

**St Mary's &
St Benedict's**
RC Primary School

Forest School Handbook

'Let them once get in touch with Nature, and a habit is formed which will be a source of delight through life'

- Charlotte Mason

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1. Forest School Site Information

1.1. Site Name:

St Mary's and St Benedict's Roman Catholic Primary School

1.2. Forest School Leaders:

Lucie Murrell- Reception Class Teacher, Forest School Level 3, Science Lead, Level 3 Outdoor First Aid
(3rd November 2021)

Louise Birtwistle- PE Teaching Assistant, Forest School Level 3, Level 3 Outdoor First Aid (3rd
November 2021)

1.3. Site Map



1.4. Co-ordinates – 53.730 ° N, -2.6652 ° W

What 3 Words- chops.trim.second

1.5. Location of Forest School

St Mary's and St Benedict's RC Primary School

Brownedge Lane, Bamber Bridge

Preston

Lancashire

PR5 6TA

Telephone number- 01772 336650

2. Aims and Objectives of Forest School

2.1. Principles

At St Mary's and St Benedict's we have in mind the six guiding principles of Forest School, put together by the Forest School Association, which are:

1. To ensure a long-term process of frequent and regular sessions
2. To develop the relationship between the child and the woodland environment.
3. To promote the holistic development of learners.
4. To support the learner to take appropriate risks.
5. To allow sessions to be run by a leader with appropriate qualifications who constantly seeks to improve their practice.
6. To use learner centred approaches to plan to the needs and interests of the children.

2.2. Aims

With these in mind we will offer all children at St Mary's and St Benedict's a minimum of 6 consecutive Forest School Sessions with an appropriate ratio of at least 1:8 in our designated woodland environment.

These sessions will be run by a level 3 qualified Forest School lead with appropriate and up-to-date Outdoor First Aid training and will be supported by another member of staff.

Each session will be planned with the needs and interests of the children in mind and pitched at an appropriate level to allow for safe risk taking and challenge.

Health and Safety issues will be managed and assessed through constant risk, benefit analysis and all policies and procedures outlined in this handbook will be adhered to.

3. Environmental Impact

3.1. Environmental Impact Assessment

At St Mary's and St Benedict's we aim to develop the children's respect for the natural world and as Forest School leaders, we are role models for this. The Ecological Impact Assessment can be found in **Appendix 1** and enables us to use the area safely and in a way that will not create lasting damage to the environment.

3.2. Three Year Management Plan

Our three year- management plan has been created and will be regularly reviewed by the Forest School Leader. Our template for this can be found in **Appendix 2**.

4. Responsibilities of Staff

4.1. Role and Responsibilities of the Forest School Leader

The Role of the Forest School Lead is to:

- Plan, facilitate and evaluate Forest School sessions for children from pre-school to Year 6.
- To observe and record children's learning to inform future planning.
- To undertake risk, benefit analysis to ensure the safety of the children and adults involved in each session.
- To ensure the needs of the children are met including appropriate ratios.
- To follow the policies and procedures outlined in this handbook.
- To communicate with members of staff, children and parents with the necessary information regarding Forest School.
- To carry out an ecological assessment and maintain the Forest School Site in a way that is safe and not harmful to the environment.

4.2. Role and Responsibilities of Other Staff Present

The Role of Other Staff:

- Assist with the delivery of the session as instructed by the Forest School Lead.
- To assist in making observations of children's learning.
- To ensure the needs of the children are met including appropriate ratios.
- To follow the policies and procedures outlined in this handbook.

5. Communication Strategy

Audience	What They Need to Know	Communication Strategy
Children	<ul style="list-style-type: none"> - When the sessions will take place - How many sessions there will be - What to bring - What to wear - What to expect - Rules and boundaries 	<ul style="list-style-type: none"> - Letters - Verbally - Discussions
Other members of staff	<ul style="list-style-type: none"> - When the sessions will take place - How many sessions there will be - What to bring - What to wear - What to expect - Rules and boundaries - Plans - Their role and responsibilities - Needs of children - Risk assessments 	<ul style="list-style-type: none"> - Verbally - Letters - Emailed and hardcopy plans - Handbook
Parents/Carers	<ul style="list-style-type: none"> - Forest School Ethos - When the sessions will take place - How many sessions there will be - What to bring - What to wear - What to expect - Rules and boundaries - Who to contact for more information - Permission/consent required 	<ul style="list-style-type: none"> - Letters - Website - Tapestry (EYFS children) - Verbally - School app

6. The Children

6.1. Parental/Guardian Permissions

Permission for children to attend the Forest School sessions will be requested in the form of a letter detailing when the Forest School sessions will take place, the location of the Forest School site, the variety of tools and equipment that will be used by the children and whether the parents give consent to photographs being taken during the session. An example of this letter can be found in **Appendix 8**.

6.2. Medical Form

The school holds medical forms for each individual child. Examples of these can be found in Appendix 9. These will be photocopied and held in a central area for the Forest School sessions so that all adults are aware of any medical conditions the children hold. Any medication will also be taken to the sessions and stored in a safe place out of the reach of children. The Forest School Lead will carry a mobile phone in case the main office needs to be contacted and there will always be two adults with the group to enable one to go and seek help from the school building if required. All adults in school are up to date with Paediatric First Aid and the Forest School Leads have up to date Outdoor First Aid Training.

6.3. Equipment and Clothing

Forest School will take place in all weathers and seasons (apart from extreme weather conditions). The children and staff taking part in Forest School sessions will be asked to come with appropriate clothing, this will be detailed on the letter sent out prior to the sessions and will be updated if the weather changes during the sessions.

In cold weather conditions children will be asked to provide:

Layers- long sleeved trousers and top, fleece or hooded top, waterproof coat, trousers or all-in-one, extra socks and wellington boots, hat, scarf and gloves.

In warmer weather conditions- long sleeved thin top and trousers, trainers or boots, sunhat and suncream.

All equipment and resources will be provided by the Forest School Leads and will be prepared for each session. If they wish, children may bring bottles water to the session during warm weather and we will ensure they have any medication necessary such as inhalers.

7. Risk Assessment

Risk management at Forest School is all about identifying and managing any significant chance of harm. The significance of the risk is determined by two factors: – The likelihood of an accident or incident occurring – The severity of injury or harm if an accident or incident were to occur.

There are four types of Risk Assessment included in this handbook:

1. Forest School Site
2. Forest School Activity- see Appendix 3 and Risk/Benefit Assessment for Forest School Activity Appendix 4.
3. Risk assessment for tool use
4. Risk assessment for fire use

Alongside this paperwork, it will be the role of the Forest School Lead to complete a daily risk assessment prior to the session by searching the area at all levels- ground, sub, shrub, sub-canopy and canopy to ensure the area is free from avoidable risk such as hanging deadwood.

Whilst ensuring the safety of the children is paramount, at the heart of the Forest School ethos is risk and challenge- children must be given the opportunity to take appropriate risks in order to practise new skills and develop their confidence whilst being supervised at all times by adults.

During Forest School sessions, children will be introduced to a variety of different tools. Details of these and how to maintain and store them can be found in **Appendix 5**.

Whilst introducing the children to each tool, a 'Tool Talk' will be given. This will have the following structure:

N ame the tool : bow saw, loppers, secateurs, knife, potato peeler			
D escribe it : verbally and visually talk about the tool			
U ses: explain what each tool is used for and its limits			
Bow saw	Semi-circle blade	Green wood	Cutting wood / trees up to 30cm in diameter
	Jagged blade	Dead wood	
Loppers	Anvil	Dead or dry wood	Cutting wood up to 2p piece diameter
	Bypass	Green or wet wood	
Secateurs	Anvil	Dead or dry wood	Cutting wood up to 1p piece diameter
	Bypass	Green or wet wood	
Knife	Various shapes	Green or wet wood	Whittling or shaping wood
Peeler	Various shapes	Green wood	Peeling a stick

S afety : PPE, where it is kept, correct position when using , distance away
T ransport : how to carry and pass the tool
S torage : cleaning, sharpening, tool box or bag

8. Policies and Procedure

8.1. Safeguarding

As well as ensuring the basic needs and safety of the child are accounted for during the Forest School sessions, we will also be following St Mary's and St Benedict's Safeguarding Policy. Please see **Appendix 10.**

8.2 Missing Child

Whilst at Forest School, children know that they need to stay within the boundaries. These boundaries are shown and explained at the beginning of each session and are also fenced off with closed gates. The children know that if they hear the teacher call and are asked to come to the picnic bench, they must do so quickly. In the unlikely event that a child gets lost, we follow St Mary's and St Benedict's Lost Child Procedure:

1. All staff present should be informed, and an immediate thorough search of the area should be made, ensuring that all other children remain supervised
2. If appropriate, a Forest School Leader should alert staff in the school building for assistance in the search giving a description of the child, the clothes that they are wearing, where last seen, etc.
3. If the child is not found, the Forest School Leader should contact the police and follow their instructions
4. The Forest School Leader should also contact the school office and parents/carers of the missing child
5. During this period, staff should continue to search for the missing child, whilst other staff remain calm and professional ensuring all other children are supervised.
6. The Forest School Leader should meet the police and parents/carers; they should follow instructions from the police and record the incident in writing
7. The Designated Officer (or LADO) should be contacted to seek advice
8. Where appropriate, Ofsted must be contacted and informed of any incidents

8.3 Major Accidents/Incidents

In the event of a major accident or incident the following procedure will take place:

1. The Forest School Leader with the appropriate Outdoor First Aid qualifications will attend to the injured person using the First Aid Kit.
2. The accompanying adult will call 999 if appropriate and also ask the school office to contact Parents and Carers.
3. The school office will send another member of staff to the woodland area.
4. The third member of staff will accompany the rest of the children back to their classroom.
5. The Forest School Lead will stay with the injured person until the emergency services arrive and accompany them to hospital if necessary.

8.4. Minor Accidents/Incidents

Injuries will be treated by a qualified first aider. The Forest School Leader will have up to date Outdoor First Aid Training and other accompanying member of staff will be up to date with Paediatric First Aid. A First Aid kit will be stocked and the appropriate forms filled out to ensure we have a record of the accident and communication is made with the Parents and Carers. Please see Appendix 6 for the Accident Forms filled out and kept in school, the digital version of the forms on CPOMS and the letters sent home.

8.5. Fire Circle Safety

- A fire circle will be created in a suitable location, avoiding tree routes, peat soil & deep leaf mould, rough ground, etc.
- Fires should be kept at least four metres from any shelter built from easily combusting materials.
- The fire will consist of a fire pit, safety zone (which only Forest School Leaders may enter), and outer circle marked out by seating. At least 1.5 metres will be kept between the safety zone and outer circle.
- Fires will never be left unattended
- Fresh water will be available for immersing any burn and/or for extinguishing the fire
- A fire safety kit will always be available, containing gantlets, burns kit, and a fire blanket.
- A fire risk assessment will be carried out
- All staff and children will be made aware of the fire circle rules before lighting any fires
- All children working with fire will be supervised by a fully trained forest school leader

Rules for children and adults at the fire circle:

- A fire will be lit within the fire pit by a trained Forest School Lead
- Children must remain in the outer circle on the seats and may only swap seats by leaving and walking around the outside of the outer circle.
- There is no running past or near the fire circle.
- No items must be placed near or in the fire circle unless by an adult.
- We will treat the fire circle as if there is always a fire lit.

8.6 Food Hygiene/Preparation

Food prepared and cooked at a Forest School will be done so by a Forest School Leader that has with adequate health and safety considerations. Hand wipes and hand gel will be available for both the children and leaders if required. Dietary requirements are obtained for all children attending Forest School, and medical forms are available throughout the session. All dietary requirements are catered for at Forest School, and where possible appropriate alternative food will be provided. All staff should be made aware of any dietary requirements.

Utensils, pots and pans used for cooking will be cleaned following the session off site and any food waste removed from the woodland area.

8.7 Behaviour Management

The Forest School Leader has the responsibility of letting both the accompanying adult and the children aware of the rules and boundaries when involved in a session. These will be reiterated at the start of each session and the children will be reminded throughout to ensure their safety. As well as ensuring the children are following our own Forest School rules, we will also follow the schools Behaviour Policy which can be found in **Appendix 11**.

8.8. Emergency Procedure

In the event of an emergency, the children will gather around the entrance to the woodland area and be counted. They will then be escorted back into school with the accompanying adult whilst the Forest School Leader ensures tools are put away safely and the fire has been extinguished.

8.9 Weather Procedure

We will always check the Forest School site prior to the start of the session to check for any damage previous weather may have caused. We check the local weather forecast to prepare for the session and ensure the weather conditions are suitable. Forest school sessions go ahead in all weather conditions, apart from high winds or thunder storms. As a guide, we use the Beaufort scale (**Appendix 7**) and do not carry out a session if the Beaufort number is 6 or higher. If the wind picks up during a session, the leaders will keep vigilant and cut the session short if necessary. A rule of thumb is to leave the wood if substantial tree branches are moving. We will check that the children have suitable clothing for all weathers and if the leaders feel that they are not dressed appropriately, the session will not go ahead. We do have some spare clothes in case the weather changes or a child becomes cold. We also bring a shelter in case of rain. If the children are getting too cold, they should be encouraged to warm up through exercise or sitting by the fire. If necessary, the session may be finished early.

9. Toileting Procedure

Children will be encouraged to use the toilets prior to and following the Forest School sessions, however if they require the toilet during the session, we will use the classroom toilets in the Reception and Key Stage 1 building which is closest to the Forest School area. The supporting member of staff will accompany the child to the building and ensure they return safely to the woodland area.

9.1 Daily Operating Procedure

Prior to the Forest School session, the Forest School Lead will:

- Check the site for any safety concerns.
- Check the weather for severe weather warnings.
- Check tools, equipment and first aid kit.
- Plan the session according to the children's age, needs and interests.
- Set up open ended challenges.
- Collect medical information about the children attending the session, emergency contact details, permission from parents and carers and ensure a letter is sent out for them to come with appropriate clothing.
- Check the children bring appropriate clothing into school.
- Carry out a register.
- Remind children and accompanying adults of the Forest School Rules and the school Behaviour Policy.

During the Forest School session, the Forest School Lead will:

1. Carry out dynamic risk assessments.
2. Head count the children regularly.
3. Discuss safety and rules with the children.
4. Look for opportunities to enhance and develop children's learning.

After the Forest School session, the Forest School Lead will:

1. Ensure the children are returned to their classroom.
2. Inform the class teacher of any appropriate information.
3. Ensure all tools and equipment are accounted for, maintained and stored correctly.
4. Clear the site and extinguish the fire.
5. Evaluate the session and gain a debrief from the accompanying adult.

Appendices

List of Appendices

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Appendix 1 - Ecological Impact Assessment

Activity	Impact	Mitigation
Fires	<ul style="list-style-type: none"> -Could impact the soil chemistry- harmful to flora. -Fires travel a significant distance underground damaging roots. -Fires not managed correctly can be detrimental to the environment. -Leaving evidence of fires might encourage others to light them. 	<ul style="list-style-type: none"> -Have a fire pit. -Confine fires to a specific area. -Use fire squares. -When lighting fires offsite a Kelly Kettle base could be used. -Extinguish fire fully before leaving the area. -Get rid of evidence if lighting a fire offsite.
Cooking	<ul style="list-style-type: none"> -Might attract animals which impacts the diversity of the woodland. 	<ul style="list-style-type: none"> -Remove all food waste. -Use a compost bin for waste. -Teach children why it is important to tidy waste away.
Collecting wood	<ul style="list-style-type: none"> -Removes habitats for animals. 	<ul style="list-style-type: none"> -Educate learners. -Limit the use of deadwood. -Leave the vast majority of deadwood. -Limit frequency of fires. -Light fires only to size required. -Take deadwood from different areas.

<p>Collecting natural materials for activities & crafts</p>	<ul style="list-style-type: none"> -Reduces amount of deadwood and natural materials available. -Reduces habitats. -Reduces diversity. 	<ul style="list-style-type: none"> -Use a variety of different natural materials. -Use resources from different areas. -Carry out activities that are beneficial to the environment-making bug hotels and bee houses. -Put natural materials back after use if possible.
<p>Using non-natural materials</p>	<ul style="list-style-type: none"> -Risk of them being left and damaging natural flora and fauna. -Damage to trees- ropes, rope swings, ladders. 	<ul style="list-style-type: none"> -Ensure non-natural materials are removed after session and stored correctly.
<p>Tree climbing</p>	<ul style="list-style-type: none"> -May break branches -Damage to bark or strip bark. 	<ul style="list-style-type: none"> - Talk to users about which trees are suitable and unsuitable to climb. -Rotate trees being used to climb to allow recovery. -Use a tree surgeons advice to look after/preserve trees. -Take down any ropes/ladders etc at the end of the session to preserve the tree.
<p>Minibeast hunting</p>	<ul style="list-style-type: none"> -Risk of hurting or killing the minibeast if touched or picked up. -Damage of habitats when moving wood, leaves etc. -Unsettling creatures that may be hibernating. 	<ul style="list-style-type: none"> -Educate learners to look but not touch minibeasts. -Do not move or remove rocks, and wood.

Den Building	<ul style="list-style-type: none"> -Use of non-natural materials that could be left -Damage to trees -Effects the ground beneath the canopy 	<ul style="list-style-type: none"> -Ensure non-natural materials are removed after session. -Rotate use of trees and ensure they are not endangered or rotting. -Move the canopy regular to ensure rainwater can access the area and it isn't getting over trafficked.

Appendix 2 – Three Year Management Plan

Factor (location)	Current Situation	Target Situation	Initial / Ongoing (O) Actions	Completed?	Year 1 - Actions	Completed?	Year 2 - Actions	Completed?	Year 3 - Actions	Completed?	Monitoring
Fire Pit	No Fire Pit	Raised Covered Stable fire pit	Buying of equipment Clearing zone for fire pit		All zones cleared out. Areas chosen for raised, safe, covered fire pit.		Maintain the structure and safety of the fire pit		Maintain the structure and safety of the fire pit		Every session Regularly
Pond	Dirty, unsafe, covered and filled with non-recyclable equipment.	Clean, safe, and suitable pond.	Clear old dirty water Clean pond Move non-recycle waste.		Maintain the safety of the pond and remove any non-recyclable rubbish.		Maintain the safety of the pond and remove any non-recyclable rubbish.		Maintain the safety of the pond and remove any non-recyclable rubbish.		Every session
Path	Nonvisible path in woodland area.	Visible safe path.	Clearing of the areas and making it safe for all children to walk around safely and following the path around the zone.		Path made visible. Safe and accessible.		Maintained Cleaned regularly.		Maintained Cleaned regularly.		Every session.

Nettles, Bramble, fungi, berries	Overgrown	Cut back maintain.	Educate the children on what to do when you see these. Cutting back and maintain.		Cut back away from footpaths. Maintain the walkways.		Maintain the walkways		Maintain the walkways		Every session/before each session.
Canopy	NO canopy	Buy and safe and suitable canopy.	Looking up funds and arranging suitable areas of where the canopy will be used.		Maintain the canopy. Change area where canopy is placed if effecting flora.		Maintain the canopy. Change area where canopy is placed if effecting flora.		Maintain the canopy. Change area where canopy is placed if effecting flora.		Checked safety after every session. Moved 3 times a year if needed.

Appendix 3 - Risk Assessment for Forest School Activities

Likelihood – (1,2,3,4,5)

Severity – (1,2,5,7,10)

Risk Factor – (*likelihood x severity*) (31-50 = high risk; 16-30 = medium risk; 1-15 = low risk)

Hazard	Risk	Likelihood (before controls)	Severity (before controls)	Risk Factor (before controls)	Mitigating Controls	Likelihood (after controls)	Severity (after controls)	Risk Factor (after controls)
Tree/branch fall	Severe personal injury	2	10	20	<ul style="list-style-type: none"> – Area check before session commences – Continuous monitoring of weather and tree conditions – Visits from tree surgeon at least twice a year. – Regular maintenance of hanging deadwood, precarious branches and unhealthy/dead trees. 	1	10	10 Low Risk
Hazardous materials left on site by the public	Personal injury	4	4	28	<ul style="list-style-type: none"> - Complete a site check prior to each session - Remove any debris - Brief children on what to do if they find any debris 	2	7	14 Low Risk
Dog Fouling		1	2	2	<ul style="list-style-type: none"> - Complete site check prior to session 	1	2	2

	Illness				<ul style="list-style-type: none"> - Remove any dog foul - Remind parents/visitors about rules on dogs on site. - Remind children not to pick up any animal droppings 			Low Risk
Trips and falls, cuts and grazes	Personal injury Infection	5	7	35	<ul style="list-style-type: none"> - Make children aware of any uneven ground/ plants and trees sticking out of the ground -Have a first aid kit available - Remind children of rules to keep them safe - Have a mobile phone available to contact school - Higher child:adult ratios 	5	7	35 High Risk
Tool use (Includes: peelers, bow saw, loppers, power drill, knife, and bill hook)	Severe personal injury Risk to others	5	10	50	<ul style="list-style-type: none"> - Tool talk - Supervision at all times by trained Forest School Lead - Safety gloves as appropriate 	3	7	21 Medium Risk
Use of Fire	Burns	5	10	50	<ul style="list-style-type: none"> - Supervision at all times - High child:adult ratio - Only use fire when appropriate for group of children - Safety talk given - Children to remain outside the boundaries of the fire circle - Have water available to put the fire out 	3	10	30 Medium Risk

					<ul style="list-style-type: none"> - Use gloves where appropriate - Have first aid kit available - Mobile phone to contact school - Only trained Forest School Lead to light fires 			
Cooking on the fire	Food poisoning, allergies, burns and scalding	3	10	30	<ul style="list-style-type: none"> - Food to be cooked by qualified and competent forest school leader - Forest school leaders to be trained in food Hygiene - Forest school food hygiene policy followed - Dietary requirement forms completed and available for all children 	2	7	14 Low Risk
Rope bridges and swings	Broken limbs, possible head injury, strangulation.	3	10	30	<ul style="list-style-type: none"> - Bridges and swings constructed by qualified/ competent forest school practitioners - Safety rules explained before activity takes place - Continuous monitoring of the activity and the condition of the construction/resources - 	2	7	14 Low Risk
Tree Climbing	Falls, broken limbs	4	10	40	<ul style="list-style-type: none"> - Supervision by trained/competent practitioner at all times - Children not to climb higher than 2m OR above the forest school practitioners arms reach - Safety rules explained before activity - Children taught about safe branches and unsafe branches - Forestry commission guide lines on safe tree climbing followed. 	3	7	21 Medium Risk
Natural Crafts	Foreign objects in eyes, upset stomach from eating materials, allergic reaction from materials	2	7	14	<ul style="list-style-type: none"> - Non-toxic equipment used (natural where possible) - Continuous monitoring of activities and natural resources being used 	1	5	5 Low Risk

					- Area checked for irritants			
Mini beast hunt/Pond dipping	Falling in water, bites/stings, injuries by heavy logs being moved	2	7	14	- Continuous monitoring of activity - Children taught about different mini - beasts and which may cause harm - Anti -histamine in first aid bag and permissions for use obtained	1	5	5 Low Risk
Den Making/Shelter building	Trips, Grazes, Head injuries from falling branches	3	7	21	- Continuous monitoring of activity - Hazards pointed out - Children taught knots and ways of securing branches	2	7	14 Low Risk
Natural Foraging	Poisoning, stomach upset	3	10	30	- Children are only allowed to pick/eat blackberries, unless a specific activity plan and risk assessment has been put together - Where appropriate, children asked to check with forest school practitioner before eating natural fruits and berries	2	5	10 Low Risk

Appendix 4 - Risk-Benefit Assessment for Forest School Activities

Activity	Risks	Risk Factor (after mitigating controls outlined in RA)	Benefits	Decision	Ongoing monitoring arrangements
Tool Use (Includes: peelers, bow saw, loppers, power drill, knife, and bill hook)	Severe cuts and puncture wounds	21 Medium risk	<ul style="list-style-type: none"> - Knowledge of characteristics and uses of specific tools - Fine and gross motor control - Builds confidence and self-esteem - New skills enabling learner to develop and execute ideas 	Activity can be delivered to appropriate groups, ensuring the mitigating controls outlined in the Risk Assessment are fully in place	Accident and Incident records to be reviewed monthly. Recurring incidents should be investigated and further assessments carried out.
Tree Branch Falling	Severe personal injury	10 Low Risk	<ul style="list-style-type: none"> - Opportunities to learn about the trees - Tree climbing (physical development) - Provide habitats for wildlife - To observe seasonal changes - Wellbeing - Natural resource e.g. den building 	Keep due to their educational purposes	Monitor them regularly. Keep an eye out for hanging dead wood. Have a tree surgeon come to assess the trees.
Debris on Site (Hazardous materials)	Personal injury	14 Low Risk	<ul style="list-style-type: none"> - Play scape - Place for wellbeing - Location of educational setting 	Continue to use the woodland area to provide Forest School sessions	Carry out continuous site checks.
Fire Use (includes fire activities with children)	Burns	30 Medium Risk	<ul style="list-style-type: none"> - Opportunities to educate children on the dangers of fire and handling fires safely - Cooking - Keeping warm - Opportunities for talking, improving speaking and listening/language skills and storytelling 	Continue to use the fire as appropriate during Forest School sessions.	Continuously remind children of fire safety rules. Maintain fire circle rules and distances. Only use methods taught through Forest School lead training to prepare and light fires.

			<ul style="list-style-type: none"> - Teamwork to collect and prepare wood 		Ensure fires are extinguished after session.
Cooking on the fire	<p>Burns Food poisoning</p>	<p>30 Medium Risk</p>	<ul style="list-style-type: none"> - To practise life skills- chopping, preparing and cooking food - Encourages creativity - Sense of achievement - To learn about diet and healthy eating - To encourage more diverse diets and trying new foods 	Continue to use the fire to cook food as appropriate during Forest School sessions.	<p>Continuously remind children of fire safety rules.</p> <p>Maintain fire circle rules and distances.</p> <p>Only use methods taught through Forest School lead training to prepare and light fires.</p> <p>Ensure fires are extinguished after session.</p> <p>Ensure food is cooked properly and cooled before eating.</p> <p>Ensure correct hygiene procedures before, during and after cooking.</p> <p>Supervise children when cooking.</p>
Rope bridges and swings	<p>Broken limbs Possible head injury Strangulation</p>	<p>14 Low Risk</p>	<ul style="list-style-type: none"> - Knowledge of characteristics and the uses of rope. - -Develops knowledge and skills of knots. - Builds confidence and self-esteem. 	Build ropes swings and bridges for the children to use during the session when an adult is present.	Build rope swings and bridges and inform children each session of how to remain safe when using them.

			<ul style="list-style-type: none"> - Building and crossing rope bridges can develop team- work. - Fine and gross motor skill development. 		
Tree Climbing	Falls, broken limbs	21 Medium Risk	<ul style="list-style-type: none"> - Develops gross motor skills - Builds confidence and self-esteem - Teaches children about the dangers of height and how to stay safe - Understand the properties of trees and the difference in stability between dead/living branches 	Encourage appropriate tree climbing.	Allow children to climb trees to a height where they can be easily reach by the Forest School Leader if necessary. Inform children of any trees that may be unsafe to climb.
Natural Crafts	Foreign objects in eyes, upset stomach from eating materials, & allergic reaction from materials	5 Low Risk	<ul style="list-style-type: none"> - Creative development and thinking - Problem solving - Recognition of shape, size, weights, etc. - Crafts can be linked to other areas of the curriculum - Fine and gross motor control 	Plan for the children to make natural crafts during most sessions.	Plan natural crafts for the Forest School sessions, demonstrate how to complete the craft and create an example prior to the session. Allow children to take the crafts home.
Mini beast hunt/Pond dipping	Falling in water, bites/stings, & injuries by heavy logs being moved	5 Low Risk	<ul style="list-style-type: none"> - Develops identification skills - Knowledge and understanding of the characteristics of different mini beasts - Develops a careful and caring approach to handling wildlife - Develops fine motor control 	Include pond dipping within sessions.	Plan to carry out pond dipping as an adult directed activity within the session to ensure the safety of children around the water. Ensure children don't go too near the edge and do not throw anything into the water.
Den Making/Shelter building	Trips, grazes and head injuries from falling branches	14 Low Risk	<ul style="list-style-type: none"> - Develops teamwork and cooperative play - Develops verbal communication skills - Problem solving 	Continue with den making and shelter building.	Encourage and provide the resources for den building. Point out appropriate trees to use and demonstrate knots.

			<ul style="list-style-type: none"> – Develops fine and gross motor control – Understand the properties of trees, branches and other natural resources 		
Natural Foraging	Poisoning and upset stomach	10 Low Risk	<ul style="list-style-type: none"> – Understand the properties and uses of different fruits and berries in the wild – Understanding of what is/is not safe to eat – Knowledge of what food can be created using natural fruits and berries 	Adult directed foraging.	Before each session explain that children must not put anything in their mouths. We will carry out adult directed foraging at the appropriate time of year for blackberries.

Appendix 5 - Tool Safety

Tool	Tool Use	Checking	Maintenance	Storage
Bowsaw	Bowsaws are used to cut through branches and logs that are thicker than a 50p coin. Generally, two children will use the bowsaw at once – one holding the handle and the other holding the hand guard. Older children may be supervised to use the tool alone. Heavy duty gloves may be used on the hand holding the wood, however should not be used on the hand holding the tool. A log should be used perpendicular to the wood being cut so that it is elevated and provides a line for which to guide the bowsaw's line of cut	Look for signs of the head shifting, take the guard off and twist to check for security. Look at the top of the handle and examine that the wedge, pin and rivet are firmly in place and that there are no signs of moving. Examine the blade for chips, fractures.	The tool should be cleaned and dried after use. A cloth and oil should be used to remove dirt and moisture from the blade. Serrated blades are difficult to sharpen so a spare blade should be kept in case it needs changing.	It should be stored in a safe, controlled place free from moisture. The tool should be clean and dry before storing.
Loppers	Loppers are used for cutting branches that are smaller than a 50p coin. Loppers are usually used by one child at a time (although one can support by holding the branch being cut) and are a	Examine handles and hinges. Make sure there are no signs of displacement, cracking or rusting. To check the blade on a lopper, make sure it cannot close on you by using your body as a bar. Draw your	The tool should be cleaned and dried after use. A cloth and oil should be used to remove dirt and moisture from the blade. A penetrating oil/ water displacing spray (WD40) is the most	Tools should be stored in a safe, controlled place free from moisture. The tool should be clean and dry before storing. Where available, the safety catch should be engaged.

	relatively safe tool to use. It is therefore not necessary for a child to wear gloves when using loppers. It is important to check that the wood is not bearing weight before cutting it, particularly if the branch is living.	thumb at right angles over the blade – it should feel rough. Visually examine the blade for any light shining through – in which case the tool must be discarded.	appropriate product to use. The blade can be sharpened using a sharpening stone	
Sheath Knife	A fixed blade knife can be used for a variety of activities/tasks, the most common of which is whittling. Gloves should be worn on the hand holding the wood/item being cut, however should not be used on the hand holding the knife as they reduce your control of the knife. Children should be taught the correct position to sit in when using a knife and should always cut away from their bodies with their arms over their legs.	If the knife has a fixed blade, the handle and blade should be examined for any weaknesses. If it is a flip blade/ penknife, the joint should be checked carefully to ensure that it is still strong. The blade should be examined for chips or fractures, and the sharpness can be checked by running your thumb at a right angle to the blade.	The tool should be cleaned and dried after use. A cloth and oil should be used to remove dirt and moisture from the blade. A penetrating oil/ water displacing spray (WD40) is the most appropriate product to use. The blade can be sharpened using a sharpening stone, or other sharpening tool, as and when required.	Tools should be stored in a safe, controlled place free from moisture. The tool should be clean and dry before storing. A fixed blade knife should be stored in its sheath; a flip knife should be stored with the blade down/ away.
Folding Saw	This particular style of saw is a really handy item that can be used for general jobs. It will cut hard or soft wood easily and isn't meant for cutting any type of metal	Examine handles and hinges. Make sure there are no signs of displacement, cracking or rusting.	The tool should be cleaned and dried after use. A cloth and oil should be used to remove dirt and moisture from the blade.	It should be stored in a safe, controlled place free from moisture. The tool should be clean and dry before storing.

	<p>The blade on these is usually quite short, and the teeth quite wide. This means it is hard to use for any type of delicate or intricate work. Its more used for rough work The blades are forged from steel and the handles are made from rubber</p>			
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Appendix 6 - Accident/Incident Form

← → ↻ <https://smsb.cpoms.net/incidents/new> ☆ ☆ Not syncing ...

St. Mary's and St. Benedict's RC Primary School Dashboard Planner Account Settings Add Incident 🔔 **LOGOUT**

Student

Incident

Categories

Attainment Attendance Behaviour Related Log Bullying/ Friendship Related Issues Cause for Concern Child Contact Child Protection

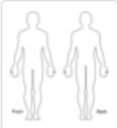
Communication Contact with External Agency Home Issues/ Parenting Issues Safeguarding SEND Team Teach Incident


Verbal & Aggressive Incidents

Linked student(s)

Type a student's name to link them to this incident.

Maps



Date/Time 

Status

Assign to

Files

Click to browse or drag a file to upload

Alert Staff Members

- DSL
- SLT Barlow
- SLT KS1
- SLT LKS2
- SLT UKS2

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Agency Involved

Add to planner

Submit Incident

Appendix 7 - Beaufort Scale

Beaufort Scale		
0		<p>CALM</p> <p>Less than 1 kph 1 mph Smoke rises vertically.</p>
1		<p>LIGHT AIR</p> <p>1–5 kph 1–3 mph Smoke drift shows wind direction.</p>
2		<p>LIGHT BREEZE</p> <p>6–11 kph 4–7 mph Wind can be felt on face; leaves rustle.</p>
3		<p>GENTLE BREEZE</p> <p>12–19 kph 8–12 mph Light flag is extended; wind moves leaves and twigs.</p>
4		<p>MODERATE BREEZE</p> <p>20–28 kph 13–18 mph Paper and leaves are lifted; small branches move.</p>
5		<p>FRESH BREEZE</p> <p>29–38 kph 19–24 mph Small trees sway; crests form on small waves.</p>
6		<p>STRONG BREEZE</p> <p>39–49 kph 25–31 mph Umbrellas are hard to use; large waves begin to form.</p>
7		<p>MODERATE GALE</p> <p>50–61 kph 32–38 mph Trees sway; walking in the wind is difficult; white foam on waves</p>
8		<p>FRESH GALE</p> <p>62–74 kph 39–46 mph Twigs break off trees; high waves of greater length.</p>
9		<p>STRONG GALE</p> <p>75–88 kph 47–54 mph Wind damages buildings; roof tiles blow off.</p>
10		<p>WHOLE GALE</p> <p>89–102 kph 55–63 mph Wind uproots trees; causes more building damage.</p>
11		<p>STORM</p> <p>103–118 kph 64–73 mph Wind causes widespread damage; very high waves.</p>
12		<p>HURRICANE</p> <p>119–220 kph 74–136 mph Category I hurricane. Devastation occurs; visibility is affected.</p>

Appendix 8- Consent Form



St Mary's & St Benedict's Catholic Primary School

Brownedge Lane, Bamber Bridge, Preston PR5 6TA

Phone: 01772 336650; Fax 01772 629482

email office@smsb.lancs.sch.uk

Headteacher Mr D Ballard

DATE

Dear Parent / Carer,

After recent training as a Forest School Level 3 leader, Mrs Murrell will start weekly Forest School sessions with CLASS NAME on a DAY afternoon, week commencing DATE.

Our woodland area located just opposite our classroom on the field will be the base for our sessions, during which the children will take part in the following activities:

- Tool use (bow saws, bill hooks, small pen knives, potato peelers)
- Fire (help to light and maintain a fire and assist with cooking)
- Tree climbing (not exceeding a height of 2 metres)
- Den making
- Mini beast hunt/pond dipping
- Natural crafts (earth painting, clay tree faces, necklaces, tree cookies, friendship bracelets)
- Building rope swings/bridges
- Shelter building
- Mud sculptures

As a Forest School Lead, relevant First Aid training has been carried out and children will be monitored carefully at all times during these activities.

When thinking Forest School, there is no such thing as bad weather, merely unsuitable clothing. With this in mind please provide appropriate clothing for the sessions, these can be brought in on the day in a labelled bag. Suggested clothing may include:

-Layers for cold weather- long sleeved tops and trousers

-Waterproof jackets and/or trousers/all in ones

-Wellington boots

-Hats, scarves, gloves

Any questions, please do not hesitate to ask. Please give permission for your child to attend Forest School by returning the reply slip below by _____

Mrs Murrell

Forest School Lead

Class Forest School Sessions

Name of child: _____

Please delete as necessary:

I do / do not give permission for my child to attend Forest School Sessions

I do / do not give permission for photographs to be taken of my child

Parent name: _____

Signature: _____