



Forest School Handbook



St. Nicholas C of E Primary School, East Challow

'A caring community where all pupils are valued and achieve well'

Table of Contents

Section One – What is Forest School?	1
A brief history	1
Forest school principles and criteria for good practice	2
Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations, and reviewing are integral elements of Forest School.....	2
Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.....	2
Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.....	3
Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.....	3
Principle 5: Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.....	3
Principle 6: Forest School uses a range of learner-centred processes to create a community for development and learning.....	4
Section Two - Forest School at St. Nic's.....	5
Site location	5
Welcome to St. Nic's!.....	6
Our School Vision.....	7
Forest School Vision	7
Our Forest School Site.....	7
Environmental Impact Assessment	11
Assessing Ecological Impact at Forest School.....	11
Roles and responsibilities Forest School	14
Forest School Leader	14
Vale Academy Trust	15
Governors.....	15
Head Teacher	15
Teachers/Teaching Assistants.....	15
Volunteers/assistants at Forest School.....	16
Parents	16
Children	16

Communication Strategy	16
Forest School Leader's kitbag	17
Forest School Resources.....	17
Forest School Schedule	18
Section 3 Policies and procedures	19
Health and Safety.....	19
Emergency Procedures	20
Major injury to a child	20
Major injury to an adult.....	20
Minor Injuries	20
COSHH	20
Extreme weather.....	21
Fires.....	21
Lighting fires.....	21
Fire Safety.....	22
Extinguishing Fires.....	22
First Aid Kit	22
Insurance	23
Manual Handling	23
Transporting Materials.....	23
Managing Risk.....	23
Tool Policy and Procedure	25
Transport Policy	25
Welfare	26
Clothing requirements.....	26
Food and Drink Policy	27
Food Preparation	27
Food Storage and Transportation	27
Cooking Food.....	28
Eating food.....	28
Clearing up after eating.....	28
PPE.....	28
Toilet Procedure.....	28

Safeguarding and Child Protection	29
Disclosure/accusation	29
Confidentiality and Data Protection	31
Lost Child Procedure	31
Equality and Diversity	31
Behaviour	32
St. Nicholas Primary School Behaviour Summary	32
Volunteers	32
Daily Operating Procedure	33
Organisation prior to the session	33
Preparing children for the session	33
Walking to the Forest School site	33
Start of the session	33
End of the session	34
Admin tasks	34
Mobile phone policy	34
Appendices	35
A1. Certificates	35
A2. Letter/consent forms/information for parents	36
A3. Forest School Clothing Requirements	37
A4. Parental Permission and Consent	38
A5. Medical Consent Form	39
A6. Parent Information Leaflet	40
A7. Forest School Termly Timetable	42
A8. Risk Assessments	43
A9. Insurance Certificates	55

Section One – What is Forest School?

A brief history

In the UK, the roots of Forest School can be traced back to the early 1900s, with the promotion of the 'Woodcraft Way' (a movement started in America by Ernest Thompson Seton); the influences of which followed the beliefs and lifestyle of Native Americans. Several decades later, residential camps were launched, reflecting how these people lived in the outdoors and recognised the involvement and importance of their community. Living alongside nature was seen to promote well-being and develop an appreciation for those involved and their environment.

Modern Forest School can be linked to Bridgewater College in Somerset, when a group of students visited Denmark in 1993. They witnessed children (of noticeably young ages) being allowed into woodland areas, where they were given the freedom to explore their surroundings. What they observed was that the children were confident, activities were child led, and that they were able to use a variety of tools and start fires.

The visitors were inspired by what they had seen and how the outdoors had been used by the children, so decided to introduce a moderated version back in the UK. They started to hold short sessions outside and were impressed by the children's growing independence, confidence, and level of self-esteem; since activities were child led, all children experienced success.

In 1996, the college acquired an area of woodland and began to develop Forest School sessions. Their work was noted, and training courses were developed to enable others to gain the skills needed to work in an outdoor environment.

2002 saw the first National Forest School conference, supported by the Forest Education Initiative (FEI) And the Forestry Commission. They defined Forest School as:

'An inspirational process that offers children, young people and adults regular opportunities to achieve, develop confidence and self-esteem through hands on learning experiences in a local woodland environment.' (Forest School [England] Network 2002).

Forest School ideally takes place in a woodland, but essentially is based in the natural environment. The area is left as natural as possible, but may have a seating area, fire pit and shelter for storage and use in bad weather.

Children regularly visit the area and experience the change to the environment during the different seasons. They are encouraged to foster an awareness and appreciation of their surroundings and explore and play in the area in a respectful and safe way.

There will usually be a specific activity provided, but the children are free to take this up; or not. In having the freedom to decide how they spend their time; children have the opportunity to learn about, and manage, risk.

Forest School and outdoor learning-and their benefits for learners-is supported by research. Links have been found that show how Forest School provides physical benefits (being outdoors and

exercising), mental and spiritual health benefits (promoting independence, resilience and problem solving skills) and gives an opportunity to learn and develop new skills (tool use, fire starting and cooking).

Forest school principles and criteria for good practice

Listed below are the six principles (taken from the Forest School Association website), that combine to make Forest School an 'ethos', rather than a 'place'. These were agreed upon in 2011 by the UK Forest School community and can be found at www.forestschoollassociation.org

Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations, and reviewing are integral elements of Forest School.

- Forest School takes place regularly, ideally at least every other week, with the same group of learners, over an extended period of time, if practicable encompassing the seasons.
- A Forest School programme has a structure which is based on the observations and collaborative work between learners and practitioners. This structure should clearly demonstrate progression of learning.
- The initial sessions of any programme establish physical and behavioural boundaries as well as making initial observations on which to base future programme development.

Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.

- Whilst woodland is the ideal environment for Forest School, many other sites, some with only a few trees, are able to support good Forest School practice.
- The woodland is ideally suited to match the needs of the programme and the learners, providing them with the space and environment in which to explore and discover.
- A Forest School programme constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/ manager, the Forest School practitioner, and the learners.
- Forest School aims to foster a relationship with nature through regular personal experiences in order to develop long-term, environmentally sustainable attitudes and practices in staff, learners and the wider community.
- Forest School uses natural resources for inspiration, to enable ideas and to encourage intrinsic motivation.

Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners

- Where appropriate, the Forest School leader will aim to link experiences at Forest School to home, work and /or school education
- Forest School programmes aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, social, and spiritual aspects of the learner.

Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

- Forest School opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests.
- Forest School uses tools and fires only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment.
- Any Forest School experience follows a Risk-Benefit process managed jointly by the practitioner and learner that is tailored to the developmental stage of the learner.

Principle 5: Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

- Forest School is led by qualified Forest School practitioners, who are required to hold a minimum of an accredited Level 3 Forest School qualification.
- There is a high ratio of practitioner/adults to learners.
- Practitioners and adults regularly helping at Forest School are subject to relevant checks into their suitability to have prolonged contact with children, young people, and vulnerable people.
- Practitioners need to hold an up-to-date first aid qualification, which includes paediatric (if appropriate) and outdoor elements.
- Forest School is backed by relevant working documents, which contain all the policies and procedures required for running Forest School and which establish the roles and responsibilities of staff and volunteers.
- The Forest School Leader is a reflective practitioner and sees themselves, therefore, as a learner too.

Principle 6: Forest School uses a range of learner-centred processes to create a community for development and learning

- A learner-centred pedagogical approach is employed by Forest School that is responsive to the needs and interests of learners.
- The Practitioner models the pedagogy, which they promote during their programmes through careful planning, appropriate dialogue and relationship building.
- Play and choice are an integral part of the Forest School learning process, and play is recognised as vital to learning and development at Forest School.
- Forest School provides a stimulus for all learning preferences and dispositions.
- Reflective practice is a feature of each session to ensure learners and practitioners can understand their achievements, develop emotional intelligence and plan for the future.
- Practitioner observation is an important element of Forest School pedagogy. Observations feed into 'scaffolding' and tailoring experiences to learning and development at Forest School.



Section Two - Forest School at St. Nic's



Figure 1 School Entrance

Site location

St. Nicholas C of E Primary School
Sarajac Avenue
East Challow
OX12 9RY
National Grid reference: SU378878
OS X (Eastings) 437868 OS Y (Northings) 187879
What Three Words: ///Announced.Surfed.Chickens

Welcome to St. Nic's!

Set in the beautiful Oxfordshire countryside, we are incredibly lucky to have the most amazing outdoor space here at St. Nic's. This year, we have embarked on a journey to make the most of this, by developing our school garden and now our Forest School area.

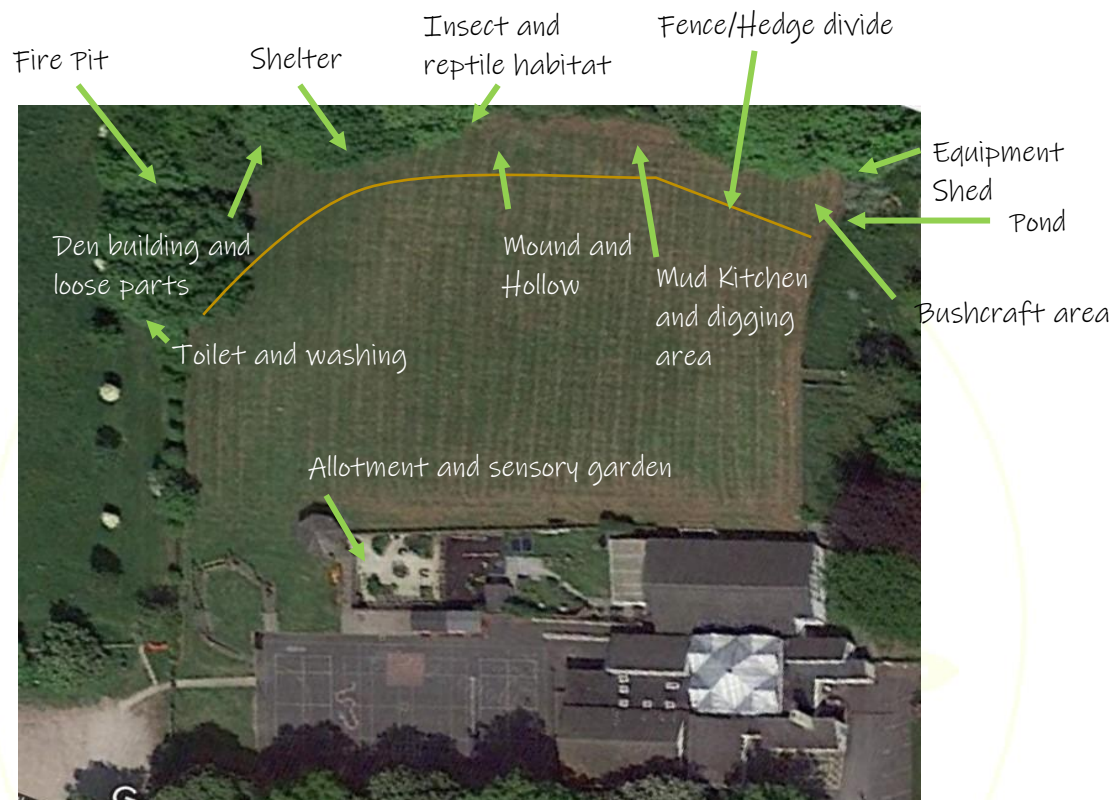


Figure 2 Annotated aerial view

Target Note	Description
1	Allotment
2	Willow Planting
3	Bird box
4	Pond for pond dipping
5	Bushcraft area and equipment shed
6	Fence/Hedge to demarcate bottom strip of field
7	Den building area and fire pit
8	Mud Kitchen
9	Shelter
10	Toilet/Wash Area

Figure 3 Graphic of proposed plan with target notes



Our School Vision

'Life in all its fullness.' John 10:10

"Learning from the life of St. Nicholas, we value each individual's unique gifts, enabling them to be the best versions of themselves while inspiring others. We aspire to all individuals enjoying life in all its fullness by being respectful and compassionate for themselves and others in our own community and in the wider world"

Forest School Vision

We expect Forest School to compliment and reinforce our school vision and our values of 'Belonging, Compassion and Resilience' as we strive to ensure that Forest School is a place of inclusion, where all of our children can develop and grow.

St. Nic's Forest School vision is:

'For our children to develop independence, resilience, and an appreciation of the world around them, through exploration, learning and having fun outdoors'.

This handbook has been prepared for parents, staff, governors and visitors, to enable them to understand how Forest School works and the policies and procedures that inform our provision for the development of our children.

The handbook is a working document and therefore policies and procedures that are (currently) included are subject to review and change.

Our Forest School Site

Forest School at St. Nic's is a new undertaking for 2021 and our site is a work in progress. Sessions will take place in a designated area of the school playing field, the total area of which is approximately 700m².

In order to create a recognisable and permanent area for the children to use, a semi-permanent fence has been erected, demarcating it from the rest of the field. As part of our plan to develop the area and increase the biodiversity of our site, we are planting a hedge that will ultimately replace the fence.



Figure 6 Looking to the left (west)



Figure 4 Looking to the right (east)

In the left-hand corner of the site are a dozen mature and semi-mature trees, in fair to good condition:

Norway Maple (0874/0885)

Common Ash (0875/0877)

Field Maple (0876/0879/0883/0884)

Common Lime (0878/0880/0881/0882)

Running along the boundary from a neighbour's garden are five overhanging, untagged, mature Horse Chestnut trees.

At the foot of the trees (*Figure 8*) we have a dedicated fire pit area with log seating, covered by a parachute canopy. We are in the process of building a semi-permanent shelter from pallets and heavy-duty tarpaulin (*Figure 7*).



Figure 8 Fire Pit



Figure 7 Shelter and story chair

The right-hand corner - and indeed strip of land running up towards the school - had been fenced off and left. As a result, the pond that had been created there about a decade ago, had dried up, and as a recent pond survey concluded, had no viable flora or fauna.

The pond is currently being restored and is, as the map shows, incorporated into our Forest School area. We plan to introduce a range of plants to the pond and its immediate area, that we hope will attract a range of wildlife in the coming months and years.



Figure 9 Pond restoration

Next to the pond is our Forest School shed, mud kitchen, digging area, 'mound and hollow' and tool space, where the children will have the opportunity to use a variety of hand tools.

- The children will have the chance to:
- Climb trees
- Light a fire and cook outdoors
- Use tools
- Use ropes, tarpaulins and natural materials for den building
- Go pond dipping and look closely at wildlife
- Build animal shelters and care for wildlife
- Build bug houses
- Learn knot tying
- Or simply enjoy free play...they decide!

Our aim for Forest School at St. Nic's is for the children to develop an appreciation of-and love for-the outdoors and nature, through their time spent at Forest School.

"No one will protect what they don't care about, and no one will care about what they have never experienced."

Sir David Attenborough

As we embark on our Forest School journey, we are initially setting aside two afternoons each week, for children from all years to be able to experience six weekly sessions. These will take place on a Wednesday and Friday and will start with children from Reception and Year One.

Environmental Impact Assessment

We have conducted an Environmental Impact Assessment, so that we can enjoy the space, whilst ensuring its sustainable use. We aim to continue (as with the School Garden), recycling and upcycling the materials that we use (as far as possible). We are looking into becoming an Eco School and wish to promote an awareness within the children of their surroundings, both immediately and on a world-wide scale and of the impact that they have on it and how they can help promote its natural health.

Assessing Ecological Impact at Forest School

Table 1 Statutory Designations

Applicability	
SSSI	Site of Special Scientific Interest – a site designated by Natural England to protect wildlife, geology or landform. Not applicable to this location.
NNR	National Nature Reserve - Managed by other organisations to protect the environment. Not applicable to this location.
SAC	Special Area of Conservation – protects one or more species or habitats as defined in the Habitats Directive. Not applicable to this location.
SPA	Special Protection Area – protected areas for birds classified under Wildlife and Countryside Act and Habitats Directive. Not applicable to this location.
SAM	Scheduled Ancient Monument – building or site of national significance. Not applicable to this location.
TPO	Tree Preservation Order - made by local authorities to protect individual trees of interest. Not applicable to this location.
LBAP	Local Biodiversity Action Plan – the means by which each local area can contribute to the UK Biodiversity Action Plan. This location is not currently in a LBAP priority area, but attention has been paid to the priority actions of the wider Oxfordshire LBAP so that habitat creation and management activities contribute towards the goals.

Table 2 Environmental Impact Matrix (assessing ecological impact of Forest School activities)

	Macro Fauna	Micro Fauna	Soil	Ground Layer Flora	Field Layer Flora	Shrub Layer Flora	Canopy Layer Flora
Fire	Minor Negative Short term Infrequent	Minor Negative Short term Infrequent	Raised off ground. No impact expected	Raised off ground. No impact expected	No impact expected	No impact expected	No impact expected
Removing Dead Wood	Minor Negative Medium term	Negative Medium term	Negative Long term	Minor Negative Short Term	No impact expected	No impact expected	No impact expected
Cutting Live Wood	Minor Negative Medium term	Minor Negative Medium term	Minor Negative Short Term	Minor Negative Short Term	No impact expected	No impact expected	No impact expected
Using trees, shrubs for support	Minor Negative Short term Infrequent	Minor Negative Short term Infrequent	Minor Negative Short Term	Minor Negative Short Term	No impact expected	No impact expected	No impact expected
Bringing materials on to site	No impact expected	No impact expected	Negative Short Term Infrequent	Negative Short Term Infrequent	Negative Short Term Infrequent	Negative Short Term Infrequent	No impact expected
Collecting flora and seeds	Minor Negative Short term Infrequent	Minor Negative Short term Infrequent	No impact expected	Neutral	Neutral	Neutral	Neutral
Mini beast hunt	Minor Negative Short term Infrequent	Minor Negative Short term Infrequent	No impact expected	Minor Negative Short term Infrequent	Minor Negative Short term Infrequent	Minor Negative Short term Infrequent	No impact expected
Moving around	Minor Negative Long Term Infrequent	Minor Negative Long Term Infrequent	Minor Negative Long Term Infrequent	Minor Negative Long Term Infrequent	Minor Negative Long Term Infrequent	Minor Negative Long Term Infrequent	No impact expected
Tree climbing	Minor Negative	Minor Negative Short term Infrequent	No impact expected	No impact expected	No impact expected	No impact expected	No impact expected

Table 3 Minimising ecological impact

Activity	Potential Impact	Procedure for Reduction
Fire	Risk of spread, scarring macro fauna, using wood containing micro fauna, scorching ground, over enrichment of ground due to ash, prevent growth of flora.	Fire pit, raised from ground, controlled, adult supervised small fires, dispose of ash.
Removing Dead Wood	Removal risks destroying existing habitats depending on length of time of their presence.	Leave where possible on site, move rather than remove to leave as habitats, its decomposition helps soil.
Cutting trees	Over coppicing may harm live plants, remove food/habitats, and/or leave trees open to infection.	Ensure sustainable coppicing, only cut live wood where necessary, cut cleanly in a way that allows rain to run off and avoid infection.
Using trees, shrubs for support	Damage to bark, risk of breaking.	Use trunk sleeves for rope, use created structures from spare wood (pallets)/fences to secure rather than live trees.
Bringing materials on to site	Vehicular/regular foot access may lead to damage to soil/ground layer. Risk of biosecurity issues (invasive non-native species), risk of disease.	Use 'clean, check, dry' procedure around water. Use foot access only, monitor health of ecosystem.
Collecting flora and seeds	Removing potential food source from birds, macro and micro fauna, reducing pollination, preventing reproducing and if continued; leads to species loss.	Only remove small proportion for educational purposes, prioritise finding flora/seeds that have naturally come off the flora rather than picking live. Don't allow children to pick vegetation.
Mini beast hunt	Disturbing macro and micro fauna and ground level flora.	Observation of key areas (induline, bug hotels, dead wood) rather than rummaging.
Moving around, trampling	Foot access damage to soil/ground layer. Vegetation and soil erosion where children regularly walk.	Encourage children to use all areas of the site to spread impact. Monitor most heavily used areas and consider zoning areas showing damage to recover. Rotate activities. Lay down woodchip in main walkways.
Tree climbing	Potential damage to bark and ground level fauna and flora.	Minimise activity, rotate trees used to allow for recovery
Consuming snacks	Food waste could attract rodents.	Use/empty bin after each session.
Toilet and Hand washing	Non eco-friendly handwash could affect the soil chemistry and in turn be harmful to the fauna and flora of the ground layer.	Waste water will be collected in a bucket and disposed of in the school drains. No urination directly on ground. Toilet will be emptied regularly in school toilets, move toilet tent to alternative location, use eco-friendly handwashes if dirty water likely to run onto ground.
Digging	Children digging in woodland floor destroying patches of habitat.	Have designated digging area (mud kitchen, hollow and mound).
Building a fence	May cause an obstruction for resident wildlife (e.g. badgers). Aesthetics.	Choose appropriate fencing materials, leave holes and access to wildlife (no solid fencing).
Shelter	Ground in and around shelter will become eroded and prevent woodland flora from growing.	Observe area for erosion, use wood chip walkways, only use in inclement weather not all year round to allow recovery.
General wear and tear	As time goes on, site might become eroded/damaged.	Observe the site, monitor impact with photographs from set vantage points, rotate activities and zones when necessary. Seek alternative site to allow area to 'rest'.

Table 4 The 3-year management plan

Activity	Year 1	Year 2	Year 3
Install undulating pond of different depths to create new ecosystem and add to site's biodiversity.	Build	Plant	Maintain
Plant 250 bare root, wildlife-friendly, native mixed hedging plants (Hawthorn, Hazel, Blackthorn and Spindle) – sponsored by parents in their children's names, that will grow around our fence and that the children can see grow as they move through their years at school. Again, create new habitats on site.	Planted 11/2021	Maintain	Maintain
Construct and install hedgehog houses, bird and bat homes.	1 hedgehog house complete	Add bird boxes and camera	Add bat boxes
Sow wild flower seeds in area adjacent to pond to create a mini-meadow.	N/A	Sow	Maintain
Planting Willow on a bank within the school grounds, to provide a sustainable source that can be coppiced and used in activities for years to come. Until it has reached the point of maturity when we can do this, we will be purchasing stocks from a source outside school.	N/A	Plant	Coppice
Use wood chippings to mark out main walkway through the site, from the fire pit area to the pond, to minimise the impact of walking on flora and fauna.	N/A	Purchase and lay	Maintain
Build a bug hotel from recycled pallets.	Spring	Add	Maintain

Roles and responsibilities Forest School

Becky Palmer is the Forest School Leader and will plan and lead St. Nic's Forest School sessions.

The leader and children will be supported by the class's TA and an additional volunteer (parent or volunteer from our community).

Forest School Leader

- Will check the site prior to each session and decide on whether a visit is appropriate based on forecast weather conditions.
- Plan/prepare suitable activities for each group.
- Will be responsible for supervision and conduct of children and helpers during the session.
- Follow Health and Safety policy/guidelines.
- Conduct a thorough Risk Assessment for the site and activities held there.
- Contact parents to advise on sessions, seek consent and permissions.
- Ensure that First Aid provision is available.
- Have an Emergency Action Plan in place.
- Define roles and advise helpers on these.
- Ensure that helpers are aware of what to do in the event of a child disclosure.

- Liaise with teachers to see if any activities link to class learning.
- Inform teachers/helpers of plans for the visit.
- Be aware of child protection/dietary/medical conditions of visiting children.
- Reflect on/evaluate the session and the children, with the adults who have attended the session.

Vale Academy Trust

- Support St. Nic's Forest School provision, ensuring Health and Safety Policy is up to date/accurate.
- Ensure appropriate insurance is in place.

Governors

- Need to be aware of Forest School provision and practices.
- Ensure that policies are in place and adhered to.
- Support provision through funding.

Head Teacher

- Determine days/times of sessions to fit with the school timetable.
- Be aware of the activities undertaken on site.
- Ensure sufficient staff are available to cover the sessions.
- Be confident that the Forest School Leader and helpers are competent.
- Check that Risk Assessments have been carried out and are accurate.
- Confirm with Governors/VAT that appropriate/adequate insurance is in place.
- Be confident that the medical/dietary requirements/additional needs of the children are known to the Forest School Leader.
- Check that parents have completed consent forms.
- Ensures/facilitates direct contact between the school and Forest School Leader during the session, in the event of an emergency.
- Ensure that the school/Forest School Leader has up to date contact/next of kin details of all children.
- Ensure volunteers have current DBS check.

Teachers/Teaching Assistants

- Advise of any previous/current needs/requirements of the children.
- Be aware of their role during the session.
- Raise issues of concern with the Forest School Leader/Head Teacher; during and/or after the session.
- Be aware of/up to date with St. Nic's and Forest School Health and Safety Policy and Procedure.
- Be aware of what to do in the event of an emergency.
- Be able to contact the school in the event of an emergency.

- Follow guidance on Forest School expectations/ethos/provision.

Volunteers/assistants at Forest School

- Be aware of and follow Health and Safety policy.
- Hold current DBS check.
- Immediately notify the Forest School Leader of Health and Safety concerns.
- Inform the Forest School Leader of any disclosure.
- Follow instructions of Forest School Leader.
- Ensure they are not left alone in charge of children (unless in event of an emergency).
- Read and follow St. Nic's Forest School Handbook.

Parents

- Give consent (complete and return a consent form) for their children to attend Forest School sessions. (See Appendix A2)
- Provide suitable clothing for each session for their children.
- Read the information provided by the Forest School Leader about the sessions.
- Provide up to date information to school (to be accessed by the Forest School Leader) about their child (contact details/allergies/medical conditions).

Children

- Must follow the instructions given by the Forest School Leader and any other adults present during the session.
- Continue to follow the school rules of 'Be Kind, Be Respectful, Be The Best You Can Be'. And the 'rules' of Forest School – 'Be Kind To Ourselves, Be Kind To Our Friends, Be Kind To Nature' - in order to keep all participants safe.
- Inform an adult of any potential threats/dangers in the Forest School area.

Communication Strategy

It is important that parents are given the opportunity to read, speak and ask about what Forest School means for their children. Therefore:

- Parents of children in Reception and Year One (the first groups to have the sessions) were given the information leaflet and the Forest School Leader was present at an open evening for parents - to answer any questions - in September.
- In the future, parents of children due to start their sessions will be sent a letter, the consent forms and information leaflet via email. This will include an invitation to meet with/contact the Forest School Leader, should they have any questions/concerns.
- Requests for parent's help developing the site – and updates on progress – have been posted on Class Dojo.
- Parents have been informed via the weekly school newsletter of developments.

In addition, the Forest School Leader has had – and will continue to have – discussions with teachers, support staff and the Head Teacher about future plans for Forest School.

A copy of the St Nicholas Forest School Handbook will be available on the school website, and a hard copy held in the School Office.

Forest School Leader's kitbag

In order to have resources to hand that will ensure the safety and wellbeing of all participants, the Forest School Leader will take a kitbag to all sessions, that will contain the following items:

- A fully stocked, British Standard BS8599 First Aid Kit.
- Roll of cling film (burns).
- Fire blanket.
- Children's medication (in named bags).
- Register of attendees.
- Accident/emergency procedure details.
- Hand wash.
- Tissues.
- Wet wipes.
- Bags for rubbish.
- Spare items of clothing.
- Notebook and pen.
- Whistle.

In addition, there will be water for handwashing (after toilet/before food) and a further 10 litres placed near the fire pit when a fire is scheduled.

Forest School Resources

Children attending Forest School will have (supervised) use of a range of tools and resources that will be stored in our locked Forest School shed. Keys will be held by the Forest School Leader and a spare set kept in the school office.

Use of any tools/resources will be decided by the age and attributes of the children attending the session and determined by the Forest School Leader (see 'Tool Policy' in a later section of the handbook for further details).

We will be using natural resources from our Forest School area and will be planting a sustainable source of willow in the school grounds for use at Forest School. Until that time, we will be buying-in willow from a reputable company.

Tools and resources include:

- A hatchet (used only by Forest School Leader).
- Loppers.
- Secateurs.
- Pruning saw (used only by Forest School Leader)
- Two large bow saws (with blade cover).
- Two small bow saws (with blade cover).
- Hack saw.
- Six palm drills.
- Six fixed-blade knives (in sheaths).
- Five fire steels.
- Kelly Kettle.
- Tarpaulins.
- Scissors.
- Screwdrivers/screws.
- Hammers (metal and wooden mallet)/nails.
- Flasks/cups for hot drinks.
- Rope/paracord and twine.
- Tinder (cotton wool).

Forest School Schedule

Ideally, children should attend Forest School throughout the school year in order to experience being outdoors in the four seasons. However, due to the constraints of timetabling at school, each year group will be invited to join us for a block of six sessions (see Appendix A7 or academic year 2021-2022).

We have constructed a basic shelter and have additional shelter provided by our parachute canopy around the fire pit area. However, if extreme weather is predicted, it may not be safe or practical for the children to attend their planned session:

- In the event of high winds-exceeding 25mph-forecast by the Met Office.
- In the event of extreme cold (sub-zero) temperatures-forecast by the Met Office.

Should there be an unexpected change in weather conditions, the Forest School Leader may end the session ahead of schedule.

In addition, a session may need to be cancelled if staff illness reduces the adult to child ratios. We currently plan to have a minimum of three adults (Forest School Leader, a Teaching Assistant from the class and a volunteer from the community), accompanying fifteen children.

Should a session be unable to go ahead, the Forest School Leader will liaise with the Class Teacher to discuss an alternative indoor activity.

Section 3 Policies and procedures

Health and Safety

The safety and wellbeing of our children is paramount. We want to provide them with a space where they have the freedom to explore their environment and learn to manage risk through their play choices, developing their relationship with the people and the world around them.

The Health and Safety Executive (2012) recognised the benefit of outdoor play:

“Play is great for children’s wellbeing and development. When planning and providing play opportunities the goal is not to eliminate risk, but to weigh up the risks and benefits. No child will learn about risk if they are wrapped up in cotton wool.”

Forest School at St. Nic’s will adhere to the usual school policy regarding Health and Safety. A copy of the full policy is available on the school website at:

<https://primarysite-prod-sorted.s3.amazonaws.com/st-nicholas-cofe/UploadedDocument/2adf53f5-4e70-48a6-aab3-4b43670adcda/health-and-safety-policy.pdf>

The policy states, “The overall responsibility for health and safety rests at the highest management level. However, it is the responsibility of every employee and pupil to co-operate in providing and maintaining a safe place of work.”

And:

“The Directors, Governors, Headteachers, the Operations Director, senior staff and designated health and safety staff will take all reasonable steps to identify and reduce hazards to a minimum. To assist in this all staff and pupils must be aware of their own and others personal safety in any of the trust’s activities, both on and off site.”

As such, at Forest School, we will remind all participants to continually be aware of their own and other’s actions and surroundings, in order to ensure their safety and wellbeing. In addition:

- The Qualified Level 3 Forest School Leader will always be present and in charge of the sessions.
- All adults will have read, signed and dated Risk Assessments and adhere to them.
- All adults will be required to assist in keeping the children-and themselves-safe.
- A First Aid kit and mobile phones will be present at each session.
- A site inspection will be carried out by the Forest School Leader, prior to each session.

At the beginning of each session, we remind ourselves of how we stay safe, by saying:

Be Kind To Ourselves.

Be Kind To Our Friends.

Be Kind To Nature.

Emergency Procedures

In the unlikely event of an accident or emergency, we will observe the following procedures:

Major injury to a child

- A long, continuous whistle will sound. All activities will cease.
- All children and Adult 2 will re-group at the fire pit, a head count taken, and children will be returned to school.
- The Forest School Leader will make sure the area is safe and start first aid on the child.
- Adult 1 will call the Emergency Services and School Office, to notify them of the situation.
- The School Office will contact the parents.
- The Office will meet (or send another adult to meet) the ambulance at the school entrance and direct them to the Parish car park, where Adult 2 will have unlocked the gate and be waiting to direct them to the site.
- In the event that the parents have not arrived at school, the Forest School Leader will go in the ambulance to hospital.

Major injury to an adult

- A long, continuous whistle will sound. All activities will cease.
- All children and the remaining adult will re-group at the fire pit. They will call the Emergency Services and School Office. A head count will be taken, and the children be returned to school.
- The Forest School Leader (or school TA) will begin first aid.
- The School Office will notify next of kin.
- The School Office will meet (or send another adult to meet) the ambulance at the school entrance to direct them to the Parish car park.
- Having returned the children to class, the third adult will unlock the gate and show the ambulance to the site.
- The Forest School Leader will go in the ambulance to the hospital.

Minor Injuries

- Minor injuries will be treated on site. In line with school policy, they will be recorded, and parents notified.
- Accidents and near misses will also be recorded in a Forest School Accident/Near Misses book.

COSHH

It is unlikely for participants at Forest School to have contact with any hazardous substances defined by COSHH Regulations (including substances shown).



However, in the event of this happening, The Forest School Leader has completed a Certificate in Handling, Storing and Disposing of Hazardous Materials, and the school policy on Hazardous Substances (COSHH - see page 72 of Health and Safety Policy) will be followed.

Extreme weather

Please refer to Forest School Schedule in Section Two

Fires

A key part of Forest School is the opportunity to experience campfires. The decision will be made by the Forest School Leader as to the appropriateness of a campfire for each group of children, based on their age and behaviours, familiarity with the site and ability to follow safe practice around the fire pit area.

Ideally, the children - at some point - will have the chance to light a fire themselves.

In order to ensure the safety of all Forest School participants, this activity will have its own Risk Assessment, be carefully managed and the following procedures adhered to at all times:

Location

- We have a raised metal fire pit, in a dedicated area that will be used to house any fires.
- It has been chosen as the ground is flat and clear (from trip hazards) and there is a safe distance from the pit to the canopy.
- Set out around the fire pit, are enough logs for each child attending Forest School to sit on (at a minimum distance of 1.5 metres from the fire pit).
- From the initial session, children will discuss the dangers of fires and how they need to behave in the area. Until all children can safely demonstrate how to enter, leave and behave safely in the area; no fires will be lit.
- Children will be taught to walk on their approach to/exit from the area.
- All participants will learn how to change places by standing up from their log, stepping behind their log and walking around the outside of the circle.
- Children will discuss why it is never safe to walk inside the circle and be expected to demonstrate this.
- Once seated, children must remain there until directed by an adult to move.
- Before a fire is lit, the Forest School Leader will determine whether seats need moving to avoid smoke and will discuss with the children how to avoid/deal with smoke.
- At such a time as the children can 'use' the fire, the 'activity' will be supervised by an adult.
- Children will always be expected to wear long sleeved tops and trousers.
- Nothing will be thrown onto the fire.

Lighting fires

- The children will use fire bowls (old woks or roasting trays) in which to start a small, controlled fire, that will then be deposited into the main fire pit.

- Four possible methods of fire-starting MAY be demonstrated and used by the children:
 - Flint and steel or fire steels
 - Battery and wire wool
 - Potassium permanganate and glycerine
 - Ash/cotton wool/wood
- Fires should be lit from the 'respect position'-where one kneels, on the floor, on one knee.
- The children will be directly supervised, one-to-one during fire lighting activities.
- The Forest School Leader has received training in these methods and will pass this on to any assistants.
- Only competent adults will be able to demonstrate how to build and start a fire.

Fire Safety

- If a fire is being lit in the pit, there will be a fire blanket and water (minimum 10 litres) near to the pit.
- A fire will not be lit if it is too windy.
- The fire will only be lit by an adult, unless a child is being directly supervised (1:1) by the Forest School Leader or trained assistant.
- Cotton wool, tinder nests and (usually) fire steels will be used to ignite the fire.
- There will be no use of flammable liquid to accelerate the fire.
- Any sticks or wood must be PLACED on the fire (from the side of the pit). Hands/arms should not be extended over the fire.
- Suitable gloves will be worn for adding fuel to the fire.
- Only paper and wood are to be used as fuel.
- The fire will always be attended by an adult.

Extinguishing Fires

- Fires must be extinguished at the end of a session (by the Forest School Leader).
- Fires will be kept small, to minimise large pieces of wood being left at the end.
- Water will be used to douse the fire.
- Once cooled, ash will be removed from the fire by the Forest School Leader.

First Aid Kit

The Forest School Leader has completed a 16-hour Forest School First Aid Course (see Appendix A1) and the Teaching Assistant accompanying the class will hold a current qualification in Paediatric First Aid. St. Nic's Forest School has its own First Aid Kit-stocked and maintained by the Forest School Leader- that will be taken to each session. Its contents include:

- Sachets of eye irrigation solution.
- Foil blankets.
- Instant ice packs.

- A selection different size waterproof plasters.
- Hydrogel burns dressings.
- Tuff cut scissors.
- Sterile wipes.
- Face shield.
- Gloves.
- Dressings.
- Bandages.
- Eye dressing.
- School Accident reporting form.
- Forest School Accident/Near Misses Book.
- Casualty monitoring form.
- Copy of the Emergency Action Plan.
- Pen.

Insurance

Forest School at St. Nic's is covered by the schools Risk Protection Arrangement (RPA) membership. A copy of the certificate for this can be found in Appendix A9.

Manual Handling

The Forest School Leader has completed a course in 'Manual Handling Principles' and will be following School Policy on manual handling (see page 81 of the School Health and Safety Policy in the link above).

Transporting Materials

Children will be encouraged to move objects around the site; safely!

- Sticks and stones may be moved, but not thrown. Shorter sticks - up to an arm's length - may be carried, by holding them vertically at arm's length. Longer sticks/branches should be dragged along the ground or carried with a partner (at each end).
- Heavy items should be rolled or dragged (in teams) or pulled with a rope under the supervision of the Forest School Leader.

Managing Risk

For School Policy on Risk Assessment, refer to page 98 of the Health and Safety Policy.

We understand that risk can be minimised but not eliminated at Forest School. We will be encouraging the children to take supported risk; to challenge themselves both physically and mentally, and appreciate that occasional cuts, bumps and bruises are likely (as they are in everyday life).

The Forest School Leader has completed a course on 'Understanding Risk Assessment' (see Appendix A8) and a detailed site Risk Assessment will be carried out at the beginning of each term by the Forest School Leader and checked by the Head Teacher.

The Risk Assessments are working documents and factors such as season may mean a change in a current Risk Assessment.

The Risk Assessments will also give details of the benefit of any activity. (Risk Benefit Analysis) and will follow these 5 steps:

- Identify the hazard
- Decide who may be harmed and how.
- Evaluate the risk – are current precautions adequate?
- Record and implement the findings.
- Review the assessment and update if necessary.

In addition, the area will be checked for new natural or foreign hazards before each session:

- The walkway around the fire pit is clear and seating securely in place.
- No new – potentially dangerous – plants.
- Fallen branches.
- Dead wildlife.
- No obstructions near the pond.
- Sharp objects.
- Animal faeces.

Children will be encouraged to look for and point out hazards to a grown up during the session.

As equipment and/or activities are added, individual Activity Risk Benefit Assessments will be carried out.

The children will have the opportunity to:

- Climb trees.
- Light a fire and cook outdoors.
- Use tools.
- Use ropes, tarpaulins and natural materials for den building.
- Go pond dipping and look closely at wildlife.
- Build animal shelters and care for wildlife.
- Build bug houses.
- Learn knot tying...

Or simply enjoy free play!

We also expect to carry out Dynamic Risk Assessments during the sessions, as the children may come up with a new activity during their time on our site.

Tool Policy and Procedure

Children attending Forest School sessions will have the opportunity to work with a variety of tools (see Tool Risk Assessment in the Appendix A8). However, this will only take place at the Forest School Leader's discretion, based on:

- The number of adults present for appropriate supervision.
- Each child's age, attitude and behaviour.

Risk Benefit Assessments will be carried out for each tool. The Forest School Leader will give a talk about safety before tools are used and appropriate PPE provided and used.

- Tools will be housed and locked away in the Forest School shed.
- Tools will be kept in tool bags/boxes.
- Walking only, to transport tools.
- Tools will be counted out - and in - at the beginning and end of each session.
- Tools will be checked for safe working condition by the Forest School Leader.
- Children will be supervised when collecting/using/returning tools (and will not be permitted to help themselves to the tools).
- Within Forest school, there will be an area set aside to work with the tools. All tools should remain in this area, at all times. When using tools, the children will always be expected to check for a 'blood bubble' - a safe space of an arm's length around them - where no one else should enter.
- The Forest School Leader (and all adults), will model safe transportation, use and storage of tools.
- Tools will only be used for their intended purpose.
- Only fixed blade knives will be used.

Transport Policy

Sessions will take place on our Forest School site in the school grounds. Children will be collected and escorted to the site by three adults. They will be reminded before leaving the building of how to walk sensibly; and how to return sensibly from the site at the end of the session.

A register will be taken, and an adult will be positioned at the front and end of the line.

In the event of a session being held off site in the future, the following School Policy on Educational Visits will be followed:

<https://primarysite-prod-sorted.s3.amazonaws.com/st-nicholas-cofe/UploadedDocument/158287ec-df42-4a96-a368-89d43f039242/educational-visits-policy.pdf>

Welfare

Clothing requirements

"There's no such thing as bad weather, only unsuitable clothing". Alfred Wainwright (1973)

Parents will be advised of the necessary clothing for their children and be expected to send their children to school with these for EVERY session. Clothing requirements are in place to ensure the children's safety and comfort and for them to be able to fully participate in (and enjoy!) our Forest School sessions.

Whatever the season, children will **always** need to have long sleeve tops and trousers and sturdy, closed-toe shoes and Wellington boots.

They will need:

Spring/Summer

- Long, light trousers (to avoid stings and bites).
- Long sleeved top (to avoid stings and bites).
- Socks.
- Sturdy shoes and Wellington boots
- Sunhats.

Autumn/Winter

- Trousers-long plus extra leggings/thermals/tights when cold.
- Long sleeved tops – three under a coat (vest/T-shirt/fleece or thick jumper) as layers can always be removed but not added.
- Two pairs of socks-one thick, one thin.
- Wellington boots/sturdy, water-proof shoes.
- Hat - preferably covering the ears
- Gloves/mittens - preferably thermal and waterproof.

Weather/activity dependent, we will lend waterproof jackets and trousers to children for the session (they are welcome to bring them from home if preferred).

Unsuitable clothing/footwear will result in a child being unable to participate in the session. If parents/carers have difficulty with the list, they are asked to contact the school in advance of the session and we will do our best to help,

During Summer sessions:

Time will be spent in the shade.

Water bottles will be taken to Forest School sessions.

Please note:

Sunscreen should be applied before children come to school. They will then be responsible for providing and applying it themselves once in school (in line with usual School Policy).

Food and Drink Policy

School Policy on Food Science (page 67 of the Health and Safety Policy) will be adhered too. In addition, at Forest School:

We follow the 'Forest School rule'; "No pick, no lick." Children will be advised of the dangers of eating things that are growing in the wild, as they may be poisonous. Never taste anything unless a trusted grown-up has said it's safe to.

Approximately halfway through our session, we will be having a snack around the fire pit - lit or not - when the children will have a hot chocolate and biscuit. Sometimes, we will cook our snacks on the fire, including popcorn, damper bread, toast, pancakes, marshmallows and S'mores.

- Food consumed from the school grounds will be limited to produce grown in the School Garden/Forest School site in raised beds, and blackberries growing wild in the hedgerow.
- Foraging for and consumption of other wild food will not take place.
- The Forest School Leader has completed food hygiene training (see Appendix A1 for certificate) and will be present when any food is being handled or prepared by any participants.
- Children will be allowed to assist in the preparation and cooking of food, after a Risk Benefit Assessment and at the discretion of the Forest School Leader.
- St. Nic's is a 'nut-free' school. Parents will be asked about allergies and all food made/consumed will account for these.

Food Preparation

- Before preparing food, hands will be thoroughly washed (gloves worn to cover cuts and grazes).
- Food will be prepared in the school kitchen OR at a table (at Forest School), covered with a clean, wipeable tablecloth (wiped before and after each use).
- Forest School will be preparing vegetarian food only, to avoid handling raw meat.
- Any purchased food will have its 'use by' dates checked.
- Children will be directly supervised when using utensils.

Food Storage and Transportation

- Food will be stored and transported in clean, sealed bags/containers.
- These will remain sealed - unless items are being accessed - to prevent contamination by flies/insects.
- If required, a cool bag will be used for moving chilled items from the fridge to the site.
- If required for cooking, fresh water will be taken separately.

Cooking Food

- Anyone involved in cooking food will be reminded to wash their hands before they handle the food or utensils.
- Each activity will be risk assessed.
- Children will be taught how to cook safely using the fire. The children will be directly supervised if involved in the cooking process.

Eating food

- Before eating, the Forest School Leader will check that items are cooked.
- Before eating, hands should be washed.
- Children will be asked to sit on the logs around the fire pit when eating.

Clearing up after eating

- All equipment will be collected and taken back to the school kitchen to be washed by an adult and stored in a plastic container until the next session.
- Any leftover food will be placed in a bin bag and deposited in the school bin.
- The area will be checked by the Forest School Leader to ensure that no food is left that could attract vermin.

PPE

All participants will be required to wear suitable clothing and footwear to our sessions (see previous section) to protect against the weather and environmental conditions.

Children will be supplied with waterproof clothing as necessary.

All activities will be Risk Assessed, and PPE supplied if required.

In line with School Policy (page 92 of the Health and Safety Policy):

- All items of protective clothing/equipment provided should be used as instructed.
- Protective clothing/equipment must be stored in the appropriate manner.
- Damage, loss, fault or unsuitability of protective clothing/equipment will be noted (and replaced) and alternative equipment used for the activity.

Toilet Procedure

Children from all years across the school will be visiting Forest School and we will encourage them to use the toilet before heading to our site. To minimise the impact on children attending the session - and those inside the main building - we have placed a toilet tent and Porta-Potti in an accessible location on our site. To use this safely:

- All children will be shown the toilet and how to use it.

- Children will inform an adult that they need to use the facility.
- Young children will be assisted, if required, by an adult from school.
- Toilet roll and hand drying tissue will be placed in bins and collected at the end of the session.
- There is no running water on site, but a container of fresh water and handwash will be available outside the tent and children must wash their hands after using the toilet.
- In the event of a child needing to return to the main building (for a poo or to be cleaned up), one adult will escort them; the remaining adults will gather the children to a smaller area, where they can be effectively seen.

Safeguarding and Child Protection

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, alongside preventing the impairment of children's mental and physical health or development. It also means that children are safeguarded to ensure they grow up in circumstances consistent with the provision of safe and effective and nurturing care, to enable them to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to meet statutory obligations laid out in the [Children Act 1989](#) and associated guidance (see [Working Together to Safeguard Children, An Inter-agency Guide to Safeguard and Promote the Welfare of Children](#)) in respect of those children who have been identified as suffering, or being at risk of suffering harm.

Forest School at St. Nic's will adhere to usual school policy regarding Safeguarding. A copy of the full policy is available on the school website at:

<https://primariesite-prod-sorted.s3.amazonaws.com/st-nicholas-cofe/UploadedDocument/3101d2ce-e8a0-4694-bdd7-1e376295e6d4/st-nicholas-ce-safeguarding-and-child-protection-policy-sep-2021.docx>

The aims of our Safeguarding Policy are:

- "To provide all staff, volunteers and governors with the framework they need to keep children safe and secure in our school and to inform parents how we will safeguard their children while they are in our care.
- To ensure consistent good practice across the school.
- To demonstrate our school's commitment with regard to safeguarding children."

Designated Safeguarding Lead: Mrs Heather Richards (Head Teacher)

Deputy Designated Safeguarding Lead: Mrs Katie Mallinson (Senior Teacher)

Disclosure/accusation

It is possible that in the more relaxed setting that Forest School provides, a child may make a disclosure. Therefore, it is imperative that any adult attending is familiar with the policy and what they need to do in the event a of disclosure being made.

Any disclosure should be reported immediately to the Forest School Leader, who can provide the appropriate school documentation for recording the disclosure and ensuring it reaches the DSL or DDSL.

As set out in the school policy, should a disclosure be made:

Receive

Stop and listen, without interruption, or reaction, to what is being said.

Reassure

Remain calm. Do not promise to keep the disclosure a secret. Reassure that they were right to disclose and that only those that need to be told, will be.

React

Do not ask leading questions. Instead say, "Tell me, explain to me or describe to me." Record questions asked and responses provided.

Do not criticise the person they are discussing.

Explain what happens next and who you will speak to.

Record

If it is not possible to make notes at the time; write down what has been said immediately afterwards.

Be factual and record the person's words rather than an interpretation of what was said.

Record the date, time and place and any noticeable non-verbal behaviour.

Report

Report the incident to the DSL or Deputy DSL. Do not discuss the disclosure with anyone.

Anti-bullying

The full copy of the school anti-bullying policy can be found at:

<https://primariesite-prod-sorted.s3.amazonaws.com/st-nicholas-cofe/UploadedDocument/f7ee9847-354d-428d-bc3d-b8055f7772da0/anti-bullying-policy.pdf>

In line with the policy, at Forest school, "No form of Bullying will be tolerated, and hurtful behaviour will be challenged. While bullying and making mistakes is a fact of life, bullying will not be tolerated in

or outside of our Trust schools.” We will encourage children to report incidents and take a restorative approach to dealing with the situation.

Confidentiality and Data Protection

<https://primarysite-prod-sorted.s3.amazonaws.com/st-nicholas-cofe/UploadedDocument/e1Defd99-51eb-4796-8fc5-0b03fa6d80e8/data-protection-policy.pdf>

All participants – and parents/carers - can be assured that any confidential information will be respected.

Only information that is directly relevant to ensuring the safety and wellbeing of the children at Forest School will be sought.

All personal information collected from parents (medical/allergies etc.) will be recorded and held in a confidential file and not available to unauthorised persons.

We will be taking photographs of the children during their sessions but will respect the wishes of parents as to how and where the images may be used/displayed. Photographs will only be taken on the school iPad.

Lost Child Procedure

- Children will be instructed that they must, at all times, remain within our Forest School Area.
- There will always be (a minimum of) three adults present, who will spread themselves across the site, so as to be visible to the children (and vice versa).
- Should there be a suspected lost/missing person, there will be one long continuous whistle blown. ALL participants will return immediately to the fire pit area.
- Register will be checked.
- School Office will be immediately be notified by mobile phone if needed.
- If required, School's policy will be followed.

Equality and Diversity

Forest School at St. Nic's will adhere to usual school policy regarding Equality and Diversity. A full copy of the policy is available on the school website at:

<https://primarysite-prod-sorted.s3.amazonaws.com/st-nicholas-cofe/UploadedDocument/5f9ee1b7-afb9-4657-ac9d-80575a5c4b1f/equality-policy.pdf>

We want all children at St. Nic's to be able to participate in - and enjoy! - Forest School, regardless of age, gender, sexuality, ethnicity, (dis)ability, attainment or background. Discussion with parents and other school staff will enable us to identify areas of particular need, carry out personal Risk Assessments if needed, and adapt activities as required.

Behaviour

Forest School at St. Nic's will adhere to usual school policy regarding Behaviour Management. A copy of the full policy is available on the school website at:

<https://primarysite-prod-sorted.s3.amazonaws.com/st-nicholas-cofe/UploadedDocument/cf04ae26-7f54-40e5-b449-b0d29eb3df59/behaviour-management-policy.pdf>

St. Nicholas Primary School Behaviour Summary

"A restorative environment involving repetitive, respectful, rewarding relationships are at the core of our behaviour approach at St. Nicholas. We aim to help pupils learn to take responsibility for and repair their actions. This involves both celebrating success and consequences of negative behaviours."

The aims of the behaviour policy are to:

- Provide a consistent approach to behaviour management.
- Define unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline the overall system of rewards and sanctions.

In order to provide a safe environment, experience greater freedom in choices and decision making and the opportunity for all participants to enjoy our setting and session, our expectation is that all children respect themselves and others around them by following our school rules:

- Be Respectful
- Be Kind
- Be The Best You Can Be

That reflect our values of:

Belonging, Compassion and Resilience

Volunteers

St. Nic's Forest School welcomes and appreciates volunteers, who can:

- Offer additional knowledge and skills.
- Provide greater adult to child ratios for risky, yet safe play.
- Offer encouragement and support to children in their Forest School challenges.
- Assist in preparation/supervision of activities (cooking/tool use).

In the interests of keeping our children safe, all volunteers will:

- Be DBS checked.
- Read and adhere to the policies and procedures referred to in this handbook (Particularly Emergency Procedure, Health and Safety and Lost/Missing children).
- Read, sign and date Risk Assessments.
- Familiarise themselves with our Forest School site.
- All volunteers and visitors will be expected to sign in at the School Office upon arrival and provide details of an emergency contact.

Daily Operating Procedure

Each Forest School session will adhere to the following:

Organisation prior to the session

- Check Met Office forecast for the day.
- Provide helpers with a plan for the session.
- Ensure that the site is safe (free from dead animals/faeces/fallen branches)
- Complete Risk Assessment for new activities.
- Check Forest School Leader's bag is ready.
- Check iPad is available and charged.
- Have waterproofs ready for the children to change into prior to the session starting.
- Make sure any tools to be used are in a usable condition.
- Have documentation/medication for children as required.

Preparing children for the session

- Collect children from the classroom.
- Take the register.
- Supervise children getting changed, putting on waterproofs/Wellington boots.

Walking to the Forest School site

- Walk with the children in a group - no running ahead - and with an adult at the front and back of the group.
- Discuss the weather and what impact that may have on the session.
- Ask whether the children notice any changes in the environment.
- Head to the fire pit area - where the session always begins and ends.

Start of the session

- Once the children have safely seated themselves, have a quick chat about any (optional) activity, keeping everyone safe and having fun!

End of the session

- Ensure tools are checked, cleaned and safely locked away.
- Make sure any resources are put away and rubbish collected.
- Gather up any items that the children will be taking home/back to the classroom.
- Re-group around the fire pit and ask the children what they've enjoyed and share ideas for the next session.
- Safely line up and return to the classroom where they remove waterproof clothing.

Admin tasks

- Evaluate session with other adults.
- Hang up any wet waterproofs/return dry kit to shed.
- Wash up any cups/utensils/flasks and return to shed.
- Carry out any maintenance on tools/equipment.
- Restock resources.
- Upload photos from iPad.
- Complete evaluation

Mobile phone policy

- All adults will be permitted to take a phone.
- These must remain in their pockets, unless, in the event of an emergency, a phone call is required to the School Office and/or Emergency Services.
- At all other times, usual school policy will be followed.

Appendices

A1. Certificates



A2. Letter/consent forms/information for parents

Dear Parent/Carer,

As you are aware, we have been developing our outside space here at St Nicholas this year, both in the School Garden and the bottom of the school field, which is now our Forest School Area.

Forest School will run throughout the academic year, in all weathers (as long as it is safe to do so). All years - in groups of up to 15 children - will have six sessions, that will take place during a regular afternoon slot on either a Wednesday or Friday.

The children in Reception and Year One have been coming outside for the last couple of weeks, in order to familiarise themselves with the area and the rules that we have when we are there.

We are pleased – and excited! – to inform you that your child's six sessions will begin the week after half term; so, in order for them to participate in the sessions, please complete the enclosed permission and medical consent forms and return them to school on Tuesday 2nd November, 2021.

Kindly read the attached information leaflet and Clothing Requirement List for Forest School. Your child will need to come to school in their usual uniform and will get changed after lunch.

If you have any questions, please message me on ClassDojo.

For more information on Forest School sessions at St Nicholas, please visit the school website, where a copy of our Forest School Handbook will be available from the end of this week.

Warm regards,

Miss Palmer

Forest School Leader

A3. Forest School Clothing Requirements

Clothing requirements are in place to ensure the children's safety and comfort and for them to be able to fully participate in (and enjoy!) our Forest School sessions.

Whatever the season, children will **always** need to have long sleeve tops and trousers and sturdy, closed-toe shoes and Wellington boots.

Please send them in for their session with the following:

Spring/Summer

- Long, light trousers (to avoid stings and bites).
- Long sleeved top (to avoid stings and bites).
- Socks.
- Sturdy shoes and Wellington boots
- Sunhats.

Autumn/Winter

- Trousers-Long plus extra leggings/thermals/tights when cold.
- Long sleeved tops – three under a coat (vest/T-shirt/fleece or thick jumper) as layers can always be removed but not added.
- Two pairs of socks-one thick, one thin.
- Wellington boots/sturdy, water-proof shoes.
- Hat - preferably covering the ears
- Gloves/mittens - preferably thermal and waterproof.

Weather/activity dependent, we will lend waterproof jackets and trousers to children for the session, (they are welcome to bring them from home if preferred).

Unsuitable clothing/footwear will lead to your child not being able to participate in the session, if you have any difficulty with the list, please contact me in advance of the session and we will do our best to help,

During Summer sessions:

Time will be spent in the shade.

Water bottles will be taken to Forest School sessions.

Please note:

Apply sunscreen before your child comes to school. They will then be responsible for providing and applying it themselves once in school (in line with usual School Policy).

A4. Parental Permission and Consent

Please complete and return this form to school. Regrettably, children will not be able to take part in the sessions until we have received it.

Child's full name	
Child's date of birth	
Class	
Home Address	
Parent's phone number	
Parent's email	

- I understand that Forest School sessions will be led by a trained Forest School Leader.
- I agree to my child taking part in Forest School Activities.
- I understand that my child will need additional clothing to safely and comfortably take part in Forest School.
- I agree to send them in with the items listed in 'Forest School Clothing Requirements'.
- I understand that without appropriate clothing, my child will not be able to take part in the session.
- I understand and agree to my child having the opportunity to work with hand tools, small fires and to cook and eat during Forest School sessions.
- I consent to my child receiving emergency First Aid, if the need arises.
- I consent to my child receiving emergency treatment from healthcare professionals, if the need arises.

Print name: _____ (Parent/Carer)

Signed: _____

Dated: _____

A5. Medical Consent Form

Please provide details of any medical condition in the box below. Continue overleaf if required.

Name of child: _____

Please select (tick) one of the following:

- My child **has never been** stung by a bee or wasp.
- My child **has been** stung by a bee or wasp and made a **normal recovery**.
- My child **has been** stung by a bee or wasp and **had an allergic reaction**.

If you ticked the final option, please give details:

Please complete the boxes below, giving details as necessary

My child has the following allergy/allergies:
My child has the following dietary requirements:
Name of Doctor: Address of Doctor's Surgery:
Emergency Contact Details. Please provide the name and number of TWO emergency contacts. Name: _____ Phone number: _____ Name: _____ Phone number: _____
Name of Parent/Carer: _____ Signed (Parent/Carer): _____ Date: _____

A6. Parent Information Leaflet

What will my child need to bring?

Long sleeved tops and bottoms
Warm clothes in winter
Welly boots
Waterproofs

We have a selection of spare wellies and waterproofs if required.



Is it safe?

There will always be a qualified Forest School Leader, a member of staff and an adult volunteer with every group.

Two of the adults are trained in first aid and outdoor first aid.

Can I get involved?

Most definitely!

We need volunteers for every session to help with activities, support the Forest School Leader, explore our Forest School with the children and share their experiences.



Any further questions please ask Miss Palmer in person, or on Class Dojo

Or go to <https://forestschoolasociation.org/>



WHAT IS FOREST SCHOOL?



Information for Parents



What is it?

Forest School is a type of outdoor education which facilitates the holistic development of the learner through play, risk-taking and nature connection.

Forest School works to support self-esteem, confidence, communication, attitudes to learning and emotional development.



Six core principles

1. Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation, and review links each session.

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

3. Forest School uses a range of learner-centered processes to create a community for being development and learning.

4. Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent, and creative learners.

5. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves. The Six Core Principles

6. Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.



"Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. We believe that risk is more than just potential for physical harm, but a more holistic thing, there are risks in everything we do, and we grow by overcoming them.

Forest School helps children to become, healthy, resilient, creative and independent learners"

Forest School Association



What will my child be doing?

- Den building
- Tree climbing
- Bushcraft using age appropriate tools
- Activities to choose from
- Independent play
- Nature based activities
- Outdoor crafts
- Fire lighting
- Campfire cooking
- Exploring what lives and grows in our Forest School
- Pond dipping

A7. Forest School Termly Timetable

	Wednesday 1.00pm – 2.45pm	Friday 1.00pm – 2.45pm
Term 2 week beginning 1.11.21 – week beginning 13.12.21 (Seven weeks)	Reception	Year One
Term 3 week beginning 3.1.22 – week beginning 14.2.22 (Seven weeks)	Reception Year Five 9.00am – 10.45am	Year Two
Term 4 week beginning 28.2.22 – week beginning 4.4.22 (Six weeks)	Year Three	Year Four
Term 5 week beginning 25.4.22 – week beginning 23.5.22 (Five weeks)	Reception	Year One
Term 6 week beginning 6.6.22 – week beginning 14.7.22 (Seven weeks)	Year Six	Year Two

A8. Risk Assessments

Risk Assessment Form							
Location/Dept: Forest School Site Risk Assessment			Date Assessed: 24.10.21		Assessed by: Rebecca Palmer		
Task/ Activity: Presence in Forest School Area for weekly session			Review Date: 1.1.22		Reference Number: v 1.0		
Activity/ Task	Hazard/Risk	Persons at risk	Controls in place	Severity (1-5)	Likelihood (1-5)	Risk/ Priority	Additional controls required
Entering site	Hole in ground at entrance:	Adults and children	Remind of its presence Walk in in single file.	3	2	6	Fill in the hole.
Wooden fence	Fall, trip, twist ankle Damage from storms/collapse from being climbed on	Children	Avoid hole. Check site after any extreme weather.				
	Splinters, cuts to hands.		Inform people that the fence is not strong enough to climb on. Its purpose is to protect the area.	3	1	4	Plant new hedge as soon as it arrives. Check regularly for damage. Cut back periodically when becoming overgrown.
Metal fence	Pointed metal top: Cuts from top of fence.	Children	Remind that fence isn't to be scaled.	4	1	4	Maintain accident and near misses book
Hedgerow	Thorns and brambles: Cuts, scratches	Adults and children	Discuss/remind to be cautious when approaching	1	4	4	Maintain accident and near misses book, maintain hedge.
Public near the site	Interacting with the public: Unwanted/undesirable attention from people.	Adults and children	Monitor what's happening in the area.	4	1	4	Continue to block off fence with plants/canes
Ground Layer	Tree roots/branches/sticks/uneven ground:	Adults and children	Remind all participants to watch where they are going. All to wear appropriate footwear-wellies or sturdy trainers. No open toe shoes. Remind to consider risks when walking under trees. Show children the roots.				Monitor children during session. Forest School Leader to check the site before each session and move/remove hazards. Make sure controls in place. Adult to remove and dispose of safely if found.
Debris	Slip/trip/fall hazards, resulting in minor or serious bruises, cuts, lacerations, broken bones. Litter deposited by the public-glass/cans etc. (cuts)		Adults to monitor when site is in use. Children to monitor site and immediately inform an adult if they see anything hazardous (to be removed and disposed of safely by an adult).	4	1	4	

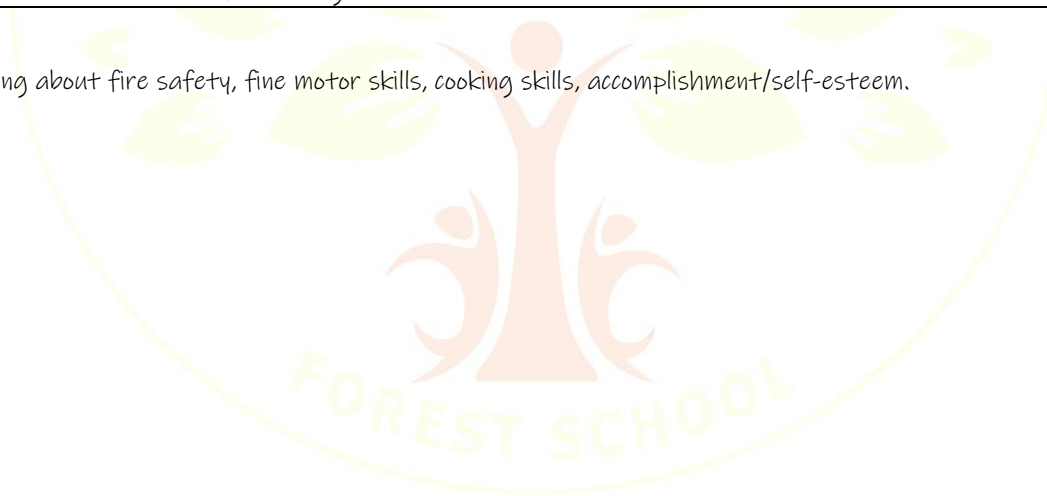
Activity/ Task	Hazard/Risk	Persons at risk	Controls in place	Severity (1-5)	Likelihood (1-5)	Risk/ Priority	Additional controls required
Field Layer	Animal faeces- foxes/hedgehogs/squirrels/birds/cat Bacteria causing sickness/diarrhoea/fever.	Children and adults	Regular handwashing (before eating/on return to class) Remind of 'No pick, no lick'	3	1	3	Pre session check by Forest School Leader. Adult to remove and dispose of safely if found.
	Pond area: Slips, cuts, bruises, drowning	Children and adults	Discuss the hazards with participants. Remind to be aware of surroundings. Pond rules (front area only, kneel to pond dip, don't stand in the water). Maximum 1:5 ratio adults to children.	5	1	5	Children not following pond rules will be asked to leave. Supervised use of pond.
	Dead Animals: Disease	Children and adults	Discuss the hazards with participants. Children to notify adult to remove. Regular handwashing (before eating/on return to class) Remind of 'No pick, no lick'	4	1	4	Adult to remove and dispose of safely if found.
	Fungi: Poisonous	Children and adults	Discuss the hazards with participants. Regular handwashing (before eating/on return to class) Remind of 'No pick, no lick'	5	1	5	Remind all participants of "No pick, no lick".
	Ingestion of plants, stings from nettles, insect bites, allergies to plants:	Adults and children	Ensure adults are aware of any allergies/health conditions and medication is to hand. Ensure first aid kit is on site. Ensure records of allergies/medical conditions are up to date. Wear appropriate clothing (weather and season dependent). Point out/discuss presence of nettles.	4	1	4	Call parents in the event of a bee sting. Call 999 in event of anaphylactic shock.
	Anaphylactic shock, bad reactions, infections from horse flies and bees	Adults and children	Ensure records of allergies/medical conditions are up to date. Wear appropriate clothing (weather and season dependent).	5	1	5	Call parents in the event of a bee sting. Call 999 in event of anaphylactic shock.

Activity/ Task	Hazard/Risk	Persons at risk	Controls in place	Severity (1-5)	Likelihood (1-5)	Risk/ Priority	Additional controls required
Shrub layer	Ticks: Lyme disease	Adults and children	Provide information on ticks and remind parents to check children after visit. Wear appropriate clothing.	3	1	3	Call parents in the event of discovering signs of or a tick
	Branches sticking out at eye level,	Adults and children	Ensure participants are aware of what is required of them and the standards of behaviour expected.	4	1	4	Monitor and maintain
	Branches at head height,	Adults and children	Ensure participants are advised of what to do in the event of an emergency or injury	3	1	3	Monitor and maintain
	Children moving sticks and branches: Hitting/poking/scraping could result in cuts and bruises.	Children	Ensure participants are advised of any potential risks. Ensure supplies of eye wash in first aid kit.	2	2	4	
	Wood cutting activities (particularly on windy days):	Children and adults	Wear long tops/trousers . Use appropriate PPE Use of safety goggles by children in area.	2	2	4	
	Dust in eyes/inhaled, cuts, lacerations Ingestion of berries/seeds in hedges: Poisoning	Children	Discuss the hazards with participants. Regular handwashing (before eating/on return to class) Remind of 'No pick, no lick'	4	1	4	
Canopy Layer	Deadwood in overhead trees: Falls and hits head/body	Adults and children	Check the site regularly, looking for possible damage to branches-remove if possible. Encourage all participants to be observant- notify Leader of damaged trees.	2	2	4	Get specialist help for extensive damage/if unable to remedy.
	Damaged branches from high winds: Conkers falling and hitting head/body.	Adults and children	Tasks are adapted or abandoned if the weather conditions are poor (high wind). Area under tree avoided. Avoid looking directly up to the trees. Talk about change of seasons and conkers falling.	2	1	3	

Benefits: Being outdoors, different environment, free play, opportunity to try new activities, experience the weather and seasons.

Risk Assessment Form							
Location/Dept: Forest School Site Task/ Activity: Cooking on Fire			Date Assessed: 24.10.21 Review Date: 1.1.22 (or for each different item being cooked)		Assessed by: Rebecca Palmer Reference Number: v1.0		
Activity/ Task	Hazard/Risk	Persons at risk	Controls in place	Severity (1-5)	Likelihood (1-5)	Risk/ Priority	Additional controls required
Cooking on Fire	Burn to mouth from hot food. Burn to hand from handling pans/utensils/fire pit. Burns from tripping and contacting fire/fire pit. Burns from fire popping. Fire out of control. Smoke inhalation	Children and adults	Cooking done on 1:1 basis (or small group depending on age/ability/activity). Forest School Leader gives safety talk and models safe practice. Use of fire gloves. Forest School Leader present with First Aid Kit/fire blanket/water. Practice safe movement in fire pit area. No fires until children have demonstrated safe behaviour in area. SMALL fire lit only in one area. Additional adults present. Fire not left unattended. Fire started by Forest School Leader. No leaning over the fire pit. First aid kit, water and fire blanket in immediate area. Avoid fires in high winds.	4	1	4	Change in wind speed/direction; move children or do not start a fire.

Benefits: Awareness of danger, learning about fire safety, fine motor skills, cooking skills, accomplishment/self-esteem.



Risk Assessment Form							
Location/Dept: Forest School Site			Date Assessed: 24.10.21		Assessed by: Rebecca Palmer		
Task/ Activity: Den making with natural materials			Review Date: 1.1.22		Reference Number: v1.0		
Activity/ Task	Hazard/Risk	Persons at risk	Controls in place	Severity (1-5)	Likelihood (1-5)	Risk/ Priority	Additional controls required
Build a den with sticks and branches.	Hit/caught with sticks/branches: Cuts/grazes/lacerations -to self and others. Poked in eye. Trips and falls moving sticks	Adults and children	Adults in the area, reminding about safe behaviour. Check ground for sharp objects. Demonstrate and remind children how to safely transport materials.	2	2	4	

Benefits: Accomplishment, fun whilst working things out (using judgement about weight/length/angles), use imagination, teamwork/independence, assessing.

Risk Assessment Form							
Location/Dept: Forest School Site			Date Assessed: 24.10.21		Assessed by: Rebecca Palmer		
Task/ Activity: Children lighting fire using fire steels			Review Date: 1/1/22		Reference Number: v1.0		
Activity/ Task	Hazard/Risk	Persons at risk	Controls in place	Severity (1-5)	Likelihood (1-5)	Risk/ Priority	Additional controls required
Children lighting fire using fire steels	Fingertip burns. Sparks in eyes from steels. Smoke inhalation	Children and adults	No fires until children have demonstrated consistently safe behaviour in the area. Safe, correct practice modelled by Forest School Leader. Fire lit only in one area. Small fires contained in roasting tray/wok, using tinder and steels. Children supervised 1:1. Fire not left unattended. Safe positioning. First aid kit with eye wash, water and fire blanket in immediate area. Kneel in respect position to light fire.	2	2	4	

Benefits: Awareness of danger, learning about fire safety, resilience, accomplishment/self-esteem.

Risk Assessment Form							
Location/Dept: Forest School Site			Date Assessed: 24.10.21		Assessed by: Rebecca Palmer		
Task/ Activity: Rope use			Review Date: 1.1.22		Reference Number: v1.0		
Activity/ Task	Hazard/Risk	Persons at risk	Controls in place	Severity (1-5)	Likelihood (1-5)	Risk/ Priority	Additional controls required
Using rope to make dens.	Rope slips, person gets rope burn.	Children and adults	Use gloves if using rope to pull and move objects. Remind children to take care when using ropes to skip or secure tarpaulins to trees/structures. Don't tie rope around the body.	1	2	3	
Using rope swings/ladders/slacklines	Whipped by rope when using/being used. May slip and fall from rope: bumps and bruises, cuts		Check ropes are securely attached to trees/objects.	2	2	4	

Benefits: Taking/managing risks, freedom, exhilaration, fun, communication with others, new skills.



Risk Assessment Form							
Location/Dept: Forest School Site				Date Assessed: 24.10.21		Assessed by: Rebecca Palmer	
Task/ Activity: Tree climbing				Review Date: 1.1.22		Reference Number: v1.0	
Activity/ Task	Hazard/Risk	Persons at risk	Controls in place	Severity (1- 5)	Likelihood (1-5)	Risk/ Priority	Additional controls required
Climbing a tree	Child slips and falls from tree; Landing on sharp objects. Cuts/grazes from twigs/branches. Bumps and bangs to head/body. Branch breaks whilst child climbing; Falls to ground and injured to body or head.	Adults and children	Adult supervision for guidance and reassurance. Remind children to consider risk. Children to stop when they feel unsure. Check ground for sharp objects. Check the tree for rotten or loose branches. Climbs are height limited. Regular checks of tree for dead wood/branches. Regular tree surveys	4	1	4	

Benefits: new experience, achievement, using judgement, overcoming fear, inspiration to try other things.

Risk Assessment Form							
Location/Dept: Forest School Site			Date Assessed: 24.10.21		Assessed by: Rebecca Palmer		
Task/ Activity: Tool use			Review Date: 1.1.22		Reference Number: v1.0		
Activity/ Task	Hazard/Risk	Persons at risk	Controls in place	Severity (1-5)	Likelihood (1-5)	Risk/ Priority	Additional controls required
All tools	Sharp blades: cuts, grazes, puncture wounds, amputation.		Close adult supervision when working with all tools – keep children working with tools in a different area. Safety talks/instructions given. Safe use demonstrated and modelled at all times. Use the right tool for the job which is appropriate for the age of the child. Tools to be stored safely when not in use. ‘Tool stop’ point to be clearly identified and all tools to be returned here when not in use. Ensure adequate working space for children when they are using tools or working around garden beds. Ensure everyone has the correct equipment before using tools e.g. gloves or suitable footwear. Safety visor or glasses worn when there is a risk of tools or debris making contact with eyes	4	1	4	Maintain an accident book specifically for all accidents that occur in Forest School to allow for learning/improvement of safety measures. Ensure detailed records are also kept of any near misses.
Bow saw	Sharp blades: cuts, grazes, puncture wounds, amputation.	Adults and children	Safety talks/instructions given. Safe use demonstrated and modelled at all times. Higher ratio of adults to children when tools are being used . PPE provided and used. Children who do not use tools as directed will be sent back in to school and parents/guardians will be informed. First Aid kit kept nearby along with an eye wash station .	4	1	4	Maintain an accident book specifically for all accidents that occur in Forest School to allow for learning/improvement of safety measures. Ensure detailed records are also kept of any near misses.
Loppers	Sharp blades: cuts, puncture wounds, amputation.	Adults and children	Safety talks/instructions given. Safe use demonstrated and modelled at all times. Higher ratio of adults to children when tools are being used . PPE provided and used. Children who do not use tools as directed will be sent back in to school and parents/guardians will be informed. First Aid kit kept nearby along with an eye wash station	4	1	4	Maintain an accident book specifically for all accidents that occur in Forest School to allow for learning/improvement of safety measures. Ensure detailed records are kept of any near misses.

Activity/ Task	Hazard/Risk	Persons at risk	Controls in place	Severity (1-5)	Likelihood	Risk/	Additional controls required
Hammer	Hitting body parts with hammer-cuts/bruises/broken bones	Adults and children	Safety talks/instructions given. Safe use demonstrated and modelled at all times. Higher ratio of adults to children when tools are being used . PPE provided and used. Children who do not use tools as directed will be sent back in to school and parents/guardians will be informed. First Aid kit kept nearby along with an eye wash station	2	2	4	Maintain an accident book specifically for all accidents that occur in Forest School to allow for learning/improvement of safety measures. Ensure detailed records are kept of any near misses.
Palm drill	cuts and bruises, lacerations, puncture wounds	Adults and children	Safety talks/instructions given. Safe use demonstrated and modelled at all times. Higher ratio of adults to children when tools are being used . PPE provided and used. Children who do not use tools as directed will be sent back in to school and parents/guardians will be informed. First Aid kit kept nearby.	2	2	4	Maintain an accident book specifically for all accidents that occur in Forest School to allow for learning/improvement of safety measures. Ensure detailed records are kept of any near misses.
Secateurs	Cuts, amputation	Adults	PPE provided and used. Used by adults only. Ensure participants are comfortable/competent using. Not used in vicinity of children.	4	1	4	Maintain an accident book specifically for all accidents that occur in Forest School to allow for learning/improvement of safety measures. Ensure detailed records are kept of any near misses.

Benefits: opportunity to experience new activity, help fine/gross motor skills, opportunity to make something, accomplishment, self-esteem.

Risk Assessment Form							
Location/Dept: Forest School Site Risk Assessment			Date Assessed: 24.10.21		Assessed by: Rebecca Palmer		
Task/ Activity: Presence around pond			Review Date: 1.1.22		Reference Number: v1.0		
Activity/ Task	Hazard/Risk	Persons at risk	Controls in place	Severity (1- 5)	Likelihood (1-5)	Risk/ Priority	Additional controls required
Walking to and within site	Slips, trips and falls leading to cuts and bruises.	Adults and children	Safety talks about the pond. Only walk when approaching/near the pond. Kneel in the marked out area. Access to areas of the pond (rear and sides) restricted. Adult supervision in area. Appropriate behaviour modelled by adults.	4	1	4	Near misses book kept and maintained.
Being near water	Fall into water, drowning		Adult accompanies child/children until 'responsible' behaviour/choices repeatedly demonstrated. Adult still in area even when this is happening regularly. Observe/monitor children and reinforce expectations/rationale if the desired behaviours aren't happening. Always accompany individual children if this if necessary.	5	1	5	

Benefits: Being outdoors, different environment, learning about life cycles, inspiring habitat creation.

Risk/Priority Indicator Key

Severity (Consequence)		RISK / PRIORITY INDICATOR MATRIX					
1. Negligible (delay only)	LIKELIHOOD	5	5	10	15	20	25
2. Slight (minor injury / damage / interruption)		4	4	8	12	16	20
3. Moderate (lost time injury, illness, damage, lost business)		3	3	6	9	12	15
4. High (major injury / damage, lost time business interruption, disablement)		2	2	4	6	8	10
5. Very High (fatality / business closure)		1	1	2	3	4	5
			1	2	3	4	5
		SEVERITY (CONSEQUENCE)					

Likelihood	
1. Improbable / very unlikely	
2. Unlikely	
3. Even chance / may happen	
4. Likely	
5. Almost certain / imminent	

Summary		Suggested Timeframe
12-25	High	As soon as possible
6-11	Medium	Within next 3-6 months
1-5	Low	Whenever viable to do so



A9. Insurance Certificates



Department
for Education

Confirmation of risk protection arrangement (RPA) membership

The Department for Education's risk protection arrangement (RPA) is a voluntary arrangement for academies, free schools and local authority maintained schools. It is an alternative to insurance through which the cost of risks that materialise will be covered by government funds.

The following academy trust or multi-academy trust is a member of the RPA.

NAME OF MEMBER ORGANISATION:	St Nicholas CofE Primary School
MEMBERSHIP NO/URN:	141459
MEMBERSHIP PERIOD:	01 September 2021 to 31 August 2022
RPA MEMBERSHIP RULES:	Church

(1)	EMPLOYER'S LIABILITY
Limit of Indemnity	Unlimited
(2)	THIRD PARTY PUBLIC LIABILITY
Limit of Indemnity	Unlimited
(3)	PROFESSIONAL INDEMNITY
Limit of Indemnity	Unlimited
(4)	PROPERTY DAMAGE
	Loss of or damage by any risk not excluded to any property owned by or the responsibility of the Member including property the responsibility of the Member due to a lease or hire agreement Cover
Limit	Reinstatement value of the property

NOTES:

1. Indemnity is subject to the RPA membership rules.
2. In accordance with the provisions of paragraph 1 of Schedule 2 of the Employers' Liability (Compulsory Insurance) Regulations 1998 (SI 1998/2573), the Secretary of State for Education hereby certifies that any claim established against the named member organisation above in respect of any liability to the employees of the kind mentioned in section 1(1) of the Employers' Liability (Compulsory Insurance) Act 1969 will, to any extent to which it is otherwise incapable of being satisfied by the aforementioned employer, be satisfied out of moneys provided by parliament.
3. A General Principles Clause is included.

Signed:

Dated: 01 September 2021

Tony Foot
Strategic Finance Director



Department
for Education



Department for Education

Confirmation of Risk Protection Arrangement (RPA) Overseas Travel

The Department for Education's risk protection arrangement (RPA) is a voluntary arrangement for academies, free schools and local authority maintained schools. It is an alternative to insurance through which the cost of risks that materialise will be covered by government funds.

The following academy trust or multi-academy trust is a member of the RPA.

NAME OF MEMBER ORGANISATION:	St Nicholas CofE Primary School
MEMBERSHIP NO/URN:	141459
MEMBERSHIP PERIOD:	01 September 2021 to 31 August 2022

The RPA includes cover for school trips overseas travel which is summarised below. Please see membership rules for full cover.

OVERSEAS TRAVEL INCLUDING WINTER SPORTS		Limit
Medical Expenses, Repatriation and Emergency Travel	Per person	£10,000,000
Baggage	Per person	£2,000 in total (inner limits apply)
Money	Per person	£750
	Per event	£5,000
Cancellation, Curtailment, Replacement, Rearrangement and Change of Itinerary	Per person	£4,000
	Per trip	£250,000
Political and Natural Disaster Evacuation	Per person	£10,000
	Per trip	£80,000
Missed Departure	Per person	£1,000
Disruptive Pupil Expenses	Per event	£5,000
Loss of Passport/Travel Documents	Per person and/or trips	£2,000
Search and Rescue Expenses	Per event	£100,000
Kidnap Consultants Costs	Per person and/or trips	£250,000
Piste Closure	Per day per person	£35 per full day of closure
	Total Per person	£350
Legal Expenses	Per person	£50,000
Personal Liability	Per occurrence	£5,000,000
Personal Accident	Per Person	Death and capital benefits £100,000

NOTES:

1. Indemnity is subject to the RPA Membership Rules.
2. Cover applies to any school trip, excursion or work experience placement anywhere in the world which is related to education; commences during the RPA Membership Year and involves travel outside of the school boundaries. Includes winter sports trips.
3. Emergency Contact Details: 0203 475 5031

Signed:

Dated: 01 September 2021

Tony Foot
Strategic Finance Director



Department
for Education