylactic shock	Group, helpers & leaders.	Avoiding areas that contain stinging plants and insects. Leader to conduct a Site Safety Check before the start of each session. If necessary cordon off potentially unsafe areas using the hazard tape. Discuss this with group in the 'Nurturing Nature' talk.	2	2	4	Explain and show plants that may sting and avoid areas containing them. Discuss use of the hazard tape. 'Nurturing Nature' talk explained and reinforced in sessions.
5	Litter & Debris	Cutting, scraping & infection	Group, helpers & leaders.	The area has been risk assessed	3	2	6	Ensure children know to report litter to an adult and not to pick it up without the



				<p>considering the occurrence of litter.</p> <p>Leader to ask SLT to discuss issues with litter to us and nature in assemblies.</p> <p>If litter becomes more problematic, Leader to organise some children to complete a safe litter pick (using tools provided).</p>				<p>proper safe litter picking equipment.</p> <p>Investigate area to be used carefully during the pre-session check.</p>
6	Uneven Ground	Trip, slip, falls	Group, helpers & leaders.	<p>Activity areas have their own risk assessment which considers slips and trip hazards.</p> <p>Leader pre-session safety checks to spot any new hazards.</p>	3	3	9	<p>As part of the 'Nurturing Nature' talk, children are told to move around the site with care and respect for each other and nature.</p> <p>Children to watch out for potential hazards and report them to leader immediately if they spot anything. Hazard tape to be used as a temporary measure to cordon off area.</p>
7	Low Branches & Trees	Banging & poking eyes	Group, helpers & leaders.	<p>Areas will be chosen as much as possible to avoid eye height branches.</p> <p>Children will be educated through the 'Nurturing Nature' talk to keep in mind this potential hazard and to be more conscious of other around.</p> <p>Leaders to model good techniques and behaviours when working on the site.</p>	3	3	9	<p>Ensure group are aware of any dangers these hazards may pose.</p> <p>Make sure the group move carefully around the wood, looking out for each other and without moving quickly or carelessly.</p>
8	Dog & Cat Faeces	Infection and disease	Group, helpers & leaders.	<p>Leader to make this part of the pre-session check.</p> <p>Unfortunately, cats and dogs do sometimes enter the school site.</p> <p>Group/leaders to report anything they find. Leaders to carry poo bags to clean up the faeces.</p>	2	2	4	<p>Ensure group are aware of this potential problem in the 'Nurturing Nature' talk.</p> <p>Leaders to carry anti-bacterial wipes in case of contact with animal faeces.</p>
9	Lifting & Swing	Bangs, scrapes	Group, helpers & leaders.	<p>Model how to lift and carry sticks carefully.</p>	3	3	9	<p>Leaders to step in and control a situation when</p>



	ing Sticks							procedures are not being followed. Leaders to observe and monitor as well as model good practice.
10	Fungus	Poison	Group, helpers & leaders.	On site, we do not have many types of fungi, however areas with high number of fungi to be avoided. As part of 'Nurturing Nature' talk, group to be told never to touch fungi as they can be extremely hazardous.	2	2	4	When fungi is found, group to use the identification key (from Woodland Trust) to learn about its characteristics.
11	Toxic Plants	Poison	Group, helpers & leaders.	Areas containing toxic plants to be restricted.	1	4	4	The group will be told not to eat anything that they find as part of the 'Nurturing Nature' talk. Group will wash their hands or clean them using the anti-bacterial wipes before eating any food.

Fire Risk Assessment

	HAZARD	PERSONS AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY (P) 1-5	SEVERITY (S) 1-5	RATING (P) X (S) 1-25	WHAT MEASURES NEED TO BE TAKEN
1	Igniting the fire	Group & leaders	Fire to be lit at arms-length using fire lighter kits (magnesium block and striker only – fire steel).	1	2	2	The group will be made fully aware of the forest school fire policy and this must be followed at all times. Leader to additionally ensure the person building the fire is aware of the fire making policy.
2	Cooking – burns from kettles, pans, burning wood, flames or hot water.	Group & leaders	F.S Leaders to remove all items from the fire area using the fire gloves. The group will be seated when passed any hot item. Leader will carry a burns kit at all times.	2	3	6	Group will be made aware and expected to follow the Forest School fire policy. All group to move around in the fire zone in a safe and controlled manner as outlined in the Fire safety policy.
3	Burns from hot food.	Group & leaders	All participants will be made aware of the dangers of eating food directly from the fire. Leader will carry a burns kit at all times.	2	5	10	Food will be hot once removed and children will have taught suitable time scales for eating food once removed from the fire.



4	Setting surrounding ground/vegetation alight.	Group & leaders	<p>Fire pit will be placed with minimum risk of setting surrounding foliage alight.</p> <p>Burning sticks not to be removed from fire.</p> <p>Fire to be put out following the fire policy.</p>	1	5	5	<p>All feeding fuel (sticks) are well dried and pre-prepared in various sizes and to hand a safe distance from the fire, before lighting.</p> <p>A fire bucket and jerry can full of water to be prepared before lighting the fire for extinguishing.</p> <p>Leader to control at all times.</p>
5	Slipping, tripping, falling onto fire once alight.	Group & leaders	<p>Seating around the fire will be at a minimum distance of 2 metres and will be raised off the ground to aid easy exit and reduce risk of slipping and falling.</p> <p>Ensure there is a safe working distance from the fire.</p>	2	5	10	<p>Group need to understand safety zone procedures when moving in and around the fire zone (see Fire Safety policy).</p> <p>Ensure group are aware if working at the fire, how to position themselves to reduce the risk of slipping/tripping reducing the risk of causing harm to themselves or others.</p>
6		Group and leaders	<p>Area around the fire circle is kept clear of any obstacles and gate is not locked and obstructed. TD to do safety talk on every Fire session.</p>	2	5	25	<p>Leader to control the activity at all times.</p>
	Fire Alarm, moving towards Forest area gate.						<p>Leader have register of all children at every session. TD</p> <p>Leader to do fire practice in what is expected. How to move around the fire, how to sit around the fire.</p>

GENERAL WELFARE & WEATHER RISK ASSESSMENT

	HAZARD	PERSONS AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY (P) 1-5	SEVERITY (S) 1-5	RATING (P) X (S) 1-25	WHAT MEASURES NEED TO BE TAKEN
1	Weather	The group and leaders	Leader to be aware of daily weather report before beginning activities and will choose to cancel a session if deemed	3	1	3	Make the group, leaders and parents aware of the actions and procedures on bad weather.



			unsafe for learners and leaders.				
2	High Winds	The group and leaders	Groups will not use areas of woodland/trees on site when the wind is high.	2	4	8	Leader to make a site assessment prior to all sessions and record hazard and actions to be taken.
3	Inappropriate footwear or clothing	The group and leaders	Parents and learners are advised of appropriate footwear and clothing in advance of the sessions. Where possible we will try and lend extra clothing. Where this is not possible parents are advised the learner will not be able to participate in the session.	4	2	8	Any learner or participating adult without the appropriate clothing and/or footwear will not be able to participate in the session.
4	General health & welfare	The group and leaders	<p>Leader and leaders to make children and parents aware of the 'Forest School Talks' and hold them to account.</p> <p>Leaders to ensure adequate food/drink breaks (water bottles and snacks/fruit to be brought outside each session).</p> <p>Leaders to exercise excellent group management.</p> <p>Leaders to check all children have been advised to go to the toilet before sessions starts.</p> <p>Leaders to ensure all children and adults wash hands or use hand sanitiser before and after all activities.</p>	1	4	4	<p>Ensure all medical info about food/drink and allergies correctly identified.</p> <p>Children let adults know they need toilet.</p>
5	Sun	The group and leaders	<p>Teachers, parents/guardians and children will be advised to bring sun cream, hats and glasses. They will be advised to wear a thin layer that covers arm/legs from exposure.</p> <p>Leader will carry sun cream but will not apply it unless written consent</p>	3	2	6	<p>Group will be advised to wear appropriate clothing, hats and sun protection.</p> <p>Knowledge of shady areas to have breaks.</p>



			<p>has been given. Children will be supervised in application.</p> <p>Leader to ensure children have regular breaks in shady areas (shelters/under trees etc).</p> <p>Class teacher to bring out box with children's water bottles.</p>				
6	Medical Problem	The group & leaders	<p>The leader ensures that they are aware of any medical conditions and allergies for the group prior to the sessions (information in office and class register folder).</p> <p>A parent mail will be sent to parents prior to sessions commencing.</p> <p>Ensure Leader is aware of any medical conditions/allergies with other leaders and parent helpers before the sessions.</p>	2	3	6	The leader will keep a copy of the medical conditions/allergies at all times. Leader to carry walkie talkie at all times.
7	Accident or health problem occurring	The group and leaders	<p>All leaders are first aid trained. Leader will carry Forest School First Aid and Burns Kits.</p> <p>Leader to carry mobile phone/walkie talkie to contact emergency services and/or alert office staff. Leader to carry medical information.</p>	2	4	8	<p>Leader will take control of any accident/health situations. Class teacher to look after the remainder of the class. Other leaders to liaise with leader and support her until more help arrives.</p> <p>Ensure a minimum of 2 adults present during sessions.</p>

TOOLS GENERAL RISK ASSESSMENT

	HAZARD	PERSONS AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY (P) 1-5	SEVERITY (S) 1-5	RATING (P) X (S) 1-25	WHAT MEASURES NEED TO BE TAKEN
1	Transportation	Group + Leaders	All tools to be kept in sheaths if appropriate when not in use.	2	2	4	To ensure the group have a full understanding on how to carry the tool correctly –



							tool talks and good practice modelling.
2	slipping when using	Group + Leaders	Tool maintenance – kept sharp and useable. Gloves worn to prevent slipping when appropriate and part of the tool talk.	3	4	12	To ensure the group have a full understanding on how to position the tool correctly when using so if a slip occurs it will not make contact with any member of the group.
3	Tool bouncing off	Group + Leaders	Tool maintenance – kept sharp and useable. Gloves worn to prevent slipping when appropriate and part of the tool talk.	4	3	12	To ensure the group have a full understanding on how to position the tool correctly when using to reduce the likelihood of a bounce occurring and ensuring no contacts with any member of the group.
4	Tool blade snapping	Group + Leaders	Regular and effective maintenance of tools.	1	3	3	The group should know that if a problem has occurred with a tool it should be reported immediately to leader and/or another adult to report to leader. The leader will decommission the tool.

BLINDFOLD ACTIVITIES RISK ASSESSMENT

	HAZARD	PERSONS AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY (P) 1-5	SEVERITY (S) 1-5	RATING (P) X (S) 1-25	WHAT MEASURES NEED TO BE TAKEN
1	Tying blindfold too tight	Group	Blindfolds will be made from soft materials. Ensure none of the group are allergic or have sensitivities to the materials used.	3	2	6	Leader will put blindfolds on initially. When individuals are ready in group leader to teach how to put on gently having consideration of others.
2	Walking into branch or tree	Group	Activity area has its own risk assessment. Leader to liaise with other adults about individuals who may not feel comfortable with this type of activity.	3	3	9	Group must be made aware of considerations for others and the dangers this type of activity may pose. Group to learn how to adapt their behaviour



							<p>s and decisions based on some controlled risk.</p> <p>Leader to ensure the group considers communication safety and physical contact.</p>
3	Trip/slip	Group & leaders	Activity area has its own risk assessment.	3	3	9	<p>Ensure group are aware of watching out for slip/trip hazards before activity commences.</p> <p>Model and explain how to move around with due care and attention and communicating effectively.</p>
4	Cutting hand on a sharp item	Group		3	2	6	<p>Explain and model for the group how to investigate items gently and carefully.</p> <p>They will have other group members to help them investigate and stay safe.</p> <p>There can be rough/sharp parts and are advised to touch and feel slowly.</p>
5	Bending over and banging head	Group	Activity area has its own risk assessment	3	3	9	<p>Group must be made aware of considerati</p>



							ons for others and the dangers this type of activity may pose. Group to learn how to adapt their behaviours and decisions based on some controlled risk.
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7. Site risk assessment

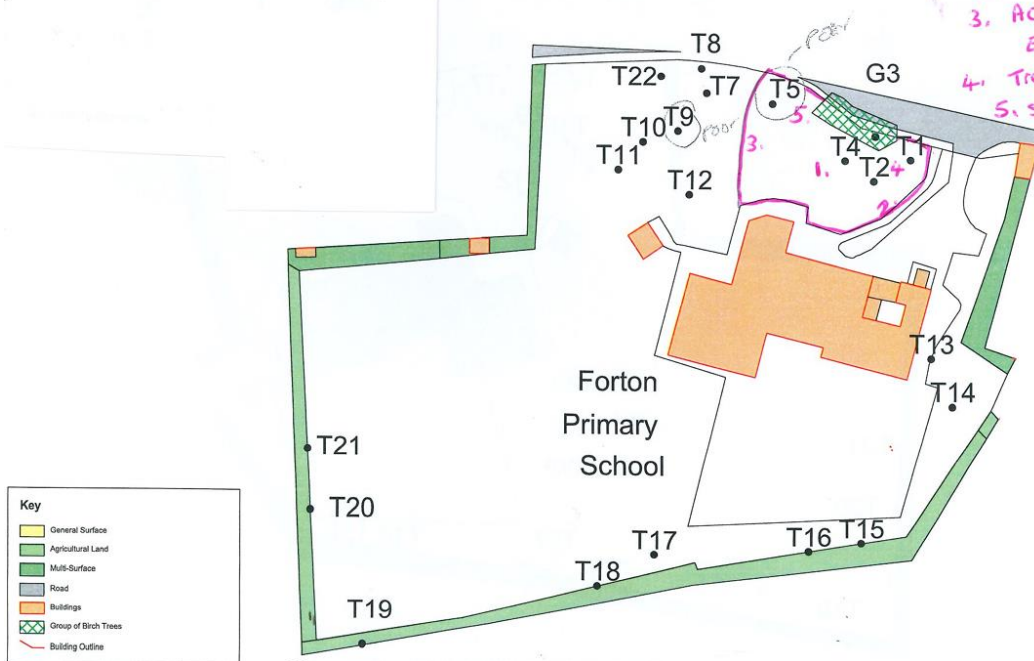
Forton Primary school	Post code: PR3 0AS
Owner of school grounds: LCC	OS reference: SD481510
Number/frequency of users of the woodland: 20 people weekly	
Soil type: Clay	Main rock type: UNKNOWN



Forton Primary School Forest School Site

OSref: SD481510

1. Fire Pit
2. Access Point
3. Access to EYFS AREA
4. Tree Climbing
5. Spring Flowers



Area	Risks
1. Fire Pit	Area to be cleared at the end of each session
2. 2. Access Point	Close to the access for vehicles. Gates to be kept closed. Children to be made aware of presence of any vehicles.
3. Access point to EYFS	Boundaries to be clear and obeyed – if children can or can't access the EYFs area.
4. Tree climbing	Trees to be checked prior to session. Children to climb within their confidence zone.
5. Spring flowers	Children to avoid area when flowers in bloom to prevent trampling.

Forest School Site Survey - Species List

TREES:

Sycamore common Hawthorn(as border hedging)
Common Ash Red Maple Bird Cherry Sycamore
Common Ash Common Oak Common Beech

PLANTS:

Ivy rhododendron daffodil bluebells crocus
snowdrops



FUNGI:	INVERTEBRATES: Worms snails woodlice millipedes centipedes spiders wasps bees butterflies flies earthworm ants
AMPHIBIANS AND REPTILES: Common frog	BIRDS: Robin blackbird sparrow
MAMMALS: Squirrel bats	

13. Ecological Impact Assessment and 3 year management plan

Area of woodland affected	Ground layer: fungi & small plants	Field layer: Nettles & brambles	Shrub layer: coppice species and small trees	Canopy layer: tall trees	Standing dead wood	Invertebrates : spiders, snails, insects	Animals: mammals, amphibians & reptiles	Nesting birds	Soil	Water
Activities having										



an impact										
Invertebrate hunting	Trampling compaction erosion	Denudation	Minor damage	N/A	N/A	Disturbance	Disturbance	Disturbance	Compaction & erosion	N/A
	Medium	Medium	low	N/A	N/A	High	Medium	Low	Medium	N/A
Fires	May damage	N/A	N/A	Smoke	N/A	Disturbance	Disturbance	Disturbance	Erosion	N/A
	medium	N/A	N/A	Low	N/A	Low	Low	Low	High	N/A
Walking/playing	Some damage	N/A	N/A	N/A	N/A	Disturbance	Disturbance	N/A	Trampling	Disturbance
	low	N/A	N/A	N/A	N/A	Low	Low	N/A	Low	Low
Climbing	Disturbance	Minor damage	Minor damage	Minor damage	N/A	Disturbance	Disturbance	Disturbance	N/A	N/A
	Low	Low	low	Low	N/A	Low	Low	Low	N/A	N/A
Noise	N/A	N/A	N/A	N/A	N/A	Disturbance	Disturbance	Disturbance	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	Low	Low	Low	N/A	N/A
Mud play	Disturbance	N/A	Disturbance	N/A	N/A	Disturbance	Disturbance	Disturbance	N/A	N/A
	Low	N/A	Low	N/A	N/A	Low	Low	Low	N/A	N/A
Shelter building	Minor damage	N/A	Minor damage	N/A	N/A	Disturbance	Disturbance	Disturbance	N/A	N/A
	Low	N/A	Low	N/A	N/A	Low	Low	Low	N/A	Disturbance
Using natural resources	Minor damage	N/A	N/A	N/A	N/A	Disturbance	Disturbance	Disturbance	N/A	Low
	Low	N/A		N/A	N/A	Low	Low	Low	N/A	N/A

3 Year Plan	Short Term	Medium Term	Long Term
Prepare Site	Agree areas which can be mowed and those that are to	Replace seating circle logs.	Plant an area full of sensory plants ie lavender, curry leaves, broom to



	be left to grow naturally		encourage bees pollinators.
Encourage wildlife into the Forest School site	Put out bird feeders and cat deterrent plants in pots.	Provide bird boxes, bat boxes, hedgehog house and bug hotel.	Set up wildlife cameras and take part in the RSPB Great Bird watch.
Develop the site	Purchase lockable but child accessible storage to keep Forest School equipment.	Identify and apply for grants.	Use grants to build an outside classroom/shelter to further enhance Forest School and other outdoor learning opportunities.
This plan is a working document and will be regularly updated and amended as is relevant and appropriate.			



Communication Strategy To Stakeholders

Stakeholders	Elements of Forest School	How:
Parents/ Staff/ Governors	An introduction to the Forest School approach to learning.	Website Display Report to Govs Leaflet for parents
Staff/ Governors	The pedagogical approach and the role of adults.	Staff meeting Handbook
Children/Staff	The roles and responsibilities for all the people in Forest School.	Staff meeting Handbook Display
Children/Staff/ Parents/	Clothing and Protectives items	Handbook Website Leaflet for parents Display
Parents/ Staff/ Governors	Policies and Procedures	Website handbook
Parents/ Staff/ Governors	Insurance Policy	School office display
Staff/ Governors/Community	Process of risk assessment and management of risk.	Handbook Office
Parents/ Staff	Normal operating Procedures and Emergency Action Plans	Handbook Office
Children/ Parents/ Staff/ Governors	Risk Assessments and risk benefit analysis	Handbook Office
Staff/ Governors/Community	Site risk assessment and annotated map	Handbook Office
Staff/ Governors/Community	Ecological Impact and 3 Year Management plan	Handbook Office