

# Wheelwright Lane Primary School



## Forest School Handbook Including Policy and Procedures

Headteacher/Principle: \_\_\_\_\_ Date: \_\_\_\_\_

Chair of Governors: \_\_\_\_\_ Date: \_\_\_\_\_

*“The more risks you allow your children to make, the better they learn to look after themselves”*

*Roald Dahl*

Most recent review: September 2024

Review date: September 2025 – *at least annually and/or after a change, significant incident or near miss*

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## **1. Forest School Introduction**

‘Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees’. (Forest School Association)

Forest School is an incredible journey of growth, discovery, and adventure in the great outdoors! It provides opportunities for different elements of child led learning and play. As well as promoting the use of the outdoors, it also offers opportunities for first hand experiences and allows the opportunity for children to take appropriate supported risks. The group size of children and the child: adult ratios are so that individuals get the support and nurture they require at their learning level/ need through responsible risk-taking experiences in a safe, nurturing environment.

### **1. 1 Our Forest School Vision Statement**

We believe that Forest School provides an opportunity for our children to develop holistically through child-centred, independent exploration and play in a natural environment. Many different skills and ideas such as raising self-esteem, health, wellbeing, confidence, emotional intelligence and teamwork will be promoted through our forest school sessions. Our provision encourages children to play, work and learn together, building a sustainable Forest School community and deepening our connection with nature.

### **1.2 How does Forest School link to our school’s learning behaviours?**

Forest School sessions will involve exciting, hands-on learning experiences that immerses children in the natural world. In this unique outdoor classroom, children will engage all their senses as they explore our natural environment, build shelters and discover the wonders of wildlife. Each session will involve a new adventure, sparking creativity and encouraging children to connect deeply with nature. This learning is driven by curiosity and the joy of discovery. Children are empowered to take the lead in their learning, developing skills and confidence along the way. They become resilient as they face challenges like leaning to tie knots. They stay curious, investigating plants, animals, and ecosystems, and asking questions that inspire deeper understanding. Within our natural environment, children develop determination as they engage in tasks that require focus and perseverance, from whittling wood to solving nature-based problems. They are encouraged to be brave, stepping outside their comfort zone and embracing new experiences with enthusiasm. Collaboration is evident within Forest School, children learn to work together to build shelters, create art from nature, and help each other succeed in shared goals, reinforcing the importance of being collaborative. It is a great opportunity for children to develop essential life skills and build lasting connections with each other and the environment.

### 1.3 Principles of Forest School

The key Principles which are fundamental to the Forest school ethos are as follows:

#### Principle 1

**Forest school is a long-term process of frequent and regular sessions, ideally in a woodland or natural environment. Planning, assessing, observations and adaptation are all key parts of the Forest School process.**

-Our Forest School sessions take place weekly in Reception, Year 4 and Year 5. Years 4 and 5 will be split into half classes for these sessions and the same group of learners will have a Forest School session at least every other week. Each unit will start with a hook for the children to explore and develop their understanding of the outdoor environment. Planning will then take place after each session based on the children's ideas and interests.

#### Principle 2

**Forest School takes place in a woodland or natural environment to support the development of a relationship between the learner and the natural world.**

-Our Forest School sessions will take place in a small, wooded area within our school grounds or make use of our school site's natural environments. We aim to use natural resources for inspiration that are sustainable and manageable. As the site is new, we will be working with the children to think about how we could develop our area whilst ensuring we have little ecological impact on the site.

#### Principle 3

**Forest Schools offer learners the opportunity to take supported risks appropriate to the environment and to themselves.**

-Our Forest School will promote the understanding of risks in a safe and manageable way so children feel they can take appropriate supported risks if they choose to do so.

#### Principle 4

**Forest Schools aims to promote the holistic development of all those involved, fostering resilient, confidence, independent and creative learners**

-Our Forest School will aim to link experiences and promote the physical, social, emotion, cognitive, spiritual and linguistic skills of the child.

#### Principle 5

**Forest School is run by qualified Forest School Practitioners who continuously maintain and develop their professional practice.**

-Our Forest School sessions in Years 4 and 5 will be run by Mrs Cullinane who is due to receive her Forest School qualification level 3 in August 2025. Mrs Cullinane is a reflective practitioner who is first aid trained and ensures a high ratio of adults to children for each Forest School

session. Our volunteer, Mary Pinder is a qualified Forest School Practitioner who supports Forest School sessions in Nursery.

### **Principle 6**

#### **Forest School uses a range of learner centred processes to create a community for development and learning**

-Our Forest School approach will consist of a play and choice-based approach following the interests of learners.

For further information on the principles of Forest Schools please view appendix A.

### **1.4 Where it takes place**

Forest School comprises of regular sessions in a natural environment. The Forest School areas are situated within the school grounds. There is a small, wooded area with a variety of trees/shrubs for the children to explore and use and an outdoor area situated next to the nursery which has a fire circle. The whole school grounds will be considered for sessions where children can explore our natural environment. Forest School is run whatever the weather (Unless extreme weather/wind is forecast). We do ask parents to bring in waterproof shoes, trousers, gloves, hats, coats etc for the colder or wet weather. We believe the children should experience most weather types and will only be taken out if correct clothing/precautions have been taken to keep them safe and dry.

### **1.5 What do we do there?**

Forest School allows children to be a part of a variety of outdoor activities and encourages children to learn about the natural environment. Some of the activities the children will be a part of are:

- Den building
- Use and practice of a variety of knots
- Safe use of Fire lighting and cooking
- The identification of plants and animals
- Exploration of the natural world
- How to look after the natural world
- Use of sustainable resources within the Forest School
- Safe use of tools to support learning
- Different seasons/what happens in each season
- Developing key social and emotional skills; e.g spiritual development, health and wellbeing
- Playing in the outdoors
- Taking risks in a safe way
- Building relationships/supporting each other
- Achieving manageable tasks individually and in a group



## 1.6 Routine in Forest School

Forest School is run on a weekly basis for Nursery, Years 4 and 5. Years 4 and Year 5 will be split into half classes to allow for a high ratio of adults to children. Furthermore, the whole school will have the opportunity to experience outdoor learning sessions through our new enrichment workshops initiative. Nursery class have their Forest School session on a Wednesday, Year 5 on a Monday afternoon and Year 4 on a Friday morning. Information to Years 4 and 5 is emailed each half term with dates for each group. The children will arrive and sit in the benched or logged area so that learning for the session can be introduced. This learning can range from team building activities to den building or fire lighting. The children will then have an opportunity to play in the Forest School area with one adult being a Learning Leader, while the other adult introduces and delivers an activity to a group of children. Appendix B outlines an overview guide. All children will have the opportunity to play and take part in a structured activity.

The children will be required to care and maintain the area with support, as well as ensuring they are maintaining and using equipment in a safe way. The children will also be encouraged to use our new wellie storage area.

## 1.7 Meet the staff:

The Forest School Leader will be supported by another member of staff to help with the delivery of the Forest School objectives, including toileting and first aid. Appendix C details the 'Forest School Guidance' for adult helpers.

			
<p>Mrs Cullinane - KS2 Teacher - Training to be Level 3 Forest School practitioner.</p>	<p>Mary Pinder - Volunteer - Level 3 Forest School practitioner.</p>		

## 2. Responsibilities

### 2.1 Forest School Leader, Adults and Volunteers Responsibilities

The Forest School Leader will have the overall responsibility for the supervision and conduct of each session.

The Forest School Lader will:	Additional Adults/Volunteers will:
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<ul style="list-style-type: none"> <li>• Be L3 Forest School trained or working towards a Level 3 Forest School Leader qualification and hold an up to date First Aid qualification.</li> <li>• Follow the health and safety guidelines and policies.</li> <li>• Undertake comprehensive risk assessments.</li> <li>• Clearly define each adult’s role.</li> <li>• Be aware of child protection issues.</li> <li>• Ensure that adequate first aid provision is available.</li> <li>• Undertake the planning and preparation for each session, including differentiation for individual children’s needs.</li> <li>• Ensuring necessary equipment is prepared.</li> <li>• Supervise the use of tools use, cleaning and storage.</li> <li>• Organise emergency procedures.</li> </ul>	<p>Other adults will be clear in their roles and responsibilities.</p> <p>They will:</p> <ul style="list-style-type: none"> <li>• Do their best to ensure the health and safety of everyone in the group-reminding children of rules and boundaries</li> <li>• Follow the instructions of the forest school leader</li> <li>• Model good practice throughout the session</li> <li>• Carry out delegated roles and responsibilities</li> <li>• Support children to manage their own risk</li> <li>• Speak to the designated DSL/Forest School leader if concerned about the health and safety of children at any time during the visit.</li> <li>• Be DBS checked</li> </ul>
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## 2.2. Children’s Responsibilities

Children will support each other during Forest School sessions with remembering out motto, ‘Be Kind, Be Safe and Be Fair’. Appendix D details the Forest School children’s charter.

- Be Kind -Respect and look after themselves, each other and their environment. This includes making sure they are prepared for the session with sensible clothing.
- Be Safe -To take responsibility of their actions surrounding purposely dangerous or unsafe behaviour.  
To follow the fire Circle rules:  
-walk around the outside of the fire circle  
-Hair tied back and no loose clothing  
-only enter the fire pit area by if invited by an adult (children should be knelt if by the fire)
- Be Fair - Ensure that Forest School sessions are fun for everybody, and resources are distributed fairly.

## 2.3 Clothing and Personal Equipment Responsibilities

Adults and children will only attend Forest School wearing clothing appropriate for the weather conditions. All children and adults are encouraged to provide their own waterproofs and to wear full-length trousers and long sleeves throughout the year to protect from



scratches, bites, sunburn, cold or heat exposure, etc. Wellies are recommended and hats, gloves and suncream, etc. as appropriate. Some spare clothing is available for both children and adults for all weathers. Adults are encouraged to act as a positive role model by dressing appropriately to be able to engage in Forest School activities and to comply with the Health and Safety Work Act. It is the responsibility of the employer to provide suitable PPE. Please ask the Forest School Leader for appropriate clothing should you need any. Safety gloves and other relevant PPE will be provided for both children and adults for activities, e.g. fire or tool use, as necessary.

## **2. 4 Forest School Kit Lists**

Forest School sessions will run whatever the weather (unless extreme weather/wind is forecast). We believe the children should experience most weather types and will only be taken out if correct clothing/precautions have been taken to keep them safe and dry. Information (appendix E) detailing what children need is sent to parents/carers/helpers.

To ensure our children are comfortable and prepared, children are asked to bring in the items listed in a named bag below:

- Comfortable trousers.
- Light long sleeved t-shirt.
- Fleecy zip up jacket/ jumper.
- Spare socks.
- Wellies or sturdy closed toe shoes (which you don't mind getting wet and muddy!)

Recommendations:

- Waterproofs.
- For cold weather: wellies with two pairs of socks; base layer – thermals; neck snood, warm hat and gloves.
- A sun hat for sunny days and suncream applied before school

## **3. Behaviour**

### **3.1 Relationships Policy**

Self-respect, respect for others and respect for the natural environment are central to our Forest School ethos. In line with our school ethos 'Be kind, be safe, be fair' we strive to encourage children to be kind to themselves, each other, and the world around us. Examples of being kind include making sure we have appropriate clothing, considering whether our actions are adversely affecting others and the natural environment around us, e.g. by ensuring we are replacing deadwood where we found it after bug hunting. We understand

that all behaviours are a form of communication of thoughts, feelings, and needs. A high adult: child ratio will help to promote safe and purposeful ways of being and playing at Forest School. Regular discussions of safe and respectful behaviour will take place, e.g. moving safely near the fire, conflict resolution, sharing resources, etc.

Further to the school relationships policy, Forest School adults are present to:

- support children to keep themselves and others safe
- encourage children to be kind to the natural environment
- encourage and facilitate learning and remembering to praise our school's learning behaviours: bravery, determination, resilience, collaboration, and curiosity
- be fair by promoting mutual respect and cooperative behaviour
- support children to take appropriate risks

Safe boundaries of play and work are agreed together, and non-judgmental conversations support children in becoming caring and responsible learners, giving them skills in self-regulation. If a child requires support with their behaviour choices during Forest School sessions, an adult will:

- quietly support the child
- suggest choices that the child can make.

If the situation does not improve, the child will be:

- invited to move away from the other children to reflect quietly and a restorative conversation will take place when appropriate.

If behaviour becomes dangerous to self or others, then the child will be asked to move away from the situation and/or support from staff in school will be sought or the rest of the children will be returned to school by an adult. Behaviour should then be managed, logged, and communicated according to our school's policy. Where children have 1-to-1 support and the designated adult requires additional adult support, an incident plan will be agreed before sessions between the relevant staff involved in the Forest School session.

### **3.2 Anti-bullying Statement**

We will not tolerate any form of bullying or harassment at Forest School. In the event of bullying taking place at Forest School, the child should tell the Forest School leader, a supporting adult or friend, and discussions would take place with the class teacher to establish if this were a one-off event or persistent over a period. From there, Wheelwright Lane's relationships policy would be followed which is available on our website. Please view anti-bullying policy statement (Appendix 1) within our Relationship's Policy (former Behaviour Policy).

### **3.3 Equal opportunities at Forest School**

We are committed to the full inclusion of all children and adults in our Forest School sessions. We will strive to ensure equality of access and opportunity for everyone, irrespective of ethnicity, gender, religion, age, background, or ability, including SEND.

#### 4. Communication Strategy

Forest School communication with stakeholders is important. As well as regular communications with pupils, parents/carers/volunteers and teachers/teaching assistants, regular networking with other forest school practitioners takes place. Furthermore, our volunteer, Mary Pincher is a qualified Forest School Lead and Wheelwright Lane School benefits from being a member of The Forest School Association. This is a professional body and UK wide voice for Forest School, promoting best practice, cohesion and ‘*quality Forest School for all*’. Communicating with (WCC) is a requirement for forest school; we speak regularly to the WCC Forestry Team concerning trees on site. Our management team - business manager and headteacher, caretaker, grounds people (GPC Garden Services Ltd,) and members of our local community are consulted with regards to changes to areas/activities running and checking these areas are safe to use. The headteacher has granted permission for Forest School to take place providing risk assessments are in place. This is in line with our insurance.

##### 4.1 Communication Strategy table

Who	Pupils	Parents/carer s/volunteers	Teachers/Tas	SLT/Headteach er/Business Manager/Gove rnors	WCC (including Forestry Team) and caretaker
What	FS routines, activities and expectations of behaviour. Risk - benefit assessment and discussion. New developments at the FS site.	1. FS principles, practice and benefits, FS handbook, risk-benefit assessments (available on request), and safeguarding. 2. session information, etc.	1. FS principles, practice and benefits, FS handbook, risk-benefit assessments and safeguarding. 2. SEND information where relevant, session plans, activity/support needs/photo	Risk assessments FS Handbook containing relevant policies. New developments. Information send out to parents	New developments e.g. free woodland trees offer. Site safety information

		3. Changes and developments on the FS site 4. donations required	concent etc. 3. Assessment for learning, children's progress, challenges and achievements. 4. Changes / developments on the FS site/donations sought.		
How	Discussion before entering and at Forest School site.	Presentation evening, parents' evenings, FS information display board, weekly newsletters, website, ½ termly letter emailed. Christmas enterprise opportunity to display FS. Website	Presentation evening, staff meetings, FS information display board, newsletters. Weekly session plans/information	FS information display board, newsletters, website (new Forest School information and enrichments workshop details) emails, use of 'OneDrive' for risk assessments and plans.	Site check review information – maps/details. Emails and phone calls

## 5. Play Policy

Article 31 of the United Nations Convention on the Rights of the Child recognises the right of every child to rest, leisure, play, recreational activities and free and full participation in cultural and artistic life.

The Convention defines play as: “any behaviour, activity or process initiated, controlled, and structured by children themselves. Play is non-compulsory, driven by intrinsic motivation and undertaken for its own sake, rather than as a means to an end. It may take infinite forms, but the key characteristics of play are fun, uncertainty, challenge, flexibility, and non-productivity. While play is often considered non-essential, the Committee reaffirms that it is a fundamental and vital dimension of the pleasure of childhood and is an essential component of children's development”.

Play is essential for keeping children healthy and reaching important social, emotional, and cognitive developmental milestones. Children are encouraged to make choices and think critically through forest school activities and ideas, increasing their self-esteem, self-motivation, and independence. This also helps children to manage anxiety and be resilient, brave, determined, collaborative and curious. Our school's learning behaviour focus points. Opportunities for play are provided through Forest School sessions, and we allow the play process to take precedence over all other educational agenda during Forest school sessions. Forest school incorporates Bob Hughes 16 different play types adapted to Forest school sessions (Appendix G). These activities allow for open ended free or "true" play, where children take control and ownership of their activities. For more information on our play policy please view our 'Active Play Policy' found on our school website.

At Wheelwright Lane Forest School, in line with our 'Active Play Policy' we understand that play has many benefits therefore we aim to:

- We will encourage children to develop their communication and social skills to be excellent collaborators. Activities will be accessible to all and create opportunities to develop friendships, mutual respect and cater for all needs and disability.
- Our play provision promotes positive wellbeing and mental health. This will lead to healthy minds, bodies, high self-esteem, and enjoyment in our children.
- Children will be encouraged to explore their natural curiosity through enriched and sensory opportunities to enable the development of creative play.
- Adults will facilitate our active play in a respectful, supportive manner and participate/intervene sensitively if or when required to do so.

## **6. Tool Policy**

Forest school tools are:

- Stored in a dry, secure location when not on site.
- Tools are checked and cleaned regularly and well maintained. Damaged tools are removed.
- Forest school tools are stored in a secure, lockable place.
- Count tools: Keep track of the tools that are in and out of the toolbox.
- A tool bag will be used to transport tools.

Before using Tools in the Woodland:

A designated area in the woodland will be shown to the children where tools will be stored when not in use. A safe environment for the use of tools will be created. The safe working space around an individual or pair of individuals is referred to as the 'Blood Bubble'. The name is designed to show that this is the safe distance (two arms and a tools length) bystanders should stay out of to avoid being hurt, when a tool is in use.

## Working with Tools:

Before using tools, it is important to ensure that pupils understand how to use them safely. This is done by teaching children/supporting adults via a "Tool Talk" and demonstrating the safe use of each tool. In each session that tools are used children will be briefed about the importance of using tools safely and ensuring we are respectful of the woodland environment when using them. The Forest School leader will decide if children are safe, ready, and able to independently use the tools. Close supervision will take place until the Forest School leader is comfortable with independent use. The Forest School leader will decide upon appropriate ratios. This will depend upon the age, experience, and ability of those taking part.

## When working with tools:

- Smaller group sizes will be considered.
- If a risk is posed (through use of tools or their behaviour), the activity will be stopped, and the lead will reteach or discontinue the activity.
- Tools will be locked away at the end of the activity.
- Tools will then be cleaned, safety checked and stored correctly for when they are used next.

## **7. Fire Procedure:**

Campfires are an important part of Forest School. Safety equipment, including water will be kept in close range to the fire. Smoke inhalation will be reduced by burning dead wood. Children will be encouraged to move places if sat in direction of smoke. Children will only be allowed to light fires under direct supervision of Forest School leader using suitable materials and equipment. Fire must always be guarded by an adult. All fire must be extinguished at the end of a session-doused with water and stirred until all steam and smoke has ceased. Remains will be checked to see that they have cooled and are safe to leave. Campfires are situated in an open part of the school site and enclosed by short logs on all four sides then a larger seating area.

All children, staff and volunteers must be made aware of fire pit rules. A fire will not be lit until all children understand the rules:

- Walk around the outside of the fire circle
- Hair tied back and no loose clothing
- Only enter the fire pit area by if invited by an adult (children should be knelt if by the fire)

## **8. Fire Drill**

In the event of a fire the alarm in school will ring continuously and the school will be evacuated. The children in Forest School will make an orderly line and join the rest of the

school on the school playground. There they will join their class group, and a register will be taken by their class teacher.

### **8.1 Lockdown**

In the event of a Lockdown the alarm will ring intermittently, and children will head into school via the closest entrance as described in our policy.

In the event of an incident occurring during a Forest School session, all children will be evacuated back into the school if safe and taken back to their classrooms.

### **8.2 Lost Child Procedure**

Should a child be found to be missing the following procedure is carried out:

- All children are called back to the Forest School Leader and there is a head count to double check numbers. The time of regroup is noted down.
- Children are calmly asked if they have seen the child, where and when they last saw them.
- One adult will stay with the group, and if they are calm and sensible this group can help in the search for the missing child. They will do this by using the 1, 2, 3, 'where are you?' However, should the group become distressed, assistance (use of a warning triangle) will be called and asked to collect the group while the search continues.

## **9. Handling, Cooking and Eating Food**

A fresh, clean, bucket of warm soapy water will be available for children to wash their hands before handling food or utensils. Children are taught how to cook food safely following the activity risk assessment and fire policy. All food will be checked by an adult to ensure it is fully cooked before eating. Children will be asked to sit still around the fire circle or to move to a designated eating area from the fire to keep numbers to a minimum near the fire circle. Hand washing facilities will be provided in Forest School. All food and refreshments, including foraging, campfire cooking and brought in foodstuffs will be prepared in accordance with the highest standards of food safety, ensuring appropriate risk benefit assessments are in place.

### **9.1 Clearing away and cleaning up**

ALL food not eaten or cooked will be placed in bin bags and disposed of in the school bin at the end of the session by one of the adults. The area is checked to ensure there no food traces to avoid vermin being attracted to the area. ALL utensils and pans will be carried away after the session and cleaned in hot soapy water by one of the adults and stored away correctly

## **10. Emergency Plan**

Site details:

The small, wooded site is situated on the school grounds next to wrap around. Nursery garden is used as a Forest School site and contains a fire circle. The grounds are owned by Warwickshire County Council and maintained by the school.

The address of site is:

WHEELWRIGHT LANE PRIMARY SCHOOL

WHEELWRIGHT LANE

ASH GREEN

COVENTRY

CV7 9HN

TELEPHONE NUMBER

02476 364505

A staff member will take a mobile phone with the school offices number on to ring if needed to be contacted.

Access:

If an ambulance is needed on site, they can either report to the main reception or if a serious incident has occurred access for the ambulance can be made through a side gate next to the Forest School wooded area. The address above will be used if any correspondence is needed with the emergency service.

The Forest School Lead will always remain in the Forest School area unless there is an emergency. The Forest School Lead is first aid trained. The supporting staff member will alert the Head teacher of any issues which have arisen if possible or will remain on site to keep other children calm and will also phone for help/support if needed.

Phone number of help/assistance:

In the case of a serious emergency the Forest School Lead will ring the emergency services 999 and send for the appropriate service. Secondly, the Forest School Lead will contact the Schools Reception.

School office's number: 02476 364505

Emergency contact details, next of kin and medical details of staff members is held in the school office.

- If the child is not found within 5 minutes the school office will be called and the emergency plan will come in to affect.
- The school office will become the base for coordinating the search.
- Should the police need to be called a designated adult will remain at the site until they arrive.
- A report will be filed to the head teacher. The Benefit/Risk assessment will be reviewed and amended accordingly.

## **11. Health and Safety**

All staff have undertaken a Health and Safety course in the last year.

### **11.1 Accident/injury/near miss forms**

All accidents which require medical attention must be recorded on the school's accident forms.



## **11.2 Toileting**

All children will be asked if they need the toilet before they go to the Forest School site. However, during the session children may need to go to the toilet. The toilets are situated just inside the door's nearest to the forest school allocated areas. There is a clear view from the Forest School site so children will be in sight of an adult. The supporting adult will escort the children if needed.

## **11.3 Photography/social media**

All staff are aware of children who are not allowed photos taken. All staff adhere to the school's confidentiality policy. Only school cameras and iPads may be used by staff for taking photographs of children. Personal mobile phones/ cameras, etc. must not be used by volunteers.

## **11.4 Confidentiality**

Important medical/allergy/SEND needs and personal information will be shared on a need-to-know basis. Confidentiality of all is respected at Forest School and not shared beyond Forest School unless necessary for welfare reasons.

## **11.5 Visitors**

The Forest School site is a secure area within the school grounds. There should not be any visitors to the school grounds unless arranged by prior appointment. In the case of trespassers, the Forest School Lead will address the issue and report to the Head teacher. All visitors must report to the School Reception before entering school. This is to ensure that all visitors are signed in and have been allocated a lanyard. The office staff will then take any visitors to the appropriate staff members.

## **11.6 Lone Working**

In Forest School sessions we aim for at least two adults to remain in Forest School during a session. If for some reason an adult must leave the site, the Forest School Lead must remain responsible and in charge of the group. If this occurs the Forest School Lead must have a form of contact with the main reception of the school and must also ensure they have a first aid kit/any other medical equipment e.g. inhalers/epi pens on site with them. The children may also be asked to play in a reduced size area so the lone adult can see and monitor all children.

## **11.7 Manual Handling**

Courses (SmartSafe) are organised by the business manager. Manual handling is taken on a yearly basis by all staff to keep them up to date with Manual handling practices.

## **11.8 Register**

A register for each session will be done and taken with the Forest School Lead to the Forest School site.

## **11.9 Weather**

The management of Health and safety at work Regulations 1999 requires employers to assess the risks of activities; introduce measures to control these risks and to tell their employees about these measures. The forest school staff and management will take all reasonable steps to identify and reduce hazards to a minimum. As Forest School is an outdoor 'classroom', the Forest Leader is responsible for checking local weather conditions on the morning of a forest school session. There is no such thing as bad weather; however, wind can be a dangerous element in a woodland due to potential falling branches etc... Therefore, if there are high winds (measuring over 5 on the Beaufort scale or above 19-24 mph) or thunder and lightning the session will not take place. The Beaufort scale is a useful starting point for judging when you need to start managing the weather risk. Appendix H is a woodland version which provides a good indication of what will be going on at various predicted wind speeds. Attention to the canopy layer should be paid at the first dynamic risk assessment after high winds to check for hung up trees/branches and fallen/damaged trees. All children will wear appropriate clothing before leaving the main school building, this may be; fleece, gloves, wellies, waterproof jacket and coats, sunhats. Adult helpers are advised to be appropriately dressed and where possible wellies/hats/gloves/spare socks and additional coats will be found if necessary. A shelter will be made available for rain and sun protection. A gazebo will be used, or four tarpaulins will be hung for both rain and sun protection. Appropriate clothing should be worn, so that sessions can continue. The session will be cancelled if excessive rain occurs or the route to the forest is not deemed safe enough.

### **11.10 First aid Procedures**

Forest school leaders will carry a first aid kits and burns kits. It will be contained in an obvious first aid bag and will be kept in an easy to reach place that is known to all supporting adults. Other first aid items that will be considered include inhalers, wipes, spare hats, and gloves. In accordance with Reporting or Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 – the Forest School leader/ assistant will report of any work related death or injury lasting over three days, diseases or dangerous occurrence that may not have resulted in reportable injury, but which clearly could have near misses - OFSTED should be notified of any significant injuries within 14 days. When first aid is administered, an adult should complete an accident form and give it to the class teacher. In accordance with Health & Safety (First Aid) Regulations 1981 – Forest School leaders/ assistants and helpers are required to provide adequate and appropriate equipment, facilities, and personnel to enable first aid to be given to participants that are injured or become ill.

The first aid kit will contain the following:

- Foil hypothermia Blankets
- Hydrogel Burns Dressings
- Safety Pins
- Large Sterile Dressings
- Medium Sterile Dressings
- Triangular Bandages
- Eye Pad Dressings
- Alcohol Free Wipes
- Adhesive Dressings

- Nitrile Gloves (Pairs)
- Adhesive Tape
- Finger Dressings
- Resuscitation Face Shield
- Conforming Bandages
- Scissors

The burns kit will contain:

1. hydrogel burns dressings 2. burn gel 3. plunge bucket 4. fire gloves 5. fire blanket 6. large water carrier

### **11.11 Medical Records**

Adults will be informed of medical needs of participants e.g. allergies. Adults should also inform the Forest School Leader of any relevant medical needs. The Forest School Leader will request an update on children's medical/allergy needs at the beginning of each school year and on each occasion when a new child joins the school.

Manual Handling Statement With guidance to staff on the safest way to lift or decide not to lift will reduce the risk of injury in the workplace. Several practical things can be done to reduce the risks of injury from manual handling. Procedure Employees must ensure that: They do not lift anything that they feel exceeds their capability. Seek help from others to support manual handling. Use equipment such as trollies to transport heavy or awkward items. Make sure there is adequate space around you with nothing in the way. Adopt safety measures to lift safely. Full Manual handling policy with guidance can be found online at HSE website

### **12. Insurance**

All activities are covered by Schools fully comprehensive cover providing there is an adequate risk assessment of the site/activity. WCC Forestry Team are invited at least annually/or after a change to complete an assessment of the trees on site.

- Last internal survey completed – 03/09/24
- WCC Forestry Team inspection date – 07/10/24

### **13. Landowner agreement**

The Forest School site is on the premises of Wheelwright Lane Primary School, a school owned by Warwickshire County Council. There is an agreement for Forest School provision, through permission of the Head Teacher to implement Forest Schools on the site.

### **14. Risk Assessments**

Risk assessments will be carried out by our Trainee Forest School Leader and will be shared with all adults and regularly updated. The headteacher will ensure that all staff are kept up to date with current risk assessments. The Health and Safety Executive (HSE) guidance, explains the terms "hazard" and "risk" are as follows:

- **Hazard:** A hazard is something that has the potential to cause harm, injury, or adverse health effects.
- **Risk:** Risk refers to the likelihood or probability that a person will be harmed or suffer adverse effects if exposed to a hazard, along with the severity of that harm.

The potential hazards and risks will be clearly shared, and children will be encouraged to assess and learn to manage risks for themselves. At Wheelwright Lane, the trainee forest school lead systematically manages health and safety risks by following the HSE approach to risk assessment through the following five steps: Identifying hazards, deciding who may be harmed and how, evaluating the risks and acting, recording findings and then review and updating the assessment.

Risk Benefit Assessments will be carried out relating to specific activities, tools/equipment, which will be shared with all adults. All adults involved with Forest School activities are required to sign the risk assessments. On going in-session dynamic risk assessment will be part of every session for all (Appendix J). Dynamic risk assessment is not a substitute for written risk assessments, it involves leaders identifying risks on the spot and make decisions linked to safety. It involves observing, assessing, and analysing an environment to identify and remove risk. Ref; staysafeapp.com. Any new developments will be recorded and transferred to the Site/Activity Risk-Benefit Assessment at its next updating.

Site checks (annual, termly, and daily) are planned for, and daily safety procedures are in place. On the day of any and every session, the Forest School Leader will conduct a daily site check, and any changes or current issues will be recorded on the daily planning form. Recurring issues that arise during daily site checks will be added to the main Site/Activity Risk-benefit assessment at their termly updating. The Forest School Lead will ensure the following:

- There is an appropriate child/ adult ratio of staffing
- Adult helpers have read the Forest School Handbook, Safeguarding Policy and appropriate risk assessments
- All tools and equipment have been safety checked before each session begins
- There is a register/head count of children present before each session.
- Adults and children are asked to complete a visual site check together at regular intervals and discuss any new hazards or changes to the site together.

#### **14.1 Risk benefit Policy**

The experience of learning in a natural environment has many benefits. Whilst Forest School helps to build resilience, collaboration, bravery, curiosity, and resilience, enjoying nature bears some risks. In most cases the benefit of experiencing these risks outweighs the risk itself. All our risk assessments demonstrate our commitment to prevent/minimise the likelihood of any consequences but also explains the benefits and why we explore and participate in these activities (please ask our Trainee Forest School Lead if you wish to view the risk assessments). A safety sweep (Appendix I - Safety Sweep Evidence) is conducted before each Forest School session, to look for and assess immediate risks. All safety sweeps will be recorded and filed by the Forest School Leader. Safety sweeps will be recorded and kept with the Forest School Handbook. Moreover, risk assessments are reviewed regularly and updated periodically when changes or additions to activities are made.

## **15. Sustainability**

We strive to minimise the ecological impact of all our activities, look after the world around us and 'leave no trace'. Regular visual checks are planned for with both children and adults to assess the site and discuss/put in place systems to protect flora and fauna from damage and areas of ground from excessive erosion. Enhancing the biodiversity of all flora and fauna on our site is a main aim connecting with the wider school and local area environment.

Every effort is made to use local seasoned wood on the fire, purchase locally sourced/seasonal food and use recycled/ reclaimed materials where possible. Furthermore, healthy food choices will be provided, and participants will be encouraged to help in the cooking process/ choice of food. As part of our school motto children will be supported with a fair distribution of consumables/resources. Forest School sessions always ensure that all participants understand the rights of the child - their rights and responsibilities of freely chosen play. The Forest School ethos strives to avoid gender-stereotypes and educate our learning community about them. All adults involved in Forest School sessions are encouraged to find out more about the ethos and principles of Forest School. Links are made between home, school, and Forest School life so that sustainable behaviours modelled are extended beyond the original setting e.g. gardening and school grounds maintenance, food and clothing choices, understanding of and participation in looking after water on site, e.g. recycling rainwater, pond water health etc.

## **16. Ecological Impact of Forest Schools**

When running our Forest School, it is important that we look carefully at our site and assess the impact we will be having on the area. Respect for the natural environment is key to our Forest School Ethos. Ecological impact assessments will be made regularly during Forest School sessions and the three-year woodland management plan (see section 17) will be modified to reflect developments. It would be difficult to run a forest school programme without some impact, however it is about protecting the area for future use. Forest School sessions will ensure that activities involve respecting the flora and fauna around the site. The whole school will be encouraged to help maintain and enhance the ecological integrity and biodiversity of the site during sessions, through the school council, informative assemblies and through enrichment workshops. Parents and volunteers are invited to join in during sessions. We foster links with local expertise, conservations businesses and wildlife organisations to support our learning and development to become better guardians of the land e.g. sourcing and planting native trees and wildflowers, supplying local timber, clearing the pond in late autumn, sourcing and laying wood chip, etc. All participants will be involved in discussion about ways to minimise the effect of our activities on our Forest School site during all four seasons, including:

- Rotating sessions between our site's outdoor spaces – field and woodland area to reduce footfall.
- Bringing in/using seasoned firewood rather than using dead wood from the site.
- Keeping areas of dead wood, leaf mulch to provide rich habitats for flora and fauna.
- Using the same area for fire lighting each time to minimise the impact on the soil.
- Disposing of ash off site to minimise impact on the site
- Putting down woodchip or temporarily roping off areas of severe erosion to allow the ground to recover, or to protect delicate plants while they grow.
- Restricting activities which might damage trees, plants, or animals
- Removing food waste and any litter from the site to reduce environmental impact.

## 16.1 Ecological Impact Plan Assessment

Activity	What is the nature of the impact? (Does it affect parts of the woodland structure? Is it seasonal? Is it affected by the frequency of use?)	What can we do to minimise/avoid the impact? Can we mitigate with a positive solution?	How will this inform our management plan? (How long does this affect our long-term planning?)
Trampling	Ground will compact with frequent use of the site. New growth may be trampled. In spring many bulb flowers emerge that are easily trampled.	Establish pathways on the site. Use pathways to move around the site. In Spring, advise site users to avoid trampling Spring flora, including crocuses, snowdrops and primroses.	Use the Spring season to highlight the importance of care for the flora. Teach children about bulb care, not picking flowers, spotting species / pollination. Replant bulbs in areas damage has occurred. Create suitable flower habitats Coppice / prune shrub to help light penetrate. Check new areas of the site are not becoming compacted. Rotate use of different areas of the site, where possible. Monitor the site termly
Noise pollution and disturbance	Will scare off wildlife. Two rope swings are located close to dwellings- disturbance to residents.	Encourage use of low voices. Advise pupils of the impact of noise on fauna. Teach pupils the importance of spotting creatures.	Incorporate wildlife identification into planning throughout the year to encourage pupils to respect wildlife and promote respect for residents (UNICEF RRS initiative) Limit/rota rope

			swing use by resident's dwellings
Fire Lighting	Ground layer logs/twigs burnt, ash left on ground layer. Burnt wood will replenish. If fire area cleared correctly ash should be unnoticeable and eventually will degrade. Field Layer Areas may be cleared for fire. Fires lit under tree cover may mark trees or damage above branches.	Contain fires to one area. Supply old wood from elsewhere. Clear some old wood from site to keep area clear of trip hazards. Whether in small groups or one large Fire, ensure set up and cleaning are supervised. Area would recover in time.	Use fire area only for fires. Collect excess wood blown from trees after strong winds and store for fire use. Build bug hotel with children to provide habitat for invertebrates.
Shelter Building	Trampling of flora/fauna at ground / field layer as shelters are built. Breaking of leaves and branches during building.	Encourage pupils to use old wood or wood supplied from WCC forestry commission. Limit and rotate locations for shelter-building during Forest School.	Plan for pupils to build smaller shelters  On an annual basis ask the WCC forestry team to leave the deadwood they collect following the annual tree survey.
Bow Saw – cutting of live wood and collecting appropriate branches	Loss of habitat. Movement of ground layer for cutting area. Can be positive in clearing over-grown areas of the site. Ground layer will receive more sunlight allowing new plants to thrive	Manage the cutting of wood. Rotate areas where wood is cut from. Use wood from areas that are becoming over-grown to encourage new growth.	Ensure all cutting of wood is closely supervised. Cut wood in a way that causes least damage to the tree. Vary wood needed for activities. Collection of wood for cutting will replenish in time. Monitor site termly.
Collecting dead wood for activities and support.	Loss of habitat. Can help to keep the site clear.	Bring from external source, if copious quantities needed.	Vary activities planned throughout the year to reduce wood consumption. Monitor site each term WCC request placed 12/09/24 for tree

			sumps for support. Offer to supply wood on a yearly basis (October 01 each year)
Collecting flora and fauna	Loss of habitat. Disruption to natural environment. Harm to insects. Disruption to ecosystem	Replace items collected where found. Encourage children to look at flora/fauna in situ. Use appropriate equipment for collecting mini beasts. Provide habitats for mini beasts.	Ensure adults and children are clear on the rules. Vary and rotate areas used for mini-beast hunting. Monitor site each term. Provide habitats, e.g. bug hotel Encourage children to collect fallen leaves/twigs.
Using live plants / trees as supports	Damage to trees / plants.	Demonstrate knots that will limit damage to trees	Ensure adult helpers also understand need to use 'safe' knots. Adults informed through risk assessments of the need for hammocks and swings to be checked by Forest School lead.
Pond Dipping	Disruption to eco-system. Harm to creatures.	Discuss care for the animals to prevent causing harm. Disruption of water habitat should recover when left. Instruct pupils to use suitable pond-dipping equipment	Give clear instructions on pond dipping methods. Inform all pond-dipping participants. Closely supervise pupils.
Litter/ Bringing non organic matter onto site	Litter is harmful to wildlife. Disrupts the eco-system.	Non-organic items brought onto a forest school site should be removed at the end of each session.  Instruct children 'to leave no trace to be left' saying. Bags to	Due to the location of the site (adjacent to public footpath and next to a pub where litter flies over the fence) and necessary use of the site as a play area at lunchtime and after school, litter may



		<p>be available for litter collecting.</p> <p>School council supplied with litter picking equipment and a regular rota.</p>	<p>return. Plan for litter picking through school council members and Forest School participants as leaving the site- leaving no trace. Forest School sessions to end with checking the site each session. Assemblies used to inform children and adults about litter.</p>
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## 17. Three Year Management Plan

Sustainable woodland management techniques for the site (Appendix A - Grid Ref: 332844) including careful, appropriate planting and longer term, coppicing and trimming to maintain the health and diversity of the site are outlined in our management plan detailed below. The three-year management plan will focus on the following:

- Year 1 - Clearance, and safety

This will involve thinning trees, removal of deadwood, improving spacing (4m radius around larger native trees). The focus will be around the key areas such as the entrance, pathways and wider open areas. A proportion of hazel and willow should be coppiced (roughly 1/3), in staggered segments. Removal of bramble will increase the usability area of the site. Organic matter should be removed from the site.

- Year two - Infrastructure

The same processes mentioned for Year 1 will be repeated but extending further across our school grounds. A shelter for wood seasoning will be created be useful at this stage and deadwood can be collected for insect habitations. Sessions should focus on habitation and conservation to include bat boxes, hedgehog homes, bird boxes, skeps, bug hotels etc. Second member of staff to be trained as Forest School Leader.

- Year 3 Harvest and Rewards

There will be a steady supply of managed coppice, artificially created habitation areas, increased plant diversity and animal diversity, increased native species, reduced invasive species, open space, and accessible paths. A completed survey of fauna and flora will be completed which would be an ongoing process.

### 17.1 Woodland Management Plan - Grid Ref: 332844

<b>Management Objectives (what do you want to do)</b>	<b>Proposals &amp; action plan (include timescale) (How are you going to get it done)</b>	<b>Person responsible for action and date action will be completed</b>	<b>Monitoring / review / comments</b>
. Nettle, Bramble, fungi, berries	Year 1/2/3 (each year) Cut back excess bramble and move away from footpaths. Maintain the walkways. Educate the children on what to do when you see these. use the guide to teach the children how to identify nettles and dock leaves • teach the children how to use dock leaves	LC share risk assess for nettles on site each session/ deciding whether to include them in our boundaries. Boundaries cleared on a termly basis (Groundsmen cut down / clear away as a special schedule of works) and checked (September, January, and April) or as required by LC and NC – wraparound lead • If included in our boundaries, ensure that staff and children are aware of the dangers. • LC/all adults/volunteers to show the children how to identify dock leaves to treat stings	Every session monitoring as part of site sweep. Regularly check for nettles when setting up boundaries.  Some brambles to stay as natural boundaries
Visible safe path	Each year - Clearing of the areas and making it safe for all children to walk around safely and following the path around the zone. Use bags and gloves to remove litter. Year 2 to extend this further	LC WCC Forestry Team 09/09/24 Children (school council) to organise litter picking each ½ term.	Every session. WCC Forestry Team regularly come out to do an assessment
Development of wooded area	Year1 - Develop the wooded area of the Forest School by getting trees from the Forestry commission. Year2 and 3 Monitor the growth and stability of the growing trees	LC to seek permission from WCC 10/24 and make the application. 03/25 LC and members of our school	School council to monitor growth of trees in Years 2 and 3.

		community to plant the trees.	
Clean, safe, and suitable pond.	Year 1/2/3 regular management is needed. Ensuring the water levels are maintained and reducing the volume of invasive species of plants. Year 3 survey completed.	LC (late Autumn) to remove invasive species each year. Water levels maintained as required.	Survey and level of water monitoring ½ termly
Cutting back of tree branches for access/safety	Year 1 Only cut back branches that need to be cut. Ensure all trees are healthy through yearly tree survey. Year 2 and 3 Coppice/prune parts of the trees that need to be cut back. Be aware of over pruning.	Groundsmen cut down / clear away any loose branches on trees as a special schedule of works and FSL with TAs support if required LC/WW tree survey 9.24 (each year or as required)	Tree survey WCC forestry team to ensure trees are safe following survey.
Cause minimal disturbance to fauna and flora, maintaining the woodland as a safe habitat.	Year 1 • teach the children about the different animals found in our woods and how we can affect their habitats, positively and negatively • complete nature surveys to assess how many animals are living in our woods Year 2 • complete nature surveys to assess how the numbers of animals has changed Year 2 and 3 • create new habitats for animals by providing bird and bat boxes	LC/ to plan FS lessons tutoring children about the different fauna and flora. Year 2 LC to facilitate FS sessions and enrichment groups to be involved in wild seed gardens, allotments and building habitats e.g. bug hotels/bat and bird boxes Year 3 School council to complete survey and more habitats created.	Year 3 - completed survey of fauna and flora  Organise a wildlife photography competition in year 2 and 3.
Removal of excess deadwood  (See Risk Assessment for Tree Safety)	Year 1 Some minimal work will need to be carried out after the first year to stay on top of the deadwood/ removal of weed trees  Year 1/2 - Coppicing 1/3 Hazel and willow	Area to be cordoned off with tape following routine checks by caretaker/ TFS Lead  Year 1 LC and adults/children to create deadwood piles within the woodland (one for	Review if there is improved safety of the woodland and increased canopy light through lesson

	Year 2 a wood shelter will be made off the sheds.	habitats and one for den building use) 11/24 - after visit by WCC forestry team. Year 2 - Forest School sessions to include making bug hotels etc. Year 3. Conservation sessions in FS to include bat boxes, bird boxes. Surveys completed each year.	evaluations/surveys
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**18. Declaration**

This handbook has been produced by Lucinda Cullinane (Trainee Forest School Leader) considering The Forest School ethos and Wheelwright Lane’s policies and procedures. Detailed risk assessments including the risk benefits have been compiled. All adults attending the sessions must read and understand the handbook. Please ask Lucinda Cullinane (Trainee Forest School leader) to clarify if you have any questions. Please sign this declaration to show that you understand and will adhere to the content.

Print Name	Signature	Date

**Appendix A - Forest School Principles**

<https://forestschoollassociation.org/full-principles-and-criteria-for-good-practice/>

**Appendix B - Forest School Schedule Guide**

Preparation:

## Site check

Activity Preparation and review risk assessment.

- Report new hazards/Check weather report/Take necessary actions
- Prepare/gather outdoor equipment/resources, handwash, kit.
- Make hot chocolate/squash
- Check wellies and waterproofs are ready.
- Pack Trolley/box and Paperwork and take outside.

Equipment to include: ● Cups, flasks ● Fruit, snacks ● Drinking water ● Spare clothing ● First aid, H&S kit ● Hand wash water ● hand towels ● Whistle/bell

## Forest School Greeting

- Meet adult/helpers are, explain aims of session, check visitors are signed in/wearing visitor tag and have read/signed all paperwork. Check mobile phone and safeguarding policy understood.
- Collect Children, check 3 WWW's (waterproofs, wellies, water-bottle).
- Introduce volunteer helper to the children

## Forest School Session

- Walk to FS site // What do children remember?
- Talk at fire circle. Health and Safety routines. ● children/adults look for any new hazards? ● team game/activity/Child led play

## Break

Break for hot/cold drink + snack as required ● Set up handwash, soap, towels ● Share snacks and drinks, sharing stories/ideas/experiences/reflections and reflections at fire circle.

- Check ground (no trace) Walk back to the classroom
- Boots (taken off outside) and waterproofs off and wash hands immediately afterwards

## **Appendix C - Forest School Guidance for Adult Helpers**

Welcome to Forest School and thank you for volunteering. Without your support we cannot provide these exciting opportunities for our children. Forest School is about giving children opportunities to:

- explore and experiment at their own pace
- become engrossed in their own activities
- observe and learn about the natural world
- extend on classroom-learning.
- problem solve
- take risks within a safe environment
- make mistakes and learn from them
- develop resilience, perseverance, and empathy

- take control of their own learning
- work through their own thoughts and ideas independently
- work together on small or large common goals and projects
- learn and apply social skills such as conflict resolution, negotiation, diplomacy, and compromise
- be physically active for an extended time.
- 

#### **Appendix D Wheelwright Lane's Children's Play Charter (adapted for Forest School)**

At Wheelwright Lane we understand the importance of exceptional behaviour. To support this aim we will strive to offer our children outstanding forest school opportunities.

At Wheelwright Lane, we have three rules that are used every day. These are: 'Be Kind, Be Safe, Be Fair'

We make sure that we follow our motto:

- Be Kind -Respect and look after themselves, each other and their environment. This includes making sure they are prepared for the session with sensible clothing.
- Be Safe -To take responsibility of their actions surrounding purposely dangerous or unsafe behaviour.  
To follow the fire Circle rules:  
-walk around the outside of the fire circle  
-Hair tied back and no loose clothing  
-only enter the fire pit area by if invited by an adult (children should be knelt if by the fire)
- Be Fair - Ensure that Forest School sessions are fun for everybody, and resources are distributed fairly.

#### **Appendix E – Forest School Information for parents/carers**

Forest School sessions will involve exciting, hands-on learning experiences that immerses children in our school's natural environment. Your child will engage all their senses as they explore, build shelters or discover the wonders of wildlife. Each session will involve a new adventure, sparking creativity and encouraging children to connect deeply with nature. This learning is driven by curiosity and the joy of discovery. Children are empowered to take the lead in their learning, developing skills and confidence along the way. They become resilient as they face challenges such as learning to tie knots. They stay curious, investigating plants, animals, and ecosystems, and asking questions that inspire deeper understanding. Through this natural environment, children develop determination as they engage in tasks that require focus and perseverance, from whittling wood to solving nature-based problems. They are encouraged to be brave, stepping outside their comfort zone and embracing new

experiences with enthusiasm. Collaboration is vital during Forest School time, children learn to work together to build shelters, create art from nature, and help each other succeed in shared goals, reinforcing the importance of being collaborative.

Forest School sessions will run whatever the weather (unless extreme weather/wind is forecast). We believe the children should experience most weather types and will only be taken out if correct clothing/precautions have been taken to keep them safe and dry.

To ensure your child is comfortable and prepared, please can your child bring the items listed in a named bag on your child's allocated day:

- Waterproof coat
- Comfortable trousers.
- Light long-sleeved t-shirt.
- Fleecy zip up jacket/ jumper.
- Spare socks.
- Wellies or sturdy closed toe shoes (which you don't mind getting wet and muddy!)

Recommendations:

- Waterproof trousers.
- For cold weather: wellies with two pairs of socks; base layer – thermals; neck snood, warm hat and gloves.
- A sun hat for sunny days and suncream applied before school

### Forest School Parent Consent Form

I confirm that I would like my child ..... to take part in the Forest School activities. I understand that the use of tools such as bow saw, and knives may be used and that they may learn how to sustainably forage and make a fire that they can use to cook on.

The School Office has up to date emergency contact numbers and details.

Name: \_\_\_\_\_

Relationship of child: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please note any medical conditions such as asthma, allergies, hayfever etc

\_\_\_\_\_

**Appendix F - Grid Ref: 332844**

Image – google maps
















**Appendix G - Bob Hughes - 16 types of play, adapted to Forest School**





Appendix H – Forest School Windspeeds Chart created by Lucinda Cullinane

# Wind Speeds

Scale	Description	Miles per Hour	Effects	Risks
0	Calm	0-1	 Smoke rises	
1	Light air	1-3	 smoke drifts	
2	Light breeze	4-7	 leaves rustle	
3	Gentle breeze	8-12	 Twigs move	
4	Moderate breeze	13-18	 branches sway	
5	Fresh breeze	18-24	 small trees sway	
6	Strong breeze	25-31	 large branches sway	
7	Moderate gale	32-38	 whole trees sway	
8	Fresh gale	39-46	 Twigs break	
9	strong gale	47-55	 Branches break	
10	whole gale	56-64	 trees uprooted	
11	Storm	65-74	 Damage	
12	Hurricane	75+	 Devastation	

Lucinda Cullinane

### **Appendix I - Safety Sweep Evidence**

Before each Forest School session there will be a safety sweep of the Forest School site, to look for and assess immediate risks. All safety sweeps will be recorded and filed by the Forest School Leader. Safety sweeps will be recorded and kept with the Forest School Handbook.

Date:

Time:

Weather Conditions:

Forest School at Wheelwright Lane

Name of Forest School Leader: L. Cullinane

Checklist	Yes/No	Comments	Action taken:
Fallen branches			
Low branches			
Protruding thorns			
Brambles/nettles			
Slippery areas			
Broken glass/needles			
Vandalism/intruders			
Weather effects			
Standing water			
Boundary line/fence			
Base camp Tool area roped off			
Emergency first aid kit/water bucket			
Equipment ready			
Spare clothes			
Other hazards identified:			

Head/SLT Signature:



### **Appendix J - Dynamic Risk Assessment**



Appendix K – Insurance (Copy kept in School Office)