



Fox Wood School

Fox Wood School Forest School Handbook



Forest School Leaders: Sam Scott and Jade Ashton

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Philosophy:

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

The philosophy at Forest School is to encourage and inspire individuals through learning outdoors, pupils will participate in a range of hand on learning activities, that are engaging, motivating and develop self-awareness to achieve their full potential.

Forest School first developed in Scandinavia and is the roots of its education. It enables pupils to access the woodland areas on a regular basis and develop their skills through play and structured learning. It develops opportunity for pupils to learn about their natural surroundings, how to handle risks and use their own initiative to problem solve and develop relationships with peers.

Principles of Forest School

Forest school follows the 5 principles these are as follows:

- Forest School is a long-term process of regular sessions, rather than a one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
- Forest School takes place in a woodland or natural environment to support the development of a relationship between the learner and the natural world.
- Forest School uses a range of learner-centred processes to create a community for being, development and learning.
- Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
- Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
- Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

Trained Staff

Sam Scott Forest School Leader (Class Teacher)

Forest School Level 3

First aid in the outdoors (2 day)

Jade Ashton Forest School Leader (Class Teacher)

Forest School Level 3

First aid in the outdoors (2 day)

Other staff:

Outdoor learning for SEND children

Jayne Garratt (Teaching assistant)

Andrew Poskitt (Class Teacher)

Briony Duane (Teaching assistant)

Stacey Radley (Teaching assistant)

Diane Garcia (Teaching assistant)

Lesley Beswick (Teaching assistant)

Forest School at Fox Wood

At Fox Wood, the focus of Forest School is to enable all pupils the opportunity of exploration and to flourish in their self-confidence, increase their independence and excel their communication. This is at the heart of enhancing pupils wellbeing and the school community this will be promoted through all sessions.

At Fox Wood, we aim for every child to access the Forest School area. This will be throughout lessons, enrichment groups and Enhanced Provision activities. Pupils will be rotated to ensure that all pupils access the environment.

We aim for all sessions to incorporate, working together, problem solving, build self-esteem, support risk taking and work on enhancing practical skills, which can then be transferred into the classroom. We also aim for sessions to be fun, practical and spark children's love of learning in the outdoors.

Fox Wood Forest School Aims

- To ensure our Forest School ethos is followed
- To provide a safe, stimulating and engaging environment is established
- To allow pupils to take positive risks, make choices and initiate own learning
- Allow pupils to experience success and failure learning valuable life skills along the way
- To help pupils understand, appreciate and care for the environment
- To develop empathy skills, independence, self-esteem, confidence and positive attitudes from completing challenges and working on problem solving skills
- To develop personal, social and team building skills
- To enhance well-being opportunities in the outdoors
- To develop communication and language skills
- To enable children to be independent, self-motivated and considerate
- To establish a safe, happy and welcoming working environment
- To provide differentiated challenge, stimulation and varied learning opportunities based on the children's stage of development
- To help each other flourish in confidence and work together
- To have fun!

Forest School Rules

At the beginning of our Forest School sessions, rules will be shared with the pupils to ensure they are kept safe at all times, these are as follows:

- Never run in forest school, always walk so you do not hurt yourself
- Always hold a stick downwards never up
- Wash your hands before snack and after forest school sessions
- Be kind to the creatures and the trees
- Stay in Forest School
- Do good looking

- Do good listening to instructions
- Be happy and have fun!

Daily Procedures

<p>Before the session</p>	<ul style="list-style-type: none"> • Risk Assessments - The Forest School leader will check that all risk assessments are in place appropriate to all planned activities • Staffing - Forest School leader to ensure there are appropriate staff: pupil ratio for all planned activities in the session • Head count • Equipment check - this should be carried out by the Forest School leader to ensure that all equipment necessary for the planned activities is available.
<p>During the session</p>	<ul style="list-style-type: none"> • Session Opening <ul style="list-style-type: none"> ○ 1. Introductions of any new faces ○ 2. Make the group aware of new hazards or medical considerations ○ 3. Check that they are all wearing suitable clothing and footwear ○ 4. Take the group to the location ○ 5. Describe or walk the boundaries for the session ○ 6. Engage children in the development of rules and guidelines for the session ○ 8. Describe the session's activities • Dynamic risk assessments - carried out by Forest School leader and all staff in order to react safely in response to changing situations • Head count - regular head counts to be taken by all staff throughout the session • Emergency Bag - Forest School leader is responsible for the emergency bag • Closing the Session <ul style="list-style-type: none"> ○ 1. Extinguish any fires properly ○ 2. Count any tools used into their bag ○ 3. Remove structures ○ 4. Check for litter etc. ○ 5. Collect the equipment ○ 6. Conduct some type of evaluation with the group (questions, talking stick or drawing)

After the session	<ul style="list-style-type: none"> • Head count • Tool Check - Forest School leader to conduct tool check and maintenance • Site check - Forest School leader to check that site has been left as found or as close as possible • Evaluations - Forest School leader to reflect on and review learning and evaluate progress made. Taking into account the observations made, the Forest School leader to then review and amend the plan for the next session (if necessary).
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Activities and Games

Forest School sessions at Fox Wood are carefully planned and risk assessed by the Forest School leader. Forest School is pupil-led, educational process that promotes the social, emotional and physical development of children in a woodland environment through a safe, stimulating and engaging environment. "Key to supporting the child's progress is an acknowledgement of the role of the practitioner as a "significant other" who can encourage the development of self-esteem through scaffolding a student's preferred learning style. The development of the role of the "significant other" occurs through the long-term relationship that is built up over the duration of a Forest School programme. This relationship is founded on the twin principles of risk and trust. The successful matching of tasks/activities to a student's preferred learning style occurs through continual detailed observations and evaluation of a student's learning and behaviour over the duration of a Forest School programme." Activities for Forest School varied and we are trying to create independent learners who are inspired to try out their own ideas, whilst developing communication and language opportunities, explore their own interests and to attempt new ideas and try to facilitate this throughout each session.

Some activities might include:

- Physical movement games
- Sensory Activities
- Arts and crafts
- Studying wildlife
- Species Identification
- Minibeast hunts

- Den building
- Tool use
- Digging
- Knot work
- Fire lighting and camp fires
- Stories
- Construction
- Caring for our woodland

Code of conduct

Entering the Forest School

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

Boundaries

Before each session begins children are made aware of the boundaries. If children explore the adults should also move to be able to see the children but allowing the children the freedom to explore independently. If you lose sight of a child shout '1,2,3 where are you?' The children have been taught to respond by coming back to where an adult can see them.

Lighting a fire

When lighting a fire the Forest School leader will take control and all accompanying adults will be briefed before we start. A lit fire will not be left unattended at any point. A fire may not be lit until it has been confirmed to all that the fire safety equipment is in place, this includes a burns kit, fire blanket and water to extinguish the fire. A series of build-up activities will take place over a number of weeks, reinforcing fire safety rules, before a fire is lit.

Fire Circle

A fire pit will be used in which a fire will be lit. A fire circle using tree stumps will be created around the perimeter, 1.5m from the fire pit. No one may enter the fire circle perimeter unless invited to do so by the Forest School leader (the only adult allowed in the fire circle). If you wish to move around the fire circle you must step out of the circle and walk around the outside of the tree stumps. Even when the fire is unlit we will treat it as if it is lit.

Using Tools

All tools have their own tool procedure. Each one will have its own correct use. This includes guidance on any protective clothing, body position and which tool to use for a particular activity. The use of tools will be demonstrated before use.

Sticks

Children can carry sticks but are encouraged to think about how close they are to other children and to point sticks downwards. Bigger sticks may be dragged or carried with the help of another person when each person is at either end. Sticks must not be thrown or pulled from living trees.

Stones

Stones may be picked up and moved but not thrown. Children like to make patterns and pictures with them. Stones may not be thrown. They may be dropped but children must be encouraged to consider if it is safe to do so.

Digging

Digging large holes is not allowed apart from in a digging bed. Children may carefully move soil to look for insects and their habitats using fingers or small sticks found within the Forest School site.

Collecting wood

Wood may be collected for fire lighting purposes. It is collected in four thicknesses - matchstick sized, pencil sized, thumb sized and wrist sized. This is a good activity involving sorting and matching. Sticks may be collected for creating pictures and patterns but should be collected sparingly so as not to disrupt creature habitats.

Eating and drinking

Nil by mouth policy for anything found in the Forest, unless this activity has been specifically planned for during the session (e.g. blackberry picking).

Children must be reminded not to put their fingers or hands in their mouths or noses. When having drinks and snacks children will use wipes and water to clean their hands before consumption. Staff should be aware of health care plans prior to sessions for all pupils.

Rope and String Use

We do not allow children to tie up each other. If a child has a good idea and wants to tie up something, for example a tarp or tying two pieces of wood together, an adult should help them as needed, modelling appropriate knot tying.

Carrying and transporting materials

Children are encouraged to roll, lift, drag and to pull materials, either by using their hands or by using ropes. We encourage safe lifting by bending knees and keeping backs straight. Safe lifting should be modelled by adults. Heavier objects should be rolled, lifted or carried by more people working together.

Leaving the site

When leaving the Forest School site we will aim to leave it as we found it or as far as reasonably possible. Shelters should be taken down, and any materials brought to the site need to be taken away. Sometimes large items may be left between sessions. All rubbish will always be removed. If artefacts have been found or made these may be taken off the site with the consent of an adult.

Communication

Communication to our pupils is key throughout Fox Wood and developing these skills is paramount to our teaching. At Forest School communication will be promoted through a use of communication aids in line with individual pupil's speech and language reports. This will be specific to each individual pupil to promote communication skills. Forest school will also require pupils to listen carefully to instructions, work as a team and carry out tasks independently.

Assessment

Forest School will have continuous observation to assess the progress of pupils; this will be tracked through photographs, written observations, evaluations and evidence uploaded to Evidence for learning. If you have any

queries regarding assessment and forest school please do not hesitate to contact one of the forest school leaders.

Consent and photography

- Parents/carers are given a letter prior to Forest School sessions commencing that will include use of tools and fire
- A letter will be sent home to advise what clothing is appropriate
- Its parents/carers responsibility to inform staff via written permission if they wish for insect repellent to be applied
- Photographs will be used and shared through Evidence for Learning and social media accounts providing consent has been given- if you wish to discuss this please contact a staff member

Clothing at Forest School

Pupils will access the forest school in all weathers to ensure they gain the most from their experiences and explore the changes in the seasons. Therefore it is important that pupils come equipped for these sessions and for the weather forecast. Essentials include:

- Waterproof pants
- Waterproof Jacket
- Waterproof shoes/Wellies
- Spare clothes
- Sun cream/Sun hat (in hot weather)
- Extra layers (in cold weather)

Safety in Forest School is key, prior to any sessions beginning the area will be safety checked by one of the trained Forest School staff. The area will then be assessed for safety throughout the sessions and after a session. We aim to engage in Forest School sessions in all weathers although in extreme weathers (e.g. high winds) unfortunately we may have to cancel. You will be made aware if a session has unfortunately been cancelled, this will be to ensure that we keep all pupils safe.

Weather Checks and Handy Hints

- Check local forecast prior to session and assess the Forest School area
- Do not enter the woods if there are high winds or if branches are blowing at a 20 degree angle or more
- In windy condition be aware of weakened trees and branches
- Be aware that tree limbs may drop at any time in any weather
- Ensure pupils are dressed appropriately for the weather
- If the children are getting too cold, either warm them up through exercise or games, shared shelter, sitting by the fire or going inside.
- Ensure pupils have a change of clothes

Cancellation of session

Safety in Forest School is key, prior to any sessions beginning the area will be safety checked by one of the trained Forest School staff. The area will then be assessed for safety throughout the sessions and after a session. We aim to engage in Forest School sessions in all weathers although in extreme weathers (e.g. high winds) unfortunately we may have to cancel. You will be made aware if a session has unfortunately been cancelled, this will be to ensure that we keep all pupils safe.

Health and Safety/First Aid

At Fox Wood the health and safety of staff, pupils and visitors are crucial. Therefore at Fox Wood there are minimum requirements to ensure safety is ensured whilst in the Forest.

Forest School is located on the school premises and pupils from school will access the area. The Forest School leaders are responsible for the safe running of the sessions with support from the teaching assistants supporting on the day. However, all staff has a duty of care to the pupils and are required to take all responsible steps to ensure the safety of pupils, staff and visitors are priority. Before a session begins all staff included in the session will have access to planning of the activities and a sweep of the area will be completed to minimise risks.

A First Aid kit will be taken out to Forest School and readily available if it is required. This must only be accessed by the Forest School staff. A phone will also be taken and only used in case of emergency.

First Aid

Sam Scott and Jade Ashton hold a current Outdoor First Aid certificate (from 2019), being responsible for all aspects of health and safety and carrying out all medical equipment checks as detailed below.

Contents for emergency / First Aid kit

The kit needs to be regularly checked and re-stocked. The kit should contain the following items, paying due consideration to the size of the group:

- Plasters
- Adhesive wound dressings
- Non - Adhesive dressings
- Triangular bandage
- Finger dressings
- Sterile gauze swabs
- Sterile wash
- Cleansing wipes
- Burn pads
- Burn gels
- Thermal blanket
- Gloves
- CPR face shield
- Medical information and emergency contact details for all in group are available in School Office, including adult helpers and leader of sessions.
- Forest Leader should carry a walkie talkie

Other essential items

- Welfare kit (wet wipes, hand gel, drinking water)
- Medication for individuals
- Emergency fire kit
- Accident, Serious Incident/Emergency Procedure

What to do in an accident

- Child is assessed by trained outdoor first aider and treatment is given as appropriate.
- Accident log book is completed and parents/carers are informed on return to school.

Emergency support

Whilst a serious injury or incident is unlikely within our Forest School, every precaution is taken to reduce any potential risks and to ensure that plans are in place for quick and decisive action should this be required.

Emergency numbers:

999- Emergency services

01925811534- Fox Wood School

111- Out of hours

1) Situation will be assessed and First Aid will be administered if required.

Adult 1 (This will be determined at beginning of sessions): Forest School Lead to treat the injured person.

Adult 2 (This will be determined at beginning of sessions): To support Forest School Lead and get additional support if required.

All other staff: To lead other children to a safe space and complete a headcount, await further instruction and keep the children calm. A game may be played to distract pupils.

2) A decision will then be made to either:

Carry on with the session

Whether the injured person needs to go home

Whether the injured person needs to go to hospital

3) Staff will then inform parents and Senior Leadership Team of the incident and an accident/incident form will be completed.

Fire support

At Forest School, fires will be lit and used for cooking purposes and different activities throughout the sessions. This will only be done by a trained member of staff and the fire safety rules will be shared with pupils prior to the session.

Fire rules include:

- Do not go and sit at the camp fire circle unless told by an adult
- Always walk around the outside of our camp fire circle
- Stay seated unless told by an adult
- When seated keep legs tucked in, do not stretch legs out
- Never throw things into the fire

Fire Protocol including Fire management and Safety

Although fire is highly rewarding, useful and beneficial in many ways such as socialising, cooking and eating, it is also highly unpredictable and dangerous if not treated correctly.

We have several special designated fire areas and will teach our pupils how to approach and leave before lighting a fire. The fire circle site has been chosen carefully and is flat, avoiding tree roots, peat soil and deep leaf mould, rough ground etc. Our fire rules are shared prior to the session.

- We will make sure the weather conditions are not too windy, hot or humid
- Will make sure that the area above is free from overhanging branches
- The children will wear long sleeved tops and trousers
- Long hair will be tied back
- The children will be seated on surrounding tree stumps that are at least 1.5 metres away from the fire pit
- There will be gaps left between each tree stump to ensure an easy exit
- The children will stay in their seat unless instructed to do so by the adult
- Nobody will cross the inside of the fire circle
- If invited to the fire pit, the child and supervising adult will use the respect kneeling position
- The fire will never be left unattended
- The fire will be distinguished using a watering can
- We will ensure the flames have died out and the ashes are left to cool
- We will dispose of the ashes once cool
- We will have a trained outdoor first aider present when making fire
- We will have a fire blanket, burns kit and bucket of water (to quickly submerge burns) present

Camp Fire Cooking Procedure

- Each cooking activity will be risk assessed.
- Food hygiene regulations will be followed.
- We will use antiseptic wipes or soap and water for hand washing. We will have a plant sprayer filled with water to clean hands, this qualifies as running water.
- We will split open food and check it is cooked before consumption.
- When cooking with a stick we will use green wood and remove bark before cooking using a knife and scraping action.
- We will not re-heat cooked food.
- We will avoid foods that need a lot of fat to cook in case of pan fire.
- We will get young people to tuck in long hair and tie, roll up or fasten loose clothing.
- We will check that if anybody in the group suffers from food allergies or for other reasons, such as religious reasons, cannot handle or consume certain food types.
- If cooking using a stick make sure it is green wood and remove bark before cooking with a knife using a scraping action

Tool handling

During Forest School, pupils will have access to a range of different tools to support their learning. This will be risk assessed on the day and pupils will only access these when the Forest School Lead feels it is safe to do so.

All tools will be thoroughly checked before given to the pupils and will be demonstrated on how to use safely by the forest school leader. If they notice the tool is unsafe in any way use will be terminated immediately and the tool will be labelled as unsafe.

Tool Rules:

- Only use the tools when an adult tells you too
- Never run with the tools only walk
- Listen carefully to instructions and stay safe

Overview of Tools

Bowsaw

Tool used for:	Cutting/sawing logs and trees Tree cookies
Transporting to FS:	Carried in a sturdy bag on the Forest School trolley. Protective guard is always on when the saw is being transported or not used. When walking with the bow saw, carry like a handbag with cover on, blade facing down.
Safety Checks:	Check tension of saw blade and re-set or re-tension as necessary. Check blade condition - cracks, bent, missing teeth. Replace if necessary. Check handle condition.
PPE needed (and for whom):	Long sleeves and trousers Safety glove to be worn on non-tooled hand
Additional Safety Equipment to be used:	Saw log whilst resting on tree stump with missing wedge
Ratio Adult/Child	1-1 Adult to Child.
Safe Body Stance:	Use Respect position (Knee on floor - same side as tool hand e.g. right knee if right-handed. Other knee rose with leg at right angle.) Non-working hand gloved and behind cutting area.
Safe Action:	<ul style="list-style-type: none"> • When walking with the bow saw, carry like a handbag with cover on, blade facing down. • Make initial cuts in the wood using 3 strokes pulling towards the body. This will secure the blade and prevent slipping. • Use even pressure and smooth strokes forwards and backwards using the whole length of the blade. • Use an agreed script when sawing 'pull...pull', whoever is leading says this.
How to Clean:	Wipe clean with a cloth from the non-toothed edge to the toothed edge to ensure all dust and dirt is off the blade (gloved hand). Ensure blade cover is clean and dry inside before replacing.
Storage:	Store in a dry place with blade cover on in locked cupboard. Transport in canvas bag to FS site and place in designated tool area. Can be temporarily leaned against a tree trunk with cover on when in use.

Folding Knife (Penknife)	
Tool used for:	Whittling, cutting string and rope, peeling bark.
Transporting to FS:	Always carry and transport in locked toolbox.
Safety Checks:	Check no movement in the blade. Check no cracks in the blade or handle. Check for sharpness in the blade by running thumb cross-ways. Count in and out of box if using more than one.
PPE needed (and for whom):	Safety glove on the non-tool hand only (if being used by children)
Additional Safety Equipment to be used:	Long sleeves and trousers. Long hair tied back.
Ratio Adult/Child	1-1 (depending on competence of the children)
Safe Body Stance:	Maintain a 'work bubble' - always check this is present before using. Work bubble is one arm length plus tool all around. Double this if more than one knife is in use. Sit down and kneel in the respect position. Hold knife to one side with blade facing away from the body.
Safe Action:	Open for children Explain how to hold / demonstrate Hold with fist and thumb wrapped around Discuss sharp part of knife Hold knife to one side with the blade facing away from the body. Keep wood between you and the knife. Cut away from the body and to the side. Explain that if someone comes in their 'work bubble' they must stop. Fold away when not in use
How to Clean:	Oily cloth
Storage:	Locked toolbox Count in and out

Fixed blade knife

Tool used for:	For modelling and shaping, whittling, cutting string and rope, peeling bark, preparing food.
Transporting to FS:	Always carry and transport in locked toolbox. Knife carried in sheath at all times when not in use.
Safety Checks:	Check no movement in the blade. Check no cracks in the blade or handle. Check for sharpness in the blade by running thumb cross-ways. Check blades are connected to handle securely. Check blades are rust free. Count in and out of box if using more than one.
PPE needed (and for whom):	Safety glove on the non-tool hand only (if being used by children)
Additional Safety Equipment to be used:	Long sleeves and trousers. Long hair tied back.
Ratio Adult/Child	1-1 (depending on competence of the children)
Safe Body Stance:	Maintain a 'work bubble' - always check this is present before using. Work bubble is one arm length plus tool all around. Double this if more than one knife is in use. Sit down. Tree stump can be used as a work bench. Hold knife to one side with blade facing away from the body. Move the blade away from the body in an outwards/downwards action. If supporting the adult should kneel behind the child.
Safe Action:	Children to be supervised and supported Explain how to hold / demonstrate Hold with fist and thumb wrapped around Discuss sharp part of knife Hold knife to one side with the blade facing away from the body. Keep wood between you and the knife. Cut away from the body and to the side. If using a stump make sure that it is safe and will not fall over or roll. Explain that if someone comes in their 'work bubble' they must stop. Replace protective sheath after use. Count back in

How to Clean:	The tool should be wiped clean with an oily cloth after use (blunt end to blade) and sharpened if necessary by the Forest School leader.
Storage:	Locked toolbox in Forest School cupboard (locked) Count in and out When using, if knife is placed temporarily on the ground ensure that knife is lying flat with sheath in place.

Vegetable peeler	
Tool used for:	For peeling fruit and vegetables, whittling and removing bark from sticks
Transporting to FS:	Transported in locked toolbox. Carry held downward
Safety Checks:	Check that the blade swivels freely and is not blocked or rusty.
PPE needed (and for whom):	A work glove can be worn on the hand that holds the work piece.
Additional Safety Equipment to be used:	Long sleeves and trousers. Long hair tied back.
Ratio Adult/Child	1:2
Safe Body Stance:	Use in a sitting position, sit on a log or stump
Safe Action:	Hold the peeler and firmly draw it down the work piece away from the body, taking off a thin sliver of bark or wood. Rotate the work piece in the hand and repeat until the work piece is clean of bark or is the desired thickness.
How to Clean:	Wipe clean after use, wipe with thin oil or spray with WD40 occasionally to prevent rusting.
Storage:	Store in locked toolbox in Forest School cupboard Count in and out

Hand Drill	
Tool used for:	Drilling through wood discs/tree cookies and other thin pieces of wood.

Transporting to FS:	Transport in a sturdy canvas bag. When walking, hold handle next to leg with bit facing backwards. When passing, hold the wheel and offer the handle to the other person.
Safety Checks:	Check for no cracks in any of the parts and that the mechanism is running smoothly. Count tools in and out
PPE needed (and for whom):	None (All hair is to be tied back and loose clothing secured)
Additional Safety Equipment to be used:	Can use a clamp
Ratio Adult/Child	1-1
Safe Body Stance:	Respect position, assuming working near the floor
Safe Action:	Secure wood with clamp. Choose appropriate sized bit. Place bit into wood and check it is really tight. Apply pressure on top handle and rotate moving handle of drill clockwise.
How to Clean:	Remove bit and blow out any dust caught in the bit holder. Use oil cloth to ensure all dirt and moisture is off the tool. Oil cogs weekly with WD-40.
Storage:	Store in the Forest School Tool Box, locked in the Forest School Cupboard

Wooden Mallet	
Tool used for:	Banging stakes and wooden pegs into the ground.
Transporting to FS:	In the Forest School trolley, in the Stake and Mallets bag. When walking, hold the top of the tool next to the leg with the handle facing downwards. When passing, hold the top of the tool and offer the handle to the other person.
Safety Checks:	Check no cracks or splinters present. Count in and out
PPE needed (and for whom):	None
Additional Safety Equipment to be used:	None
Ratio Adult/Child	1:2

Safe Body Stance:	Use respect position, assuming working near the ground
Safe Action:	Hold handle and hit object. Do not swing the mallet too high or around you.
How to Clean:	No need to clean, Whittle off any loose bits of wood to maintain.
Storage:	Store in the Stake and Mallets bag locked, in the Forest School cupboard.

Loppers	
Tool used for:	Pruning/ coppicing /cutting anything smaller than a two pence piece
Transporting to FS:	Sturdy bag, handles all at the same end
Safety Checks:	Check plastic handle for cracks Check bolts are tight Check blade for sharpness Check for damage, rust Check the movement of the blade (should be smooth)
PPE needed (and for whom):	Long sleeves and trousers Hair tied back
Additional Safety Equipment to be used:	None
Ratio Adult/Child	1:1
Safe Body Stance:	Feet flat on the ground, not over reaching, legs astride for balance
Safe Action:	Carry holding parallel to the ground, holding the bottom handle, blade visible in front Remind children of safe working distance between themselves and others - an arm and tool length Hold the branch that is being cut so that it doesn't fall onto the child Hold branch with gloves on both hands at arm's length for the child if they need to cut further. Ensure that the branch being cut is right between the blades to prevent slippage
How to Clean:	Oily cloth
Storage:	Sturdy bag in Forest School cupboard (locked)

	Lean up against a tree when not in use within tool area so easy to see - never leave on the ground.
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Secateurs	
Tool used for:	Pruning/ coppicing thin branches
Transporting to FS:	Transported in locked toolbox. Carry held downward
Safety Checks:	<p>Check:</p> <p>The tool is in good working order, cutting without obstruction</p> <p>Blade is sharp (run thumb of blade horizontally)</p> <p>Rust / debris</p> <p>Lock working correctly</p> <p>Dirt on blade (wipe with glove / cloth)</p>
PPE needed (and for whom):	<p>Long sleeves and trousers</p> <p>Hair tied back</p> <p>Gloves</p>
Additional Safety Equipment to be used:	None
Ratio Adult/Child	1:1
Safe Body Stance:	Feet flat on the ground, not over reaching, legs astride for balance
Safe Action:	<p>Hold secateurs in dominant hand, non-dominant hand to be gloved</p> <p>Blade should be on the top to cut</p> <p>Squeeze together to lock at end of cutting</p> <p>Ensure in jaw securely before cutting</p> <p>Cut to be no wider than thumb</p> <p>Other person (wearing gloves) to assist in holding the branch to be lopped, at arm's length</p>
How to Clean:	Dry cloth to wipe smooth part of blade, oily cloth to wipe moving part
Storage:	Store in the Forest School Tool Box, locked in the Forest School Cupboard

Bill hook (pruning saw)	
Tool used for:	Sawing small pieces of wood

Transporting to FS:	Transported in locked toolbox. Blade is folded into handle when not in use
Safety Checks:	Check: Rust / debris All teeth in place and undamaged Mechanism has fluid movement Handle not damaged or cracked
PPE needed (and for whom):	Long sleeves and trousers Hair tied back Glove on non-working hand (child) Glove on supporting hand (adult)
Additional Safety Equipment to be used:	None
Ratio Adult/Child	1:1
Safe Body Stance:	Have wood resting within tree stump with safety wedge. Respect position
Safe Action:	Open saw away from the body holding handle in non-dominant hand and easing out with dominant hand Saw away from self Blade kept horizontal when in use Check work bubble is clear before use
How to Clean:	Remove large debris with gloved hand Use a toothbrush to clean teeth of saw
Storage:	Blade should be folded into handle when not in use Store in the Forest School Tool Box, locked in the Forest School Cupboard

Lost or Missing Person Procedure

Groups accessing Forest School will have levels of supervision so missing children scenarios will be highly unlikely. If children are given more freedom they will be instructed that they have to stay within eye sight of adults. This will be shared with pupils at the beginning of each session through the Forest School rules. They know to immediately gather around the adult if the whistle is blown three times. In the event of a suspected lost or missing person the whistle is blown five times. If the missing person has not been located after 5

minutes, contact will be made with the school office to inform them of the situation. The Head or Deputy Head teacher will assist in decision making.

Risk Assessment



RISK ASSESSMENT

Directorate: Family and Wellbeing	Location: Fox Wood School- Forest School	Date of Assessment: May 2019	Review Date: May 2020
Name of Assessor: Sam Scott Jade Ashton	Position of Assessor: Trainee Forest School Lead	Signature: J. Ashton S. Scott	

Title of Task: Forest School sessions

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
Nettles & brambles	Children/ staff	Stings & scratches or minor cuts	Check of grounds before sessions	L	Appropriate safety briefing to be given to all entering the school grounds. Make sure that everyone is dressed appropriately.	L

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
			Appropriate clothing prior to Forest school session Ground to be maintained		Effective management of growth or removal of nettles & brambles where required. Children to have covered legs. Gloves to be used if handling horns. Educate children about hazardous plants.	
Poisonous plants, berries & toadstools	Children/ staff	Poisoning or allergic reaction from ingestion or absorption leading to skin irritations, vomiting, anaphylactic shock, loss of consciousness or death	Check grounds prior to sessions Staff aware of health care plans Staff first aid trained	H	Education of staff & children about poisonous plants. Safety sweep of woodland & surrounding area before activities begin. Removal or cordon off any plants as required. Emphasise to children not to touch poisonous plants & adhere to no eating whilst in the woods until after hands have been washed.	L
Prominent roots, tree stumps, brambles and undergrowth,	Children/ staff	Risk of tripping over leading to sprains, strains, cuts, grazes,	Check grounds prior to session Share rules at beginning of session	M	Inform children of the possibility of encountering exposed roots & other tripping hazards across paths & other walk ways.	M

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
slippery surfaces		bruises or broken limbs.	Ensure pupils have correct footwear Staff first aid trained		Tell children not to run & to be aware of their footing. Check paths before commencing activities & cut back any brambles & undergrowth as they encroach into pathways. Suitable footwear to be worn.	
Glass, litter (including discarded hypodermic needles)	Children/ staff	Risk of cuts, grazes, scratches, puncture wounds & contamination from waste.	Ensure ground is checked prior to session Staff first aid trained PPE worn at all times	M	Monitor grounds & surrounding area for broken glass & other litter, including sharps, & inform police if evidence of trespassers & needle use becomes evident. Inform children not to pick up any broken glass, litter, needles etc., but to inform an adult of the location, who will then remove & dispose of safely using gloves.	M

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
Falling branches & trees.	Children/ staff	Head injuries, loss of consciousness, broken bones & death.	Ensure ground is checked prior to the session Weather checks to be completed Risk assessment to take place on the day	H	Safety check by staff prior to commencing activities. Monitoring of grounds, dangerous trees & branches to be removed. Children not permitted in grounds until work is completed. Grounds not to be used in strong winds.	H
Animal faeces	Children/ staff	Eye infections Poor hygiene	Ensure ground is checked prior to the session Correct PPE worn	L	Check by staff prior to commencing activities. Staff to encourage students to be vigilant where possible and inform staff. Wet wipes taken / protective gloves / washing of hands regularly. Supervision by staff. Where appropriate children observed closely to ensure they do not put inappropriate items in their mouth. Use trowel or	L

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
					disposable gloves to remove if necessary	
Insect bites	Children/ staff	Stings, allergic reactions, anaphylactic shock	Insect repellent form sent home to parents Ensure grounds checked prior to session Staff aware of health and care plans	M	Regular sweep for wasp's nests. Children taught to avoid contact with bees/wasps. Have any personal medication available. Use COSH tested insect repellent if necessary. Where appropriate children observed closely to ensure they do not put inappropriate items in their mouth.	M
Animal exposure	Children/ staff	Bites, scratches, infection	Rules shared with pupils Animal safety taught to pupils	L	Use 'look but don't touch' rule regarding any animals (e.g. cats, squirrels, birds, rabbits, rodents). Children definitely do not approach.	L
Inappropriate behaviour by students	Children/ staff	Bruises Slips Trips	Staff aware of behavior plans Visual and communication aids used	M	Sufficient adult supervision including 1:1 if necessary. Students informed of expected behaviour. Staff to follow Individual	M

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
			<p>Expectations shared at beginning of session</p> <p>Visual timetable used</p>		<p>behaviour plan if one in place. TEACCH Strips/visual timetables taken for some students if required / all appropriate resources re student behaviour. Regular head count</p>	
Absconding/abduction	Children	Missing child	<p>Ensure close supervision is in place</p> <p>Pupils taught boundaries and to stay in them during the sessions</p>	H	<p>Ensure that the perimeter of the site is secure with all fencing and gates in good order. Ensure that gates are kept locked, but that all staff are aware of the padlock codes. Ensure that all children know where they are permitted to be for each session & conduct regular headcounts. Rope off areas if necessary.</p>	H
Allergy from foodstuffs	Children/ staff	Allergic reaction from ingestion leading to skin irritations, vomiting, anaphylactic	<p>Staff aware of health care plans</p> <p>Staff aware of dietary requirements</p>	H	<p>Staff awareness of individual's dietary or medical requirements. Appropriate medication i.e. epi-pens taken to all sessions</p>	H

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
		shock, loss of consciousness or death.	Medication taken if required First aider on site		and stored appropriately in an accessible place. Trained first aider available on all sessions.	
Campfire	Children/ staff	Burns, blisters	Staff first aid trained available Level 3 Forest School to lead First aid pack available Water available Fire rules shared with ground Safety check on area	M	Children & staff aware of all rules & safety procedures in place around a campfire. Appropriate ratio of staff to children. Forest School leader confident of how to deal with clothing on fire & burns (bucket of water available). Correct clothing worn, hair tied back. Fire starting equipment (fire sticks, Vaseline, kindling) used then put away so children do not have any free access. Extinguishing media present along with first aid kit & burns treatment. Ensure that fire is extinguished before leaving the site. Use	M

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
					<p>countdown method to ensure that marshmallows have cooled sufficiently before they are eaten. Any movement by children around campfire is controlled (one at a time and by invitation) and around the outside of the circle, 1:1 if necessary. Kneeling position at fire. Tree stumps are at least 1.5m from the fire. Trained outdoor first aider present for all sessions.</p>	
Storage of tools & equipment	Staff	Risk of cuts, grazes, loss of fingers & puncture wounds.	<p>Tools to be put away safely</p> <p>Tools to be cleaned before put away</p> <p>Storage shed kept tidy</p> <p>Only specific staff to access</p>	L	All tools & equipment is to be stored in a safe & suitable manner in designated Forest School storage. Sharp tools to be stored sheathed & in proper containers. Access only to be allowed to members of staff, who are to be made aware of the presence of sharp tools.	L

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
					Storage to be kept locked at all times.	
Knives & peelers	Children/ staff	Risk of cuts, grazes, loss of fingers & puncture wounds.	Only trained staff to use First aid kit available PPE to be used Tool safety check to be done before use	L	Knives & peelers to be used in designated tool area only. Safety talk and full instructions given and a supervision ratio of 1:1. Glove to be worn on hand not using tool. Knives & peelers to be used away from body. Physical guidance of children used as required i.e. placing hand over theirs. Tools to be kept in good working order, tested before use, stored safely & inaccessible to children when not in use. Trained outdoor first aider present on all sessions.	L
Billhook	Children/ staff	Risk of cuts, grazes, loss of limbs, puncture	Only trained staff to use First aid kit available PPE to be used	H	Billhooks to be used in designated tool area only. Full instructions given and a supervision ratio of 1:1.	H

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
		wounds & damage to eyes.	Tool safety check to be done before use		Glove to be worn on hand not using tool. Billhook to be used away from body, with limbs & other people kept well clear. Physical guidance of children used as required i.e. placing hand over theirs. Tools to be kept in good working order, tested before use, stored safely & inaccessible to children when not in use. Trained outdoor first aider present on all sessions.	
Mallet	Children/ staff	Risk of bruises, trapped or crushed fingers & injury to others through swinging.	Only trained staff to use First aid kit available PPE to be used Tool safety check to be done before use	M	Mallets to be used in designated tool area only. Full instructions given and a supervision ratio of 1:1. Physical guidance of children used as required i.e. placing hand over theirs.	M
Bow saw	Children/ staff	Risk of cuts, grazes, loss of fingers &	Only trained staff to use First aid kit available	H	Bow Saw to be transported to and from site with protective cover on, carried	H

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
		puncture wounds.	PPE to be used Tool safety check to be done before use		by top handle. Bow saw to be used in designated tool area only. Full instructions given and a supervision ratio of 1:1. Glove to be worn on hand not using tool. Physical guidance of children used as required i.e. placing hand over theirs. Hands kept away from blade. Blade horizontal when in use. Use the word 'pull' to reinforce pulling motion. Adequate safe distance from saw to be maintained by observers. Cut wood to be collected after the bow saw cover has been replaced and adult says it is safe. Tools to be kept in good working order, tested before use, stored safely & inaccessible to children when not in use. Trained outdoor first aider present on all sessions.	

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
Building dens or other activities using sticks and branches - risk of sharp objects.	Children/ staff	Risk of cuts, bruises, scratches and scrapes	Rules shared at beginning of lesson so expectations to be shared Modelling to be used Behaviour plans followed First aid kit to be ready available	M	Children to be aware of dangers and carry / hold sticks carefully being aware of others around them. Injuries / accidents to be dealt with accordingly by first aider.	M
Inclement weather	Children/ staff	Head injuries, sunburn, sunstroke, loss of consciousness, broken bones & death.	Weather checks to be complete Weather forecast to be checked Appropriate clothing to be worn	H	Be prepared to cancel if the weather is too bad. Avoid over-exposure to sun. Check the weather report the day before. Advise participants of suitable attire and stop activity immediately if participants are ill attired for certain conditions. Provide access to hot/cold drinks in extreme weather. Shelter to be provided if necessary.	H
Digging	Children/ staff	Blisters, cuts, bruises, falling over	First aid kit to be readily available	M	Wear gloves for protection. Carry a spade in an upright position, blade down. Wear	M

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
			<p>Correct clothing to be worn</p> <p>Ground checks to be complete</p> <p>Staff to show pupils how to use spades correctly</p>		<p>appropriate footwear. High levels of adult supervision.</p>	
Pyrography machine	Children/ staff	Burns, splinters from wood, electrocution, fire	<p>Only trained staff to use</p> <p>First aid kit available</p> <p>PPE to be used</p> <p>Tool safety check to be done before use</p>	M	<p>Children shown how to use equipment properly and highly supervised. Children warned to keep fingers away from hot end. First aid kit easily accessible. Staff to visually check wood prior to use and to discard any that are damaged or defective. If the wood splinters during use, rub down lightly or begin again. All electrical equipment visually inspected prior to use. No overloaded sockets. Avoid using extension leads wherever possible. If they are used ensure they are fully uncoiled. Wands to be</p>	M

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
					turned off when not in use. Fire extinguisher available.	
Loppers	Children/ staff	Cuts, bruises	<p>Only trained staff to use</p> <p>First aid kit available</p> <p>PPE to be used</p> <p>Tool safety check to be done before use</p>	M	<p>Wear gloves. Keep hand away from cutting blades. Always use both handles on loppers. Never cut through branches thicker than a two pence piece. Carry holding parallel to the ground, holding the bottom handle, blade visible in front.</p> <p>Remind children of safe working distance between themselves and others - an arm and tool length. Feet flat on the ground, not over reaching, legs astride for balance. Hold the branch that is being cut so that it doesn't fall onto the child. Hold branch with gloves on both hands at arm's length for the child if they need to cut further. Ensure that</p>	M

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
					the branch being cut is right between the blades to prevent slippage Lean up against a tree when not in use within tool area so easy to see - never leave on the ground. Long sleeves and trousers. Hair tied back	
Secateurs	Children/ staff	Cuts, bruises	Only trained staff to use First aid kit available PPE to be used Tool safety check to be done before use	M	Wear gloves. Keep hand away from cutting blades. Always use both handles on loppers. Never cut through branches thicker than a thumb. Safe body position: feet flat on the ground, not over reaching, legs astride for balance. Hold secateurs in dominant hand, non-dominant hand to be gloved. Blade should be on the top to cut. Squeeze together to lock at end of cutting. Ensure in jaw securely before cutting. Other person (wearing gloves) to assist in holding the branch	M

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
					to be lopped, at arm's length. Long sleeves and trousers. Hair tied back	
Strimming and lawn mowing						
<ul style="list-style-type: none"> • Contact with blades • Petrol • Electricity • Manual handling • Noise • Vibration • Flying debris, stones • Fire • Allergies - grass, plants, hayfever, bees and wasps • Biological hazards faeces, syringes 	Staff	<p>Staff undertaking strimming and grass cutting may be at risk of:</p> <ul style="list-style-type: none"> • Wounds • Burns • Death or serious injury • Infection • Musculoskeletal injury • Trauma • Hearing damage • Penetrating wound to eyes • Anaphylactic shock • Sunburn 	<p>Only trained staff to use</p> <p>First aid kit available</p> <p>PPE to be used</p> <p>Tool safety check to be done before use</p>	H	<ul style="list-style-type: none"> • Ensure machine guards are in position and well maintained • Do not attempt any adjustments to machine until power has been isolated and machine stopped <ul style="list-style-type: none"> Inspect equipment for damage and wear prior to use. If damaged remove from use • Ensure equipment is maintained as per manufacturer's instructions • Only use equipment for short periods of time e.g. no more than 1 hour at a time • Wear ear defenders if necessary 	H

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
<ul style="list-style-type: none"> Slips and trips - slippery ground, trailing leads <p>Cold and wet weather</p>		<ul style="list-style-type: none"> Vibration white finger 			<ul style="list-style-type: none"> Inspect area to be mowed/strimmed before commencing work and remove large stones and rubbish. If faeces present then remove with suitable equipment .If a sharp/needle is found then pick it up wearing heavy sharp resistant gloves or litter picker, dispose of in designated sharp bin if available. If not a can or bottle can be used until it can be disposed of properly. Staff must tell the Head teacher if they suffer from any allergies including hay fever. Ensure that staff that suffer from allergies are suitable for the work and carry appropriate medication and have knowledge of the necessary emergency 	

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
					<p>procedures in the event that a reaction occurs</p> <ul style="list-style-type: none"> • Always wear gloves and suitable clothing (long trousers and sleeves) and wash hands regularly • Do not eat/drink when strimming/mowing. • Wash hands once finished • Do not strim/mow in very wet weather • Those working outside must wear appropriate warm weather gear and waterproofs as needed • Sun cream to be applied in hot weather and avoid mowing/strimming in the hottest part of the day • Protective footwear must be worn • Ensure petrol stored securely in an appropriate container • Fill the mower outside and use an appropriate filling tool such as a 	

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
					funnel to prevent accidental spillages <ul style="list-style-type: none"> • Don't smoke when using a petrol mower and keep all kinds of ignition sources well away from the mower and the fuel supply • Adhere to COSHH assessment for safe use of petrol 	
Mile a day Track	Children/ staff	Risk of tripping over or falling leading to sprains, strains, cuts, grazes, bruises or broken limbs.	Ground checks to be completed Suitable footwear to be worn	M	Tell children not to run & to be aware of their footing. Check paths before commencing activities for any heavy coverage of wet leaves. Ask children to stay on the track. Have children moving in a clockwise direction to minimise the number of pupils walking adjacently. Have sufficient staffing ratios to ensure appropriate supervision and deter poor behaviour.	M

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
Outdoor classroom	Children/ staff	Risk of tripping on the steps leading or falling whilst sitting on the bench or wall leading to sprains, strains, cuts, grazes, bruises or broken limbs.	Ground checks to be completed Expectations and rules to be shared	M	<p>Tell children not to run up the steps but to walk carefully and hold the hand rail if necessary. For students with visual impairments or those unsteady on their feet, staff to support up the steps as appropriate.</p> <p>Pupils to be encouraged to sit still and sensibly on the benches. Some pupils to have staff next to them, as appropriate, to encourage sensible and safe behaviour.</p> <p>Staff to be vigilant that no student uses the outside wall to sit on. If any students sits on the outside wall then they must be told to get down immediately.</p>	M

Behaviour Management Policy

- 1) Pupils will be supported with visual communication aids to support behaviour in the forest school area
- 2) All pupils will show a high level of respect for the forest school area and be shown how to look after this area appropriately.
- 3) Keep to the boundaries when in forest school and follow the rules shared at the beginning of each session.
- 4) Pupils will work together in an appropriate manner, being respectful of their peers personal space and responding appropriately to different situations.
- 5) All pupils will work to the best of their ability, praising and rewards will be used as motivation.

SEND Policy

- 1) To provide high quality teaching which enhances learning opportunities at all levels when in Forest School.
- 2) To provide a safe, stimulating, fun environment and engaging in the Forest School.
- 3) To promote self-esteem and respect throughout the Forest School sessions.
- 4) To provide a broad, balanced, appropriate and differentiated Forest School curriculum which supports pupils' development and independence out of classroom.
- 5) To promote and celebrate all achievements

Health and Safety Policy

- 1) Establish and maintain a safe and healthy working environment in the Forest School.
- 2) Ensure that positive risk taking is made available for all pupils and appropriate risk assessments have been complete.
- 3) Ensure that all staff delivering Forest School programme have read the guidance and relevant risk assessments and understood these.
- 4) Maintain Forest Schools area is safe and without risk to health linked to weather conditions and environment.
- 5) Ensure pupils emergency contact and health action plans are close by and available at all times during Forest Sessions. Staff to be aware of the information provided and location.

Communication Policy

Communication occurs all the time, throughout every aspect of school and home life. It is a basic human right. It is the way that we make friends and build relationships, express our

needs and feelings, make choices, learn and achieve independence. For children and young people, communication is integral to healthy development. When considering the Every Child Matters framework, children and young people will only be able to achieve the identified outcomes of being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being, if their communication needs are fully met and supported.

The development of appropriate communication skills is therefore a priority for the pupils at Fox Wood School, as a means of accessing the curriculum and participating in everyday life experiences. It is important that this is remembered throughout Forest School sessions and pupils are given the appropriate communication aids to meet their needs. We believe that all children and young people have the right to understand and be understood in all aspects of life and this is something that we will work on throughout Forest School.

Medical Conditions

Forest school should support pupils with medical conditions and not exclude any pupils due to their needs. It is important to ensure that the sessions are fully equipped to support the pupils needs and all resources are readily available if required, this will include health care plans and personal information.

We aim for all pupils to enjoy our Forest School sessions and will do this by:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

It is important that all staff are aware of pupils needs before running the session and they are confident in knowing what to do in an emergency.

Safeguarding and Child protection Policy

Child protection is the responsibility of all people who work with children, and schools do not operate in isolation but within the framework of multi-disciplinary collaboration. This includes Forest School leaders and volunteers.

As a result of their day to day interaction teachers and teaching assistants are well placed to observe outward signs of abuse, changes in behaviour and failure to develop or thrive. Such

signs may give rise to suspicion, but no more. They are not proof in themselves that abuse has occurred - but staff should be alert to signs. Children may display some of these signs during their time at Forest school.

CPOMS is our software application for monitoring child protection, safeguarding and a range of pastoral and welfare issues. Working alongside the school's existing safeguarding processes, Members of staff from across school can add information to CPOMS allowing the Safeguarding Team to take appropriate follow up action and it can be tailored to meet our school's exact needs. If you see anything that may arise suspicion, please ensure you let a staff member know so this can be recorded.

Toileting Procedure

- Children are toileted before leaving school building.
- Children can return to School through the allocated door agreed prior to session, supervised by a member of staff.
- If Pupils were to show they were in desperate need of the toilet during the session and had the mobility and understanding. staff would inform of how to use the outdoor facilities and 'urinate behind a tree.' this would be a rare occasion due to the high levels of severe disabilities and continent issues our pupils face
- Individual health and care plans to be followed for each individual pupil

3 Year Sustainable Site Management Plan

Fox Wood School

3 Year Sustainable Site Management Plan

2019-2022

Factor	Where	Current Situation	Target Situation	Preventative Measures	Monitoring	Management Method	Timescale
Fire Circle	Bottom Left corner of playing field	Fire circle complete and made from logs and tree stumps	A place for all Forest School groups to sit and have a campfire	Maintain/ fix/ replace logs that may be worn or damaged. Control nettle growth. Ensure fire pit logs are not used or moved by other classes	Check each visit for damage and movement of logs and stumps. Check each visit that the area has not been used by the public (fire circle is near to Woolston Park)	Sam Scott and Jade Ashton to maintain. Children to be encouraged to help where appropriate	Y1 - build Y2 - improve Y3 - maintain
Pathways	From Fox Wood school to daily mile and then to outdoor classroom and Forest Area	Grassed area that children can use to easily move around the site. Pathway does not allow easy access to Forest School area	A wheelchair friendly path to be installed the school to the path then to the Forest Area and outdoor classroom	No digging on paths. Gardeners to maintain agreed area. Encourage children to try out new pathways.	Check each visit and after the gardener has visited.	May need to cut back nettles, brambles etc. In forest school sessions encourage children to try new pathways.	Y1 Maintain Y2 install path Y3 Maintain

Seating Areas	A tyre seating areas around outside of the playing field within the woodland	We have four log seating areas across the site made from tree stumps. We want to develop this to make a tyre seating area	Multi locations available for classes to access outdoor learning.	Keep grasses and weeds around tyres trimmed and maintained.	Check each visit for damage and movement of tyres. Check after the gardener has visited.	Jade Ashton and Sam Scott to maintain. Children to be encouraged to help where appropriate	Y1 - maintain Y2 - build Y3 - maintain
Factor	Where	Current Situation	Target Situation	Preventative Measures	Monitoring	Management Method	Timescale
New Trees	Two copses close to more established woodland	Edge of field and two copses.	Lots of variety e.g. elder, silver birch, oak, sycamore	Maintain the woodland by edge of field and encourage maturity of trees in the two copses to encourage wildlife.	Keep check on the more newly planted trees and take care when cutting the grass. Trees may need cutting back if growing out into pathways.	Check before the gardener visits.	Y1-3 maintain
Nettles	Within woodland and especially around the fire circle	Around more established wooded areas, particularly	Gardener maintaining and spraying with weed killer.	Cut back and spray with weed killer as and when necessary.	Each visit	Cut back and spray with weed killer as and when necessary	Y1-3 maintain

		around the fire pit.		Regular foot traffic over area will help to stop regrowth		Risk assessments	
Deadwood	Piles throughout the woodland	Piles throughout the woodland from tree surgeons visit	Deadwood for insects to thrive	Encourage children to put dead resources on the deadwood pile.	Discourage children from using resources from the deadwood pile	Regular building of deadwood pile	Y1 Create Y2/3 build
Wildlife	In trees and bushes	Bug hotel Bird feeders Bird boxes Hedgehog habitats	Bug hotel More Bird feeders, Bird boxes, Hedgehog habitats	Educate children on helping wildlife, add more bird boxes and deadwood piles for insects	Monitor as part of forest school programme	Avoid damage to wildlife homes	Y1 Build Y2/3 Maintain
Wood supply	Throughout woodland	Vast quantities	Supplies remain high	Coppice in Autumn/winter to maintain supply	Check levels through forest school sessions.	Forest school plans and coppicing	Y1,2,3 Monitor and Maintain
Create designated areas	In Forest School area	Limited areas available	Music wall Fairy garden Digging area Mud kitchen Mark making area	Educate children in designing the areas Develop the areas	Forest school leaders from each site and pupils to support	Design and check areas prior to setting them up	Y1- Plan Y2- build Y3- Maintain

				Pupils to support maintaining the areas			
Work with joined school to develop area and share skills	Meet in classrooms arranged by Forest School leaders	Two schools are working separate	Staff to work together and resources to be shared	Staff to communicate with each other and meet termly Mix pupils based on ability Share resources and equipment	Forest school leaders from each site	Regular minute meetings with all forest school leaders to plan and evaluate sessions	Y1-Y3 Monitor and Maintain
Fundraise for an outdoor classroom and shed for storage	Classroom- On field located near school Shed- Near Fox Wood School	We have a small budget for Forest school	To create an appropriate outdoor classroom have it installed and accessible Have a storage shed available to store Forest School resources and equipment	Discuss and develop fundraising ideas	Whole school to be aware and support with ideas Admin staff to allocate funds raised to specific budget	Monitor success of fundraising Share ideas between forest school leaders and liaise regular with team to plan and evaluate	Y1- Plan Y2- Fundraise Y3- Maintain

Build up a bank of resources and clothing	In storage area	We have limited resources and clothing	To have spare clothing and a bank of resources available to all staff	Storage of resources and clothing Allocated pupils to take responsibility of on belongings	Sam and Jade to monitor and delegate Pupils to support with ensuring these are looked after	Forest school team to have allocated time to replenish and organise resources termly.	Y1-Y3 Create resources and send letters to parents for support
Set up a Forest School group supported by TAs	In school	We have some TAs that have expressed an interest	To have a forest school group supported by TAs	Staff to take responsibility in developing the area	Jade and Sam to monitor jobs are completed and lead groups	Meeting with forest school teams to discuss and evaluate sessions, share ideas to plan and discuss pupils referred by SEHM panel for additional Forest School sessions.	Y1-set up group Y2- Meet with group and delegate Y3- Maintain and establish