

Capel St. Mary Church of England VC Primary School

"A Place to Learn and Achieve"

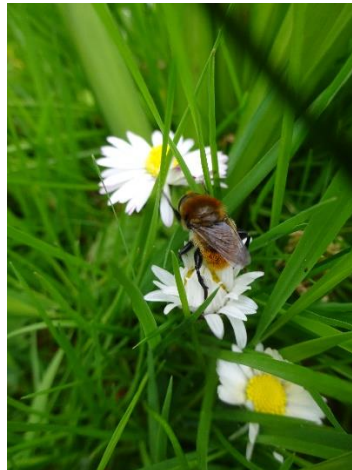


With faith as small as a mustard seed, you can move mountains.

Matthew 13 verses 31- 35



Forest School Handbook



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Appendices

- Forest School Fire Safety Policy
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- Risk Assessments
- Parental consent to participate in Forest School and Medical Consent Form
- Forest School - A Guide for Parents/Carers/ Guide for Helpers
- Accident / incident form to go home
- Ecological & Environmental Impact Assessment /Woodland Management

1. The Forest School Ethos

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

Forest School is a specialised learning approach that sits within and complements the wider context of outdoor and woodland education.

At Forest School all participants are viewed as:

- equal, unique and valuable
- competent to explore & discover
- entitled to experience appropriate risk and challenge
- entitled to choose, and to initiate and drive their own learning and development
- entitled to experience regular success
- entitled to develop positive relationships with themselves and other people
- entitled to develop a strong, positive relationship with their natural world

This learner-centered approach interweaves with the ever-changing moods and marvels, potential and challenges of the natural world through the seasons to fill every Forest School session and programme with discovery and difference. Yet each programme does also share a common set of principles, aimed at ensuring that all learners experience the cumulative and lasting benefits that quality Forest School offers.

- FS is a long-term process of regular sessions, rather than a one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
- FS takes place in a woodland or natural environment to support the development of a relationship between the learner and the natural world.
- FS uses a range of learner-centered processes to create development and learning.
- FS aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
- FS offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

2. Forest School Vision Statement

Forest School is an inspirational process that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a natural environment. At Capel St Mary we use the letters of our School name **CAPEL** to give us our school drivers... our children come to school to **Care, Achieve, Persevere, Enjoy and Learn!**

Using these drivers our intent is to provide a nurturing space that supports our children's well-being by providing and implementing positive Forest School sessions which are child led experiences.

We believe that every child is a tiny seed with the potential to become a mighty oak. Our biblical foundation comes from the story of the mustard seed in the book of Matthew:

"With faith as small as a mustard seed, you can move mountains"

Matthew 13, verses 31 – 35

We want all our learners to experience the outside in our woodland environment, to be able to develop their self-esteem and confidence in a hands on manner. Play is important in the Forest School Setting and we want to offer children and adults the chance to be creative, whilst developing their imagination, dexterity and social, physical, cognitive and emotional strength.

3. What Happens at Forest School

The sessions involve practical hands-on activities which aim to build up the participants' skills, abilities and confidence week by week. Sessions are child led, but may sometimes have a theme which are linked to the Early Years Curriculum or the topic in the EYFS classroom. Children will be encouraged to discover, explore, observe and question what they find in the Forest School site. By being given responsibility for the outdoor environments (Leafy Woods and the Conservation Area), social and emotional development takes place as well as a growing attachment to their environment. A number of small achievable tasks and activities will be available for them weekly so their confidence increases over time. All adults present use aspirational language to encourage positive self-esteem and decision making.

Forest School uses natural resources to stimulate imagination, creativity and investigation. Activities can include:

- Shelter building/making dens/using knots and lashings
- Natural art
- Fire lighting
- Bug hunts
- Tree investigations
- Climbing and balancing
- Woodwork using tools, e.g. making musical instruments, decorative items
- Creating bug homes and bird feeders
- Collecting, identifying and sorting natural materials such as leaves
- Team games

...in all weathers and in all seasons.

4. The Benefits of Forest School

Forest School is suited to all ages and abilities. The aim of Forest School is to develop the participant as a whole. It is particularly suited to people who have a low sense of self-worth and who struggle for various reasons to learn in a traditional classroom setting. Completing small achievable tasks, coupled with genuine praise from Leaders, helps to boost confidence and self-esteem. For children at school, attitudes to learning are improved as they find that learning can be fun and enjoyable. This new positive outlook is then transferred to the classroom where they are found to be more motivated and able to concentrate better.

Forest School can also:

- Develop physical abilities and help participants to stay active and healthy.
- Heighten self-awareness and improve emotional and social skills.
- Promote co-operative and group working.
- Encourage participants to take care of themselves and others.
- Foster care, appreciation and respect for wildlife and wild places.
- Broaden knowledge and understanding of the natural world.

5. Forest School Staff

Mrs. W. Dix - Forest School Leader. Forest School OCN Level 3 in Forest School Leadership
16Hr Forest School First Aid course

All staff and regular parent helpers have been subject to enhanced DBS checks.

6. The Forest School Sites

Our Forest School sessions takes place in two small woodland areas at the back of the school behind the poly tunnel and school hall. During the sessions we may also use other areas within the school grounds. Our main site which is aptly named 'Leafy Woods' is made up of mixed deciduous trees, two mature Maples, Hawthorne and Beech. Within this area are saplings which include fruit trees to invite more birds into the area. The two main sites are managed carefully during the sessions by the Forest School leader, staff, children and volunteers. All the sites are within school grounds and are not accessible to the public but the perimeters need to be carefully monitored as there are some low fences. Children taking part in Forest School will also be encouraged to minimise their impact on the site.

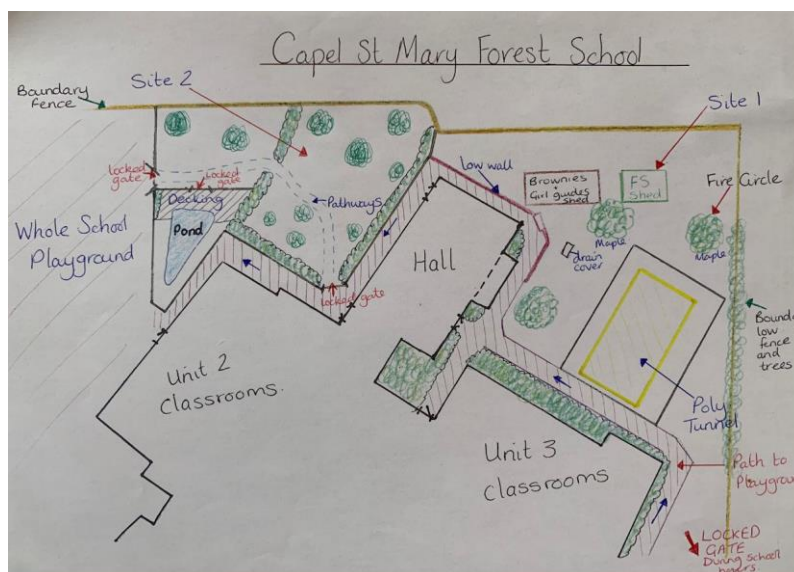
This will include:

- Finding out about the different animals and plants that live in and amongst the trees
- Learning to respect animals' homes
- Careful observation of live animals
- Leaving lying deadwood in place
- Taking all materials and litter with them when they leave
- Ensuring that the site is left like they found it

7. Location of the two main Forest School Sites.

Site 1 – Leafy Woods – Main site for starting and finishing the sessions.

Site 2 – Conservation area.



8. Code of Conduct at Forest School

1) Entering the sites

We will enter both sites respectfully and know that when at Forest School specific expectations are in place. The participants will explore, investigate, learn and play in a manner that will not damage the environment or themselves or others. They will learn that the sites are shared by the plants and animals and that we need to respect the space.

2) Boundaries

Before each session begins participants are made aware of how far that they can explore. They are taught that we do not go out of sight of the adults. They cannot go passed the corner of the hall or the fence around the poly tunnel when using leafy woods and not out of the gates when using site 2 the conservation area. If children move to explore hidden areas an adult should also move into the cover deep enough to be able to see the children but allowing the children the freedom to explore independently.

In the first introductory sessions the children will be taught the recall game of 123. If you lose sight of a child shout '1, 2, 3, where are you?' The children will be taught to respond '1, 2, 3, I am here', or signal in other ways if non-verbal. This enables the leader to trace children who have strayed. Children who are known to need 1-1 support are given the support needed.

3) At the Fire Circle

The participants are taught straight away in the first session how to use the fire circle. The logs are to be sat on and not used for playing on or as stepping stones. Once the leader is happy that all participants can use the fire circle safely then lighting a fire may be introduced to the group.

The fire circle is made up of 20 logs in an oval shape surrounding a fire square. There is a minimum of 1.5 meters for safety between the sitting logs and the fire square. The fire is kept small and well contained in a small metal fire pit. You can only enter the fire circle when invited to do so by the leader. If you wish to move to a different sitting log then you must step out and move around the outside of the log circle. Even when there is no fire we will always treat the fire circle the same way. No items must be carried and placed within the circle unless by an adult.

4) Lighting a fire

Training has been provided to the Forest School Leader regarding the correct way to construct and light a fire. Campfires are an important part of Forest School and are used in many sessions. Capel St Mary aims to ensure that all adults and children participating in sessions with fires, will do so safely and with as little risk to their health and safety as possible.

When lighting a fire the Forest School leader will take control of the operation and all accompanying adults will be briefed before we start. A lit fire will not be left unattended at any point. A fire may not be lit until it has been confirmed to all that our fire safety equipment is in place. Once seated around the campfire, the children must remain seated until directed by an adult to move. Participants are not permitted to throw anything onto the fire.

Advice on the appropriate way for dealing with smoke will be given to the children. If there is a clear wind direction, seating in the line of smoke is to be avoided. If wind direction is variable, the leader should rearrange the seating if at all possible.

5) Using Tools

All tools have their own clear code of conduct for correct use which will include consideration of specific personal protective equipment, correct use of a specific body posture, and consideration of the appropriate types of activity that each tool may be used for.

6) Picking up and playing with sticks

Participants can carry sticks shorter than their arm's length but are encouraged to think about how close they are to other children. Longer sticks may be dragged or carried with the help of another person when each person is at either end. Sticks must not be thrown. Sticks must not be pulled from living tress.

- 7) Digging**
Digging large holes is not encouraged. Participants may carefully move soil to look for insects and their habitats using fingers or small sticks found within the woodland but deep holes should not be made.
- 8) Collecting wood**
Wood is collected for fire lighting purposes. It is collected in four thicknesses – matchstick sized, pencil sized, thumb sized and wrist sized. This is a good mathematical activity involving sorting and matching. Sticks may be collected for creating pictures and patterns but should be collected sparingly so as not to disrupt creature habitats. Sticks should not be removed from the site and there are resources available within school in the Forest School area for activities where natural resources cannot be found on the site.
- 9) Eating and Drinking**
Nil by mouth policy (No lick, no pick) for anything found in the area, unless this activity has been specifically planned for during the session. Children must be reminded not to put their fingers or hands in their mouths or noses. When having drinks and snacks children will use wipes & water to clean their hands before consumption.
- 10) Rope and String Use**
We encourage the collection and transportation of materials. We do not allow children to tie up each other. If a child has a good idea and wants to tie up something, for example a tarp or a swing, an adult should help them as needed, modelling appropriate knot tying and modelling how to talk through ideas and decisions.
- 11) Carrying and Transporting Materials**
Children are encouraged to roll, lift, pull and drag materials, either by using their hands or by using ropes. We encourage safe lifting by bending our knees and keeping our back straight. Safe lifting should always be modelled by adults. Heavier objects should be rolled, lifted or carried by more people working together.
- 12) Toileting**
Participants are invited to use the toilets before we leave the classroom. A portable loo is available for the children to use during the session in the shed in the Leafy Woods site. Children will be allowed to return to the school building with an accompanying staff member to the nearest Unit toilets if using another Forest School site. All children must wash and sanitize their hands after using the toilet. The portable toilet is wiped after every child and emptied and cleaned at the end of the Forest School day.
- 13) Tree Climbing**
An adult must be present when children climb trees in the Forest School. The ground cover should be checked for 'sharp objects' and the tree marked as suitable for climbing. A visual check must be made for loose and rotten branches. Children are permitted to explore to their own limits or to a maximum height of 1.5m. Adults should be near enough to catch if a child should fall but far enough away to not be invasive to the children's exploration.
- 14) Leaving the Site**
We work according to the ethos 'leave no trace' that we were in the wood as much as is reasonably possible. Shelters should be taken down, imported materials need to be removed. All equipment is carefully counted out and back in again, especially when using tools and tent pegs. Very occasionally large items may be left between sessions. All rubbish will always be removed. If artefacts have been found or made these may be taken off the site with the consent of an adult.

9. Suggested Activities for Forest School

Activities for Forest Schools are diverse and numerous but it should be reminded that we are trying to create independent learners who are inspired to try out their own ideas, explore their own interests and to attempt new ideas.

Some activities might include:

- Shelter building
- Fire lighting
- Tool use
- Studying wildlife
- Playing team and group games
- Sensory activities
- Tracking games
- Cooking on an open fire
- Rope and string work
- Art and sculpture work
- Woodland and traditional craft
- Developing stories and drama, and meeting imaginary characters
- Physical movement activities

10. A Typical Forest School Session

The reception children will be split into two groups and will attend one day a week with either a morning or afternoon session. The morning session starts at 9:15 and finishes by 11:45am and the afternoon session is 1:15 to 3:15. Before the children attend the session Mrs. Dix arrives early to make sure everything is ready. All sessions are planned and led by Mrs. Wendy Dix our Forest School Subject Lead and Early Years Teacher with the help of a Class LSA and weekly parent volunteers.

Each Forest School session follows a simple routine. The session starts with participants getting ready to go outside by putting on appropriate clothing – waterproof coats, trousers and wellington boots. We go through the agreements, boundaries and routines whilst still in class and children help gather any resources we need to take out with us. The group then walks to the Forest School site and gathers at the Fire Circle in 'Leafy Woods'. The fire circle is a focal point where the group assembles and socialises. At the start of the session, participants and Leaders sit together and talk about what they did and particularly enjoyed doing at the last session, and what they are planning to do during the current one. Many activities take place in or around the circle, such as natural art and woodwork. Early sessions involve participants getting to know the site and learning basic safety rules. They then move on to more complex and detailed tasks and are given more "free time" for personalised learning. At the end of each session, participants help Leaders to pack away the tools and materials they have been using and help to return the woodland to the state in which they found it.

11. Equipment for Forest School

The Forest School leader will hold an outdoor first aid qualification but there are also many members of staff within school that also hold appropriate first aid certificates.

A full first aid kit will be available on site and the forest school leader will have a mobile phone, in case of emergencies. The Forest school leader will have a summary of medical information relating to each child and / or any specific care plans. Staff will be advised of any specific medical information they should be aware of.

To Take From the EYFS Classroom

- Children's medicine/asthma inhalers etc.
- Children's water bottles
- Forest School Leaders Folders – personal contact details/ risk assessments/planning
- Leader/Teachers Mobile phone – for emergency use only

First Aid Kit

Antiseptic wipes	Eye irrigation solution sachets	Large self-adhesive wound dressings
Assorted plasters	Eye pads	Micro pore tape
CPR face shield	Finger bandage (tube gauze) and applicator	Pairs of disposable gloves and aprons
Crepe bandages	Foil Blanket	Scissors
Emergency 999 script	Hydrogel burns dressings - burns kit	Small self-adhesive wound dressings
Emergency action plan and incident book	Instant ice packs	Triangle bandages

The Emergency bag

Bin bags	Forest school insurance policy	Sugary snack
Blanket and roll mat	Fresh water in container	Teddy for emotional support
Burns kit (cling film / scissors / latex gloves)	Hand wash gel	Tick remover
Casualty monitoring card/form	Small tarp	Tissues and paper towels in plastic bags
Cloths to use with water for wipes	Spare clothes, waterproofs/trousers and hat (size appropriate)	Torch / whistle
Fire blanket		

12. Forest School Clothing

Forest School encourages play in all weathers, to facilitate this it is essential that all participants wear appropriate clothing relevant to the weather conditions - "there is no such thing as bad weather, only bad clothing". Forest School will only be cancelled should the conditions be unsafe due to high wind. The children will be expected to go out in all weathers, rain, snow or sunshine so adequate clothing is essential to gain the full learning potential of the session.

Every learner should have the following clothing before attending Forest School - old clothes preferably as they will be getting messy and muddy! The children will be encouraged to get their clothes on independently, which promotes independence.

Trousers	Heavy weight trousers, that are hardwearing and warm for the winter months. A lighter weight pair may be worn in the summer months but will still need to be hardwearing.
Tops/jumpers	To ensure children are warm we would encourage layers, a thin base layer followed by a thicker top layer so that body temperature can be regulated effectively.
Footwear	Ensure footwear is hardwearing, walking boots or wellington boots are ideal - they protect feet from wet and cold conditions as well as preventing injury to toes should trips happen. No open toed shoes to be worn, even in the summer months - trainers would be a good choice for warmer weather.
Water bottle	Child's own class water bottle (NAMED) will be taken to the session.
Hat and gloves	During the winter months it is important for the children to have the ability to add layers to keep them warm, by having these items of clothing they can adjust dependent on temperature.
Waterproofs	A waterproof coat is a necessity as weather conditions can change very quickly. A pair of waterproof trousers is also advisable as this would allow the children to be on the ground in all weathers and would not limit their activities.
Spare clothes	The FS leader will ensure that spare clothes are available in the emergency bag to allow children to continue with their session should they get too wet, cold or too hot. At the end of the morning session the children will change back into their dry/mud free spare clothes if needed.
Sun Hat and Sun Cream	This is essential to protect the children from sun burn during the summer months. Cream is to be applied by parents at the start of the day in conjunction with the policies set out by Capel St Mary Primary School.
Socks	Long socks to ensure comfort under wellington boots, thickness will depend on the time of year and maybe two pairs would be advisable in very cold conditions.

13. Personal Protective Equipment at Forest School:

PPE will be provided to ensure that all learners can access and enjoy working outdoors without any limitations. The appropriate gloves and safety goggle will be available at each session, the purpose and benefits will be demonstrated to encourage safety at all times.

Protective gloves	Rigger gloves	Fire gauntlet gloves	Safety goggles
			
<ul style="list-style-type: none">• To keep hands clean while learning about the great outdoors.• To be worn on non-working hand while using tools to improve grip.	<ul style="list-style-type: none">• To protect hands from the tougher outdoor tasks:• Clearing brambles and hedgerows.• Collecting natural materials, large logs.	Protection against the heat and sparks created by a fire.	Preventing debris getting into eyes and causing damage.

14. Information for Teachers

Forest School is a unique educational programme run by trained Leaders. It helps children and young people to develop their confidence and self-esteem through hands-on learning experiences in the outdoor natural environment.

Forest School provides:

- A safe, supportive and positive environment for learning and discovery.
- Session plans and risk assessments for all activities.
- Activities that link to the Early Years Curriculum and the Capel St Mary vision statement
- Monitoring and reporting of individual children's progress and development.
- Greater involvement of parents in their children's education through the invitation to take part in a Forest School session with their children.

15. Staff, Visitors, Ratios, Roles and Responsibilities during Forest School

Adult support

The ratios of adults to children at Forest Schools (minimum 1:7) ensure that children are well supervised and supported in their learning and development. Adults are expected to spread out in the Forest School area and be able to see children but not impose on them. It is important that all supporting adults engage in all experiences, showing their enjoyment, building trust and getting to know the children and to build relationships. Adults are to encourage small achievable steps and let the children decide how they approach experiences, not to step in or interfere, but to observe and hold the space.

- All adults (including parent helpers) need to ensure they have read the Forrest School Handbook and signed to say they have (sheet in FS Folder).
- Ensure you wear suitable clothes and footwear for the weather and the environment, setting a good example to the children.
- Read the plan for the session and risk assessments that link to the sessions activities.
- Be aware of any responsibilities you have been given for the session and you are ready and prepared and are happy with what you have been asked to do.
- Make sure you are aware of the first aid kit location. Alert the forest school leader of any first aid issues however minor and make sure they are recorded appropriately.
- Make sure you are setting a good example at all times and are following the agreements, policies and procedures and reinforcing these when necessary.
- Please make sure you inform the forest school leader if you are leaving the forest school agreed boundaries for whatever reason.
-

Forest school leader

- To make sure that all policies are up to date and adhered to and to carry out daily risk assessments before each session.
- To ensure that all staff, volunteers and participants are wearing the appropriate clothing.
- Make sure an up to date register is always present and that the relevant information is kept on each participant including medication (e.g. epipens, inhalers) and that the first aid kit is always available.
- To make sure their outdoor first aid qualification is up to date.
- To plan and lead all Forest School activities and that all activities are adequately risk assessed.
- To take responsibility for behaviour and how to resolve the issues and how to plan activities to help this at forest school.
- To ensure that all adults participating understand their role in promoting emotional intelligence, self-esteem and learning at Forest school.
- The Forest school leader should be a good role model and stimulate love Forest School sites and for the biodiversity and the creatures that live in their environment.
- A forest school leader should encourage awe and wonder, show them things, facilitate interests, help them learn new skills to complete what they want to do!
- The forest school leaders role is to promote a setting where all learners can be themselves and build on their own skills by looking at the holistic development of each and every child and helping them to build on their existing skills with small achievable steps with planned activities or resources sourced and placed for them by the leader, if not already available with the natural resources around.
- The forest school leader is an assessor of risk and encourages risk takers and fosters resilience, confidence and creative independent learners through planned activities and facilitating skills to learners to enable them to do things for themselves when the need arises.
- To bring the group in for social times, such as circle games, team games, reflection time is important for the forest school leader to encourage within the group, a time to listen, a time to think, a time to say how things have gone?, what they have enjoyed or not?, what went right?, what they would like to have a go at next time?
- A forest school leader would be observing and would want to facilitate or scaffold a participant / child to build on their own motivation or interests, this may be by dropping some relevant resources near where they are playing for them to choose whether to use them or not and how, or facilitating new skills to build on the skills they already have, sometimes this cannot be done in the session but planned for, for the next session or sessions!
- Forest school leaders would facilitate how to use tools, when they thought the group were ready or because participants/children are ready in them and need them on their individual journey or because a skill maybe facilitated to be used at a later date when needed. Tool talk would be carried out and assessment done and on any activities to be completed.
- They would make sure that all staff and regular volunteers have had DBS checks. That the session runs with a high ratio of staff to enable the ethos and principles can be carried out and that all children can be supported.
- The forest school leader should be able to hold the space by supporting others without judgement and offer support, on whatever journey they are on, to enable learners to be unique, individual, equal and enable each one of them to explore and discover in any way they choose, each child learns in a different way with different preferences and learning dispositions and by observing each child/participant the forest school leader can support, resource and facilitate the needs of each child and how to scaffold their individual learning journey and their individual needs.
- A forest school leader will make sure there is time to reflect and this will be planned into every session to enable practitioners/children the chance to be able to understand their achievements, listen to others, have an opinion, so they can develop an emotional intelligence, to be able to say what they enjoyed, what didn't go so well.
- A forest school leader would want to enable participants to have FUN, EXPLORE, take RISKS, take small achievable steps, be HAPPY, make their own journey.

Children

- To get themselves ready in the classroom by wearing adequate clothing and footwear for the weather.
- To be a part of making the Forest School Agreements and adhering to them.
- To take responsibility for ensuring their own safety and that of others.
- To take risks and to have confidence to have a go!!
- To be involved and look after the environment and each other.
- To have fun, explore, be happy, kind and take risks and be in awe of what is around them.

Parent helper Protocol

Our site is within the school grounds and cannot be accessed any other way. All volunteers have to sign in at the school office. Parent helpers are asked to leave their phones in the safe box in the Forest School shed. If a parent becomes a regular helper at the Forest School sessions then they will be asked to complete a DBS check. The parent helpers or volunteers are never left unattended with the children and are not allowed to accompany the children to the toilet unless it is their own child or they have been DBS checked.

16. Behaviour

It is our responsibility to discipline and manage the participants attending the Forest School sessions. It is good practice for the same member of staff to attend all of the sessions, to maintain continuity for the children. Promoting good behaviour can be successful by holding the space.

In the first Forest School session, both physical and behavioural boundaries are agreed with the children. At each subsequent session, these boundaries are revisited and reinforced.

FS leaders, teaching staff and volunteers:

- Create a positive environment for all to thrive, allowing individuals to build confidence and self-esteem within the natural environment.
- Recognising small achievable steps
- Placing the needs of the children first, nurture creativity and discoveries that are made within the woodland.
- Modelling caring behaviour to allow all children to feel safe and held within nature and with each other - building relationships.
- Should reinforce the acceptable behaviour towards the natural space and equipment used while at Forest School.

Children should:

- Respect everybody's opinions, thoughts and feelings.
- Listen when people are speaking.
- Establish clear boundaries, following the safety and rules agreed and made within the group.
- Share with others and be accepting of each other's choices.
- Have the freedom to play, explore and be themselves.

In the event that behaviour was not consistent with the Forest School policy, the leader would take the time to deescalate the situation and try to re-engage the child. If this is not successful the child would be asked to move away from the group. If the situation could not be resolved and the staffing ratio was not adequate and the safety of others was a concern then the child would be returned to the classroom. For each cohort we have, it is important for them to feel involved in making and informing the rules that help look after them, this helps them to own them and more likely to adhere to them.

17. Equality

To provide all children in our care the opportunity to access Forest School regardless of their ability. We will look to promote inclusivity and acceptance for all at Forest School to ensure that each individuals needs are met.

Please refer to Capel St Mary Equality of Opportunity Policy (School Website).

18. Parental Consent

In relation to forest schools, medical information for each child is obtained at the beginning of the school year from the parents/carers. The Forest School leader is given a summarised list of specific medical needs for individual children (e.g. Asthma, Epilepsy, allergies). At the start of the school year parents/carers are provided with information outlining the ethos of Forest School and proposed activities. They are required to sign a consent form to allow their child to participate in Forest Schools. (See appendix) On the consent form as a cautionary measure parents are reminded to advise us if there are any further medical reasons or phobias that could affect their child's well-being and experience of Forest Schools. The consent and medical forms are kept in a folder in a locked cupboard once completed.

All information about individual children is private although specific medical information that could affect a child's well-being and safety at Forest Schools is shared with Forest School staff that have a need to know, to ensure the best care and safety for children in our care.

19. Health and Safety

The health and safety of the children at Capel St Mary Primary School is of utmost importance. Risk assessments of site, specific groups and activities will be carried out. An additional site sweep and risk assessment will be carried out before each session by the Forest School leader. The Forest School sessions follow the Health and Safety Policy of the school. (*Refer to the School Website*)

20. Accident and Emergency

- To report accidents or hazards to the Forest School Leader immediately
- Investigate any accidents and use information gathered to inform future risk assessment and policy making
- Ensure that at least one appropriately qualified first aider is on-site
- Establish and be familiar with, all emergency procedures including the reporting and recording of procedures
- An accident form will be completed as soon as possible after the accident occurs by the member of staff or first aider who deals with it.
- In case of an emergency the adults must contact the school immediately or contact the appropriate emergency services, giving them details of location. As much detail as possible will be supplied when reporting an accident.
- Information about injuries will also be kept in the pupil's educational record 11
- Records held in the first aid and accident book will be retained by the school for a minimum of 3 years, in accordance with regulation 25 of the Social Security (Claims and Payments) Regulations 1979, and then securely disposed of.

21. Cooking – including Food Hygiene

Capel St Mary Primary School maintains high food hygiene standards in relation to the purchase, storage, preparation and serving of food.

- Food and drink preparation and sitting together whilst eating and drinking are important parts of Forest School.
- We will provide hand washing facilities at each session where food and/or drink is prepared and will ensure that all staff, volunteers and participants follow the Forest School food hygiene rules.

Forest School food hygiene rules

Everyone involved in Forest School should be involved in food safety and follow the food hygiene rules below. If you spot a problem, please point it out to the Forest School Leader. When involved in food and drink preparation you should:

- Wash hands before and during cooking.
- Not handle food if they are ill with stomach problems, such as diarrhoea or vomiting and cover any cuts or sores.
- Tie hair back.
- Keep food that is waiting to be cooked separate from food that is ready to be eaten.
- Prepare food on a suitable surface. Use separate chopping boards for preparing different foods, especially raw and ready-to-eat food.
- Ensure food is cooked thoroughly. Food should be cooked right through and piping hot in the middle.
- Not reheat food more than once.
- Keep utensils clean and regularly wash tea towels and cloths.
- Store food in clean plastic containers with non-leaking lids.
- Take all rubbish and food scraps away with them at the end of the session to avoid attracting vermin to the site.

22. Extreme Weather

- Check weather conditions, if it is unduly windy or a thunder storm is imminent or has commenced. Then it is not advisable to carry out a Forest school session.
- The weather prior to each session will be monitored by BBC weather and the Poor weather procedure will be adhered to in the event of poor weather. The forest school will not go ahead in high winds of more than 35mph. If in an event of high winds, the session will be cancelled.

Poor Weather Procedure

Forest School is about experiencing the weather through the changing seasons and this alone brings many varied learning opportunities for the children. We will endeavour to continue forest school in all weathers however one exception of this is high winds of more than 35mph. The session will be cancelled and parents will be informed as soon as possible via the Dojo website. If weather becomes unmanageable during a forest school session then the FS leader will make a decision based on common sense whether to carry on with the session or return to the classroom. In heavy rain the FS leader may erect a tarp cover suitable to provide children with some cover. Likewise if particularly sunny the FS leader will erect a shelter to provide children with additional shade. On windy days certain areas of the woods may be prohibited and the FS leader will inform children and adults of this.

23. Tools (refer to the tool policy in the Appendix)

Safe use of Tools

During some sessions the participants will have access to a variety of tools. The Forest School Leader will make a decision on the behaviours of the group as to when tools can be introduced.

24. Ropes and Knots

- All equipment will be checked and maintained by the FS leader before every session, damaged ropes will be removed from circulation and replaced.
- Learners will be encouraged to learn to tie and undo simple knots, moving to more complex knots once competent.
- Demonstrations will be provided and adapted to aid each learner's specific requirements.
- The risks associated with using ropes should be discussed and children should be advised not to wrap ropes around each other, they should only be used for their correct purpose.

25. Risk management and Risk Assessment

Risk assessments are in place to cover the following:

- Site specific risk assessment
- Forest school daily site assessment
- Forest school sessions and activities
- Tool use
- Campfire activities

Please refer to the Appendix for the risk assessments, the school website and in the Forest school leaders Risk Assessment file.

26. Risk Benefit Analysis

We believe by having the opportunity to take safe risks within a natural environment Forest School activities will ensure learners to gain:

Confidence - Learners will have the freedom, time and space to explore and play independently which will build self-esteem and self-confidence as they are making choices from themselves and challenging their own abilities at their own pace.

Social skills - Building stronger relationships with peers and supporting adults. The ability to work co-operatively with others with an increased awareness of how our behaviour and that of others has consequences/affects the group as a whole - gaining respect for others.

- Working in an open and nurturing environment each learner is given the opportunity to thrive away from structure and master their own skills, building these and sharing with others along the way.
- Opportunities for learners to develop empathy towards others and the freedom to learn more about themselves.
- Experience of working within a team.
- Time and space for reflection.

Language and communication - The visual and sensory impact of Forest School will have an impact on how our learners communicate with each other and their natural environment.

Motivation and concentration - Allowing learners to explore and play independently encourages a keenness to participate in activities that they may not feel they could have done before, allowing them to focus on specific tasks for a period of time that suits them. Having the freedom to create, make and try different tasks without an expected outcome challenges learners' abilities and motivates them to focus on what they enjoy, enhancing concentration and perseverance.

Physical skills - Learners will be able to hone their gross motor skills and physical stamina as the free and easy movement round the Forest School allows this to evolve organically, jumping, climbing (improved balance) and playing. By collecting objects, making and building dens they are also able to develop and improve fine motor skills.

Knowledge and understanding - Increased respect for the natural environment and self within it.

- Emotional intelligence and ability to problem solve
- Ability to identify plants and trees within our Forest School site, recognising birds/insects and the habitats in which they live.
- Observational skills improve as they are exposed to the changing seasons and the effects this has on the biodiversity of site.
- Sparks curiosity and interest.

New perspectives - Allows practitioners to observe and understand the learners individual learning styles in a holistic setting, to ensure activities and support can be tailored to the individual's needs.

- Stimulates creativity and imagination - each learner will experience something different which is valuable to them, promoting personal growth.
- Positive approach to flora and fauna as understanding of the environment deepens.

Family connections - Learners will share their experiences and knowledge with parents which encourages families to participate in similar activities positively.

27. Safeguarding and Data Protection and personal data handling / GDPR Policies

The safeguarding and Data protection of the children at Capel St Mary Primary School is of utmost importance. The Forest School sessions follow both Policies of the school. *(Refer to the School Website)*

28. Social Media

The Forest School leader will be the only member of staff to have a mobile phone, this is only to be used for emergencies. All other staff and volunteers will be asked to store them in a safe place or in the safe box inside the Forest School shed.

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, radicalisation and sexual predation and technology often provides the platform that facilitates such harm.

Online safety issues can be categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material, for example, pornography, fake news, racist or radical and extremist views;
- **Contact:** being exposed to harmful online interaction with other users, for example, commercial advertising as well as adults posing as children or young adults.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images, or online bullying.

The governing body/proprietor has had due regard to the additional information and support set out in KCSiE and will ensure that the school has a whole school approach to online safety and has a clear policy on use of communications technology in school.

Photos of your child will only be put on the Forest School Page or class page on the school website with parent/carer permission.

29. Communication Strategy

- A copy of the plans are available for staff and volunteers to read during the session.
- If staff or volunteers cannot attend a session, they must give as much notice as possible to give the Forest School leader the chance to find a replacement. If this is not possible, then the session will need to be cancelled due to not being able to meet the ratios needed.
- The Forest School leader will have a mobile phone for Emergency Use Only
- A Forest School guide for helpers is available to read in the Appendix.
- A letter setting out dates and times of sessions for their child for Forest School, enclosing "A guide for Parents and Helpers", which covers clothing requirements, an explanation of Forest School, what the children will be doing, Forest School Daily schedule, staff and qualifications, explaining safety, risks and First Aid, Cancellation details, Photographs, Contact details, behaviour, emergency procedures. Enclosing a consent form and Medical Consent Form.
- Parents will be able to access photos of the session on the school website, showing what their child gets up to at Forest School. Messages may also be sent via the Classroom Dojo Website.
- In the case of bad weather, such as high wind or thunderstorms, parents will be informed by Classroom Dojo, as stated in the Forest School policies and procedures under extreme weather.
- A questionnaire/feedback via Classroom Dojo will be considered to send to parents, for them to fill in with their children, to find out what their children enjoyed and what they struggled with, this will help us to plan future sessions and work with parents to plan for their child's next steps.
- Regular updates will be given via the Forest School Subject Lead. This may entail on how forest school is running, any problems or incidents they need to be aware of or requests for resources.
- All staff present in a session to come together, to reflect /review on the session, any problems? What worked? Anything that didn't work? Their views and comments on the session, any ideas that could be taken into the next session.
- All staff and regular volunteers, MUST read and sign the policies and procedures.
-

30. Lost or Missing Child

As our site is in the main school site and all gates are locked it is unlikely that a child would be lost off site but would still be on site but not in the forest school setting.

In the unlikely event that it is found that a child is missing we will act in accordance with the following procedures.

- When it is thought a child is missing, the Forest school leader must be alerted at once. They will call the children together to check the numbers and take a register to locate which child/participant is missing.
- Staff and volunteers will be asked when and where the child was last seen and the details.
- The staff will be careful not to create an atmosphere of panic and to ensure that the other children remain safe and adequately supervised.
- If after checking the site thoroughly, the child has not been located, the head or person in charge would be contacted and explained the scenario.
- If after a thorough check of the whole school site by as many staff as possible, then the police and parents/carers would be contacted.
- If and when the child is found, ensure everyone is informed, school, police, parents, group adults etc. After the incident, complete an incident form and amend risk assessments as necessary. School will support in contacting external agencies.

31. Environmental

Ecological impact - see appendix

Landowner's Agreement - see appendix

Woodland Management - Local Education Authority ground maintenance and Forest school staff and participants.

To prevent overuse of the site we will rotate our site in line with our woodland management plan.

32. Insurances

Relevant policies will be kept in the school office. A copy of the forest school insurance will be kept in the Forest school Handbook.

Appendix 1

Fire Safety Policy (Forest School)

- Campfires are an important part of Forest School and may be used in sessions. Capel St Mary Primary School aims to ensure that all adults and children participating in sessions with fires, will do so safely and with as little risk to their health and safety as possible.

Location

- Only the camp fire area will be used for campfires. The area will always be kept clear of low branches.
- Campfire area is enclosed by logs to make a fire pit to prevent the spread of fire.

Positioning of Children and Adults

- Fire areas are surrounded by seating logs at least 1.5metres from the fire pit. Exit paths are available between corner logs.
- For Early Years children, they will have a fire pit experience but the fire will not be lit till the Forest School Leader is happy with their behaviour around the fire circle. We aim more to ensure that they learn the process of how to behave around a fire pit.
- When the campfire is in use, children are not permitted to cross the area immediately surrounding the fire without permission.
- Children will be taught how to change seats by standing, stepping over the log and then walking around the outside of the seating area. They must never cross the inner area.
- Children must walk around the outside of the seating logs, and step over them to sit down. A fire will not be lit with a group until all children have demonstrated that they do this at all times.
- Once seated around the campfire, the children must remain seated until directed by an adult to move.
- Long sleeves and trousers must always be worn
- Children are not permitted to throw anything onto the fire
- Advice on the appropriate way for dealing with smoke will be given to the children
- If there is a clear wind direction, seating in the line of smoke is to be avoided.
- If wind direction is variable, the leader should rearrange the seating if at all possible.

Fire Lighting

- Training has been provided to the Forest School Leader regarding the correct way to construct and light a fire.

Safety and Responsibility

- A Fire Blanket, bucket(s) of water and Burns kit must be sited close to the fire circle. Cling film is carried in the emergency rucksack.
- Only adults are permitted to light fires, unless children are under the direct supervision of the Forest School Leader.
- Fires are lit using a 'Flint and Steel' kit to natural tinder. Cotton wool, tinder nests and waterproof matches may be used in extremely wet conditions.
- No flammable liquids are to be used to accelerate fires
- No plastics are to be burnt
- If sessions involve children adding fuel to the fire, this must be done with one to one adult supervision.
- Sticks/wood must be placed, not thrown, from the side of the fire. The hand should never go near the fire
-

Extinguishing the Fire

- All fires must be extinguished at the end of a session
- Whenever possible, all fuels should be burnt off to ash
- The Forest School Leader should ensure that any large remains of wood, especially when using logs, are separated from one another
- At the end of the session, the fire must be doused down with water using a watering can and rose and stirred until all smoke and steam has ceased
- Large build ups of potash, from several fires, need to be dispersed. This must only be done when it has totally cooled, preferably the following day. It should be finely scattered through the woodland to enable natural decomposition.

Appendix 2

First Aid Policy (Forest School)

The Forest School leader will hold an outdoor first aid kit but there will also many members of staff within school that also hold appropriate first aid certificates.

A full first aid kit will be available on site and the forest school leader will have a mobile phone, in case of emergencies.

The Forest school leader will have a summary of medical information relating to each child and / or any specific care plans. Staff will be advised of any specific medical information they should be aware of.

First Aid Kit	The Emergency bag
Instant ice packs Antiseptic wipes Eye irrigation solution sachets Assorted plasters Triangle bandages Large self-adhesive wound dressings Small self-adhesive wound dressings Crepe bandages Pairs of disposable gloves and aprons Eye pads Micro pore tape Finger bandage (tube gauze) and applicator CPR face shield Hydrogel burns dressings - burns kit Foil Blanket Scissors Emergency 999 script Emergency action plan and incident book	Would contain the first aid kit Burns kit (cling film / scissors / latex gloves) Blanket and roll mat Fire blanket Torch / whistle Small tarp Tissues and paper towels in plastic bags Hand wash gel Cloths to use with water for wipes Fresh water in container Spare clothes, waterproofs/trousers and hat (size appropriate for group involved) Sugary snack Casualty monitoring card/form Tick remover Forest school insurance policy (copy) Teddy for emotional support Bin bags

Emergency First Aid Procedures (1)

In the event of an emergency the following will happen;

- Emergency Whistle blown
- Children advised of tools down by other adults in surrounding areas and to await further instructions.
- Forest School Leader to assess situation and remove any hazards.

Emergency First Aid Procedures (2)

- Situation assessed as able to treat casualty with First Aid Adult 1 – Forest School Leader, to treat the casualty.
- Remaining staff to lead other children safely to fire circle and complete headcount and await further instructions. Keep children calm and play circle time games.
- Adult 2 – (to be assigned each Session) to call First Aider and bring emergency bag and support first aider and to calm the casualty. To treat the casualty with First Aid. FS staff to complete school accident book and Forest School Incident Book, sign and date.
- Child needs to go home or further non urgent treatment required.
- Child able to carry on session – forest school leader to monitor child and advise class teacher
- Decision to make either... Session resumed and adults advised to return to fire circle.
- Children advised of any information needed to prevent any further accidents.
- Parents/carers contacted by Forest School staff and informed of accident and treatment. School senior team advised.
- Parents informed of accident and treatment – verbally over telephone and just let them know - advised to monitor.

Situation assessed as unable to treat alone with First Aid.

Adult 2 – (to be assigned each session) to call First Aider and bring emergency bag and support first aider and to calm the casualty. Use radio to call for senior team.

Senior school leader to support adult 1+2 await ambulance – to stay on phone to emergency services. On arrival of ambulance if parents have not arrived a member of staff to accompany child to hospital.

FS staff and senior team to complete critical incident red book and Forest School Incident Book, sign and date.

Adult 1 – Forest school leader, to treat the casualty.

Phone 999 using mobile carried onsite and read script in emergency bag

To treat the casualty with First Aid.

Remaining staff adult no 3 to lead other children safely to indoor classroom and complete headcount. To await further instructions. Keep children calm and play circle time games.

Parents/carers contacted by senior school team and informed of accident and treatment.

All staff to have whistles to be used in an emergency. Two blows on the whistle means emergency tools down.

Manual handling

We will follow the manual handling school policy which is listed below;

It is up to individuals to determine whether they are fit to lift or move equipment and furniture. If an individual feels that to lift an item could result in injury or exacerbate an existing condition, they will ask for assistance.

The school will ensure that proper mechanical aids and lifting equipment are available in school, and that staff are trained in how to use them safely.

Staff and pupils are expected to use the following basic manual handling procedure:

- Plan the lift and assess the load. If it is awkward or heavy, use a mechanical aid, such as a trolley, or ask another person to help
- Take the more direct route that is clear from obstruction and is as flat as possible
- Ensure the area where you plan to offload the load is clear
- When lifting, bend your knees and keep your back straight, feet apart and angled out. Ensure the load is held close to the body and firmly. Lift smoothly and slowly and avoid twisting, stretching and reaching where practicable

Appendix 3

Tool policy (Forest School)

This policy will be reviewed annually as we are committed to ensuring good practice within our Forest School setting.

Aim: To ensure that all children/participants are kept safe while using specific tools at Forest School.

Responsibilities:

The Forest school leader and Forest School Assistant are responsible for overseeing the safe use and maintenance of all tools. At each session tools will be counted in and out, cleaned, dried and returned to its appropriate lockable tool box/bag for secure transportation. Adults will model safe use and handling behaviour at all times when using all tools - to encourage children to mimic this positive and safe behaviour.

Prior to a session the Forest School Leader will:

- Perform a risk assessment to assess levels of risk in relation to the developmental stage of each group and whether tools would benefit the session.
- Rope off a designated tool area and assign a **trained** adult to supervise and support each learner.
- Ensure all tools are fit for purpose, sharpened, undamaged and safe. Any that are not will be removed from circulation for repair or safe disposal.
- Remind children of the “tool down” procedure - in the event of an accident a whistle will be blown and all tool users are immediately expected to place all tools back in their safety sheath/cover and placed in the correct storage to prevent further accidents. This ensures that the FS leader can deal with any accidents quickly and effectively, reducing further risks to other learners.
- Children are reminded not to help themselves to tools, they will be locked in the appropriate box to prevent risk of tools being used without supervision/permission.
- Explain and agree the ‘Blood bubble rule’. In order for tools to be used safely it is thought by FS professionals that learners should be a minimum of ‘one arm and a tools length’ away from other learners while using tools. If this cannot be accommodated it is deemed unsafe to continue, this rule reduces the risk of injury and should be adhered to by all.

Tools will be used on a 1:1 basis until tool use competencies have been met by the individual. The Forest School Leader at their discretion may choose to work in small groups in line with the needs of the child. A ‘Tool Talk’ will be given to demonstrate how to use each tool before use by learners, this general guideline can be adapted according to the tool being demonstrated - see template below, Knife used for example purposes:

Tool Talk

This is a (Knife).

This is the handle of the (Knife).

This is the Sharp Edge of the (Knife).

This is the Blunt Edge of the (Knife).

I will put the cover on like this.

I stand with the (Knife) like this (Put on the side of the thigh).

I walk with the (Knife) like this.

I put the (Knife) back into its sheath/protective cover like this.

I use the (Knife) to (whittle) anything smaller than (one finger radius), bigger than (wrist size).

I use the (Knife) like this (Whittling motion outwards).

When using the (Knife), I always make sure that I am one arm and a tools length away from other learners (blood bubble rules).

When using the (Knife), I will always wear a glove on the non-working hand.

When I am not using the (Knife), I return it to its (protective sheath/cover) and put it back in the (tool box) like this.

Each tool will be demonstrated as above, more detail can be included with older age groups as they will be better equipped to understand the more technical parts of each tool and how they work.

The tools that will be available for use at Forest School will include the following:

Safe use:

Bow saw 1:1 or 1:2 ratio

Hold the top (handle) of the bow saw, facing the blade towards to ground. Always ensure a protective cover is on to prevent injury when carrying or passing the bow saw.

Fixed blade knives 1:1 ratio

A glove should be worn on the non-working hand. The knife should always be carried in the protective sheath provided, the blade should never be exposed when carrying or passing. The blade should always be used outwards, away from the body.

Hand drills 1:1 ratio

Auger - Wipe down with a brush to prevent injury from the blade. Always place protective cover over the blade once finished with.

Hand drill – Wipe down the drill parts and remove when finished with.

Wooden mallet 1:1 ratio

To be used for the purpose intended, facing towards the ground when carrying.

Loppers' 1:1 ratio

When in use always hold both handles, a good way of checking they are facing the right way, is looking out for the smiley face. Ensure hands and arms are clear from the blade and only cut wood head height. Never leave them lying on the ground, prop them against a tree trunk but only if an adult is aware of this and can be responsible for them.

Bill hook 1:1 ratio

Carry with the blade facing the ground, and always ensure the protective sheath is on when carrying/passing etc.

Clamps 1:1 ratio

Ensure that the clamps are clamped together at the end of each session to prevent injury.

Appendix 4

Capel St. Mary Church of England VC Primary School

The Street, Capel St. Mary, Ipswich, IP9 2EG
Telephone: 01473 310386
Email: admin@capel-st-mary.suffolk.sch.uk

"A Place to Learn and Achieve"



Headteacher; Mr Sean Cornish

With faith as small as a mustard seed, you can move mountains. – Matthew 13 verses 31- 35

Risk Assessment of Forest School Site

Hazard	Who is at risk	Potential harm	Precautions to reduce the risk level	Who will do it? When?	Risk level
Very cold, hot, wet or windy weather	All	Exposure and dehydration. Hyperthermia	Advise all to wear appropriate outdoor clothing. Wear sun hat and sun cream if very hot. Cancel session if thunder storm imminent or happening and if high winds (35mph+)	WD to assess the weather prior to the session.	Low
Slippery/muddy or uneven underfoot	All	Sprain, fracture or concussion	Advise group to wear appropriate outdoor footwear. Adults to identify areas appropriate to the access needs of the group. Advise all to walk carefully	All adults during each session.	Medium
Tree roots and stumps	All	Tripping	Inform all to take care on FS site. No running reminder applies at all times.	All adults during each session.	Medium
Poisonous or thorny plants, berries or fungi nettles & brambles	Children	Poisoning, stings, scratches, rashes and sickness. Infected wound and damage to Clothing.	Inform and remind all children– No picking, no licking. Talk about contact with plants. Keep arms and legs covered at all times. Clean hands before eating or drinking. Must wear appropriate clothing.	All adults during each session.	High
Tree branches and branches poking in the eye	All	Branches falling, Falling over logs. Eye or face injury	Forest School leader sweep. Remove all low hanging or broken branches. Remind children of the risks	WD Prior to session. All adults during session.	Medium
Sticks and stones	Children	Hitting and throwing	Inform children of rules. Use a stick no longer than your arm. No hitting.	All adults during each session.	Low
Faeces	Children	Contamination	During sweep of site. Remove any faeces.	WD prior to each session	Low
Bee, wasp sting Adder bite Ticks	All	Sting or bite Allergic reaction Tick bite leading to Lyme disease	Check areas for nests and seal off area if found. First aid if required Seek medical attention if anaphylactic shock or adder bite	WD prior and during each session	Low

Hazard	Who is at risk	Potential harm	Precautions to reduce the risk level	Who will do it? When?	Risk level
Fire	All	Burns, sparks.	Keep a clear space free from equipment or undergrowth around the fire area. Have extra water available to put out fire. Have burns kit, heat-proof gloves and fire blanket available.	WD reminder at the beginning and during the session.	Medium
Fire Circle logs	All	Tripping	Remind children and adults to walk around the logs.	Everyone during each session.	Low
Tools	All	Cuts, grazes and amputation	Tools will be stored away in locked FS shed. Strict supervision of 1:1 ratio. Correct use of tools Protective gloves worn. Tools will be signed in and out *a separate risk assessment for each tool will be provided.	WD 1: 1 ratio during session when tools are available.	Medium
Food preparation	All	Food poisoning and allergies	Check medical list of children /adults with allergies Ensure all food is stored correctly prior to cooking. Ensure all participants use hand sanitizer before cooking. Ensure all cooking equipment is clean.	All adults during each session.	Medium
Climbing trees	Children	Falls out of tree Concussion, sprain or broken bone.	First aider on site at all times, support children to manage their own risks. 1:1 ratio during tree climbing.	All adults during each session.	Medium
Ropes, shelters and swings	All	Burns from the rope. Falling off swing Shelter falling down on top of participant.	Participants will be taught how to tie knots and put up shelters and swings safely and correctly. Remind users how to use ropes carefully.	WD Prior to session. All adults during session.	Medium
Pond	Children	Drowning Slipping and fall	The pond area is enclosed in a perimeter fence with access through a locked gate. The decking around the pond can become quite slippery.	All adults during session when pond is in use.	Low
Large Tractor Tyre	Children	Falling off Standing water - drowning	Remind children of the risks when playing on the tyre. Empty stagnant water.	All adults WD prior to the session	Low
Mud Kitchen	All	Slippery ground Broken or damaged pans & utensils	Check all the equipment. Remind children when the ground is very wet.	All adults during each session.	Low
Hammock	All	Falling out, bumps, broken bones. Fingers/hands caught in straps	Make sure straps/rope are correctly tied to the anchor trees. Remove sticks/logs from underneath the hammock. Ground clearance for swinging.	Adults prior to the session Everyone during the session.	Medium

Appendix 5

Capel St. Mary Church of England VC Primary School

The Street, Capel St. Mary, Ipswich. IP9 2EG

Telephone: 01473 310386

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Headteacher: Mr Sean Cornish

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Forest School Parental Consent form

Please complete and return to school before the first session, without this your child will not be able to partake in the Forest School sessions with Mrs Dix.

I give permission for my child (Full Name)

.....

to attend the Forest School sessions.

(Please delete as appropriate)

I agree / do not agree to my child receiving emergency medical treatment as considered necessary by Mrs. Dix (Forest School Leader).

I understand that activities may include walking, rope work, den building, craftwork, tool use, flint fire lighting skills, campfire cooking and other related activities. I give my consent for the equipment and tools necessary for the activity to be used for my child mentioned above. I understand that a code of practice will be followed and all activities will be risk assessed.

I understand that my child will wear their own outdoor clothing and suitable footwear for the sessions.

Signed:.....

Date:.....

Name (inprint):.....

I give permission for my child to be photographed during the sessions and these can be used for my child's assessment folder, displays and the school website. **Yes / No**

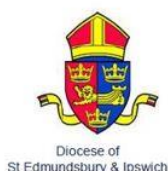
I have read the Capel St Mary Forest School handbook on the school website and agree the policies and procedures. **Please Be Aware** – children will not be allowed to take part in Forest School activities unless parents have read the handbook and signed below.

Signed:.....

Date:.....

Name (in print):.....

Relationship to child:.....



Suffolk County Council

Alan Cadzow
Director for Children and Young People's Services

Capel St. Mary Church of England VC Primary School

The Street, Capel St. Mary, Ipswich. IP9 2EG

Telephone: 01473 310386

Email: admin@capel-st-mary.suffolk.sch.uk

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Forest School Medical Consent Form

Child's Full Name _____

Child's Date of Birth _____

Parent /Carer Name _____

Home Address _____

Emergency Contact Details:

Name of Contact _____

Relationship to the child _____

Home Tel: _____ Mobile: _____ Work No: _____

Doctors Name, address and telephone number _____

Medical Information

Please provide all Medical information of your child that you would like to make us aware of that might affect your child's involvement in Forest Schools (e.g. phobias, etc.) or any other allergies (e.g. material, food, medicine, pollen, dust, etc.) please write below.

Is your child up to date with all their vaccinations? Yes/No

As the parent / carer of _____ I confirm that the medical information I have supplied to the school is fully up to date and in the event of an accident, I agree for First Aid to be administered by the Designated Forest School First Aid Practitioner.

Signed _____

Name (in Print) _____

Relationship to the child _____ Date _____

Appendix 6

Forest School Guide for Helpers and Volunteers

*** All regular helpers must read the policies and procedures within the Forest School Handbook Folder and sign and date the record sheet prior to participating in the sessions.** (The Handbook is accessible on the Outdoor Learning page on the school website)

*‘Forest School is a child-centred inspirational learning process that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural *setting*.’*

Forest School Association.

Thank you for volunteering to help at Forest School, I hope that you get as much out of it as the children. This guide is to give you a bit more insight into “Forest School” and keeping the children and yourself safe in the outdoor environment. Mrs. Dix will be running the Forest School sessions, she holds the Level 3 Forest School Leader and Forest School First Aid and Paediatric First Aid Qualifications.

What does forest school do for the children?

From the very first session, forest school aims to increase each child’s self-confidence, self-esteem and independence. These skills make up an important and key platform so they can maximize their potential. The learning happens not in the confines of four walls but in the open natural environment. Where everything changes throughout the year, children learn by doing, talking and taking on challenges. Forest school gives each child a chance to express themselves in a way they might not be able to within a classroom setting.

How do helpers support the children’s social and emotional growth?

Helpers are vital at these sessions as it gives the children confidence to have adult support when it is needed. Ideally, the helper needs to be enthusiastic when outdoors and be keen to play, encourage and listen to children. Encouragement and praise is deemed hugely important in the development of a child’s self-esteem. The relationships that build up through the sessions between the children and adults help the children feel nurtured, leading to trust and the ability for them to learn to take reasonable risks.

Emotional Support

Some children may find it difficult to relax into playing in the outdoor environment and many have difficulty in actually being allowed to get dirty! It is vital to be a good role model, talk about what we are doing and share feelings that we may have. Let the children lead you, it gives them a huge emotional boost to feel like they are the expert and that they are helping you. Gently encourage children who are hesitant about joining in but be sensitive to their mood and the way that they are feeling.

Open ended questions

When talking with the children please use positive language that encourages conversation and thought. If, for example a child asks “What flower is this?” a closed answer would be “A daisy”. An open answer would be “Does it remind you of anything? If you could give it a name what would it be?” Can you have a conversation about the flower in which the child can use language and imagination and of course at some point during the conversation you can also let them know the name of the flower!

Other Benefits for children at Forest School:

- Develops social skills by encouraging group work as well as individual work.
- Increases understanding and knowledge of outdoor environment.
- Develops communication and language skills and increases awareness of others.
- Promotes a healthy, happy and active lifestyle.
- Increases a self-confidence and self-esteem.
- Gives children time to reflect on their own learning and enjoy themselves.

We have Forest School so that our children will learn;

- To love and respect nature
- To be adventurous and confident
- To recognise and understand their own emotions
- To manage their own learning

The children learn through play, it is therefore important, that you;

- Encourage participation
- Are playful
- Allow children to lead you so that activities are child led
- Allow children to repeat activities
- Ensure that the children feel safe
- Allow the children to get muddy and dirty
- Allow the children to be alone if they wish to be (keep a safe eye on them from a distance)
- Allow safe risk taking

How will the children be supervised?

Whenever a Forest School session takes place there will always be a qualified leader present who has up-to-date outdoor first aid training equipped with an emergency first aid kit. Each session will be carefully organised so that there are enough adult helpers to supervise any tool-based work or activities involving risk. In the event of an emergency school procedure will be followed.

Safe Risk Taking

To enable the children to grow into responsible, confident adults they need to learn how to judge risk. Children are allowed to get dirty, use sharp tools and so on. These activities are hazardous but we manage these hazards so that the risks taken by the children are acceptable. By taking risks at Forest School, children will learn valuable lessons and will be more equipped to judge risks for themselves as they grow older and become less dependent on adults.

As helpers you need to read and follow the risk assessments and use your common sense to prevent possible accidents. Use positive language to encourage forward thinking for example;

Can you find good strong branches to use for the den building? Instead of vague language such as “be careful”. In forest school sessions, children are encouraged to find things out for themselves, dig deeper and to be curious, as this is how they learn best. Work during forest school can link in to curriculum areas but offers a different approach to learning in a different environment to the classroom.

What are the ground rules for behaviour and how are the agreements made?

Rules are kept simple and to a minimum. These rules are shared with the children and discussed at the start of a Forest School session. During the first few sessions it is important as a group that we discuss and develop the rules and boundaries of how we use the Forest School site. It is also important that we share our feelings about what is acceptable behaviour during these sessions and that we all understand the rules and why we have them. These rules will be known by staff, children and helpers as the agreements.

What are the hazards and risks in the Forest School environment?

As with any natural setting, there are plenty of hazards and risks in the forest school setting, but knowing the hazards and risks will enable staff and helpers minimise them so everyone stays safe!

Hazards and risks

- Hazard - Canopy and shrub level - risk – falling dead wood - how to minimise risk – a site inspection will be carried out before the session.
- Hazard - Field layer -risk - injury from thorns and low branches, eating of berries, fruits and flowers that may be poisonous - how to minimise risk - warn children to the risks, do not eat anything and keep hands out of mouths, close supervision.
- Hazard - Ground level - risk - slips, trips and falls, sharp objects, fungi that may be poisonous, dead animals/ birds and animal/bird droppings - how to minimise risk - close supervision, warn children of risks. Teach children not to eat anything they find and keep hands out of mouths.

As an adult helper, if you become aware of anything hazardous or that you are concerned about, please inform the Forest School Leader immediately.

How and when are risks assessed?

On the day of every Forest School session, the site will be visited by Mrs. Dix and a risk assessment will be carried out. If the site is deemed unsafe then an alternative site in the school grounds may be used or a school based activity may be carried out. A decision will be made on the day. Each activity will be risk assessed, and also the type of group and the behaviour of the children will be taken into consideration before deciding what activities to carry out.

The Log Circle

We do not walk inside or across the log circle at any time, we always go round the outside. This will be taught right from the beginning of our sessions, over time this will become an automatic action.

Den Building

Large branches are to be carried by two children at either end or they can be dragged. Show them how to check that their den is safe to use. The children need to be made aware of the dangers around certain activities and need to know how they can keep themselves and others safe by following simple rules. The Forest School leader will give the children guidance and will discuss certain rules with the children before they take part in any risky activities. Before building dens, giving guidance and agreeing rules prior to starting is important. Typical rules for den building are as follows:

- Do not run when carrying large sticks.
- Keep sticks below shoulder height.
- If you are carrying anything longer than yourself, ask another child to help you by holding one of the ends.
- Keep your den at ground level.
- Equipment for making dens should be safely stored when not in use.

Emergency Procedure

There will also be a copy of our Emergency procedure in our First Aid bag and in our Forest School folder along with our risk assessments.

How are the tools introduced to children, supervised, maintained and stored?

Tools are introduced to the children during the Forest School sessions when and if the leader thinks it is appropriate. The children are shown how to use each tool correctly and safely and are taught the rules that belong to using each tool. Supervision is vital when using tools to minimise risk, with the amount of adult involvement depending upon the age and ability of the children.

Fire - Typical rules for building a fire are as follows:

- Walk; do not run around the outside of the Fire Circle to get to the other side.
- Only enter the Fire Circle when instructed by the Forest School Leader.
- Tie back long hair and secure loose clothing when sitting within the Fire Circle (when fire is lit).
- Never throw anything onto the fire.

Hygiene

Please make sure that the children do not eat, lick or pick anything that they find in the outdoor setting (even if you know it is safe to do so). The children will be encouraged to wash their hands regularly throughout the session. Two washing stations will be set up by the green shed, with warm water and hand sanitiser. A portable toilet will be available for the children at the site. (Only Staff members will accompany children to the toilet.)

Respecting the Environment

Remind the children that we respect nature as well as each other. We do not snap off branches or disturb habitats.

Reflection

At the end of the session, please take time to record any observations or speak to our Forest School Leader or Assistant. Your input is invaluable in helping us make sure that every child gets as much out of Forest School as they possibly can.

What is the cancellation policy?

The Forest School sessions will go ahead in most weather conditions whether it be pouring with rain, sunny or snowing. The sessions will be cancelled if high winds are present, in thunder storms or severe cold (below

-5°C). A session could also be cancelled due to staff illness. It is the Forest School Leader's responsibility to cancel any session that could pose a health and safety risk. All helpers will be contacted by phone at the earliest possible time as soon as a decision is made by the leader.

Mobile phones

The forest school leader will carry a mobile phone, in case of emergencies. All staff and helpers will place their phones in the safety box inside the shed.

Where to meet for the session

Parents/volunteers need to go into the school and sign in via the computer screen. A member of staff will meet you and take you to the site.

DBS

All forest school staff will have current DBS checks, all regular volunteers will be asked to undertake a DBS check, if just an occasional volunteer, they will never be left unattended and **will not** be able to escort children to the toilet.

Please follow the guidance below when helping:

-  **Listen to the children.**
-  **Encourage the children to attempt new things**, but respect their choice if they decline. Look for genuine moments for positive feedback e.g. I liked the way you . . .
-  **Always praise good behaviour and ideas.**
-  **Model honest but positive attitudes yourself:** "I can . . ." "This will be fun . . ." etc.
-  **Respect the children's decision making abilities.** The sessions are child led, so try not to solve problems for the children and when possible try to encourage and follow their ideas. Offer help/ suggestions rather than just give help/give orders.
-  **Ask questions to help to engage the children's curiosity about nature.**
-  **Encourage children to take responsible risks**, whilst not putting themselves at risk.
-  **Respect the leader's rules and procedures.**
-  **Model respect for each other and the environment;** leave nothing but footprints; take nothing but memories

The Ethos and six Principles of Forest School

The Forest School ethos has six principles, which were agreed by the UK Forest School community in 2011.

Ethos

Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. Forest School is a specialised learning approach that sits within and complements the wider context of outdoor and woodland education.

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.

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.

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

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

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

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

Parent/Carers Leaflet

Health and Safety

The health and safety of all participants is central to everything undertaken within a Forest School programme. Forest School leaders are fully trained in risk assessment and emergency first aid.

The Forest School operates under the school's Health and Safety policy. Alongside this the following are completed:

- A daily risk assessment of the site;
- Risk assessments for activities;
- Informed adult helpers;
- First aid and emergency equipment.

Some of the activities the children may participate in are 'higher -risk activities' (tool use or campfire cooking). However, these are not available to the children until certain behaviours and boundaries are established.

Children are encouraged and supported in recognising and managing risk for themselves, through real life situations and experiences

Weather and the Clothing

Forest school encourages play in all weathers, to facilitate this it is essential that all participants wear appropriate clothing, relevant to the weather conditions; "No such things as bad weather, only bad clothing." We will only cancel Forest School should the conditions be unsafe due to high wind.

All clothes need to be comfortable, practical and warm, e.g. long sleeved tops will prevent scratching on bushes and as **YOUR CHILD WILL GET DIRTY**, old clothes would be a good idea. Please let your child know that at forest school it is OK to **GET DIRTY** and that you don't mind! Label all clothes please.

Staff and Qualifications

The sessions will be led by a trained Level 3 Forest School Leader, who will be supported by the class T.A, L.S.A and staff or volunteers who have been DBS checked.

More Questions?

If you have further questions or concerns, however small, please speak to:

Mrs Dix who will be happy to discuss these with you.

Forest School A Guide for Parents

Capel St Mary CEVC
Primary School



What is Forest School?

Forest School originated in Scandinavia in the 1950's and is becoming increasingly popular in schools in the UK. It is a long term outdoor programme of activities delivered by trained practitioners within a natural environment and whatever the weather!

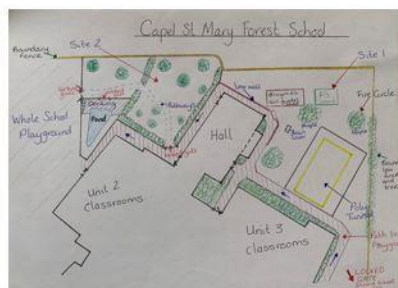
The ethos of Forest School allows learners the time and space to develop skills, interests and understanding through practical, hands-on experiences. It allows practitioners to step back and observe the children in order to then encourage and inspire individuals to achieve through careful scaffolding and facilitating.



Where will Forest School be taking place?

We are lucky enough at Capel St Mary Primary School to have a nature area and land to develop sites for Forest School sessions.

The two sites that we would like to develop with the help of the children attending is an area at the back of the school by the polytunnel and the hall.



It is a secluded space which will feel quite different to the areas where the children usually play and learn; a real little wild space for nature. There are lots of birds and mini-beasts, as well as a native trees and plants.

What sort of activities will the children be involved in at Forest School?

The first sessions will focus on core skills and safety. Activities will increase week on week and may include:

- ✿ Games
- ✿ Natural art activities
- ✿ Bug hunting
- ✿ Exploring
- ✿ Den & shelter building
- ✿ Story telling (around our fire circle)
- ✿ Use of tools (if skills and behaviour indicators secured)
- ✿ Playing with mud!
- ✿ Time to be quiet - taking a sit spot



Appendix 7

Capel St. Mary Church of England VC Primary School

The Street, Capel St. Mary, Ipswich, IP9 2EG

Telephone: 01473 310386

Email: admin@capel-st-mary.suffolk.sch.uk

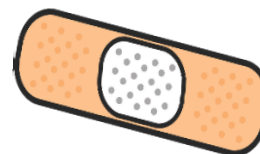
Headteacher: Mr Sean Cornish

"A Place to Learn and Achieve"

With faith as small as a mustard seed, you can move mountains. – Matthew 13 verses 31- 35



Accident / incident form (to go home)



Date _____ Time _____

Name _____

Class _____

Dear Parent / carer

Accident/Deliberate

Today your child had an injury. Please see details below:

☐

Head _____

☐

Body _____

☐

Other _____

Signed _____

Name (in print) _____



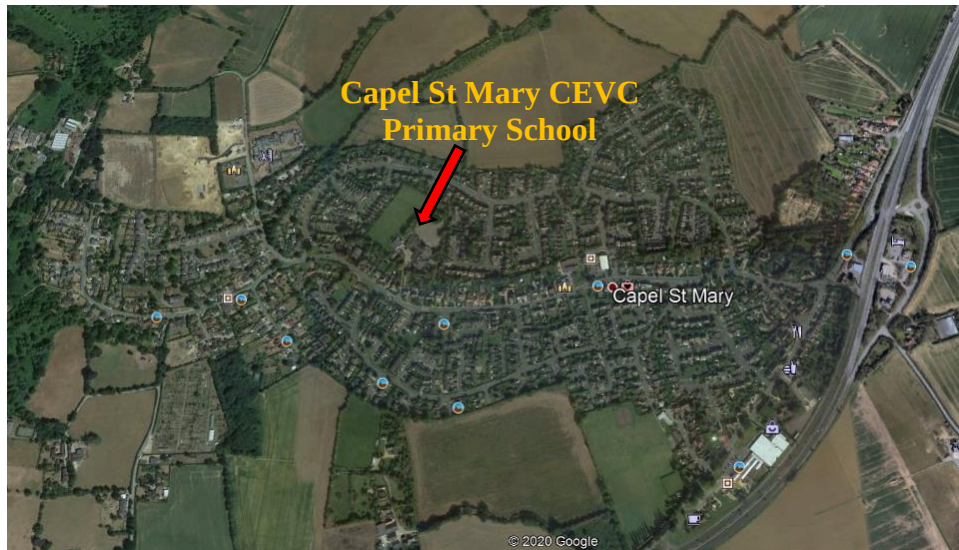
Suffolk County Council

Alan Cadzow
Director for Children and Young People's Services

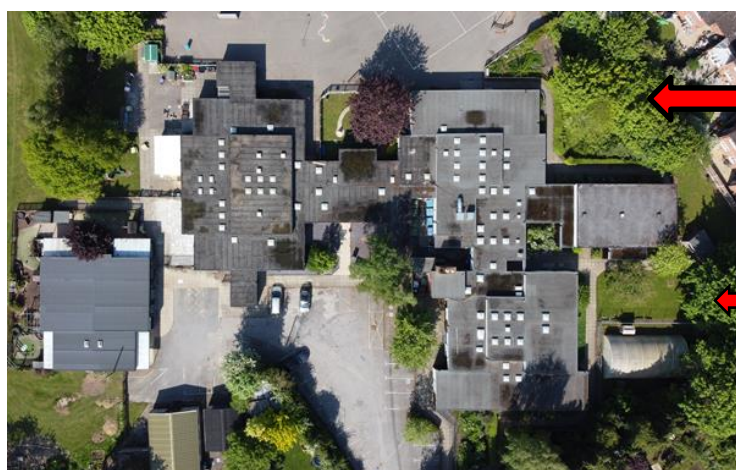
Appendix 8

The Ecological Impact

Capel St Mary is a large village located off the A12 between Ipswich and Colchester. The village was originally developed on a "ribbon" basis before expanding in the 60's and 70's on an "open-plan" basis, leading to the attractive landscaping current residents enjoy. This is a friendly and welcoming village with a lot to offer both young and old. (Ref: <http://capelstmary.onesuffolk.net/>)



Aerial photos of the school with forest school sites labelled. (Below)



Site 2

Fenced woodland area including pond and mature trees.

Site 1

Our area to develop into Forest School.



Assessment of Ecological Impact at Forest School

Name of Woodland setting:	Location:	Grid Ref:
Statutory Factors	Does your woodland have any of the following? If yes, give details	
Site of Special Scientific Interest (SSSI) National Nature Reserve (NNR) Candidate Special Area of Conservation Special Area of Conservation (SAC) or candidate Special Protected Area (SPA) or proposed CCW		
Scheduled Ancient Monument (SAM) CADW		
Tree Preservation Orders (TPO) Local Authority		
Species with special protection Eg. Bats, Dormice, Badgers, Bluebells, Nesting Birds LBAP/Wildlife Trust		

NB: If the answer is yes to any of the above you may need to seek permission from the relevant authority and include appropriate objectives in your management plan.

CCW – Countryside Council for Wales
 LBAP – Local Biodiversity Action Plan

*** References**

Environmental Impact Assessment (Uncultivated Land and Semi-Natural Areas) (Wales) Regulations 2002
<http://www.countryside.wales.gov.uk/fe/master.asp?n1=366&n2=679&n3=46>

Forest School Environmental Impact Assessment	
General Site Information:	
Name of Site:	Capel St Mary CEVC Primary School
Location:	The Street, Capel St Mary, Ipswich. Suffolk. IP9 2EG
Phone number:	01473 310386
Grid Reference:	TM 0910738301 (6 figure: TM091383)
Accessed gained via:	The KS1/KS2 playground
Owner	The Diocese of Norwich and Suffolk County Council
Archaeological Considerations:	
No archaeological significance identified on the school site. However in the village there has been a number of recorded excavations due to remains and artefacts being found.	
Management History of site:	
<p>Site 1- The poly-tunnel which is enclosed in a high chain link fence used to house the school swimming pool. The area around it has become wasteland. The sheds have been purchased and placed here because they are out of sight for security, as they are at the back of the school building.</p> <p>Site 2- There was a mobile classroom where the woodland/nature area now is and it was wasteland before it was turned into the nature area. Current staff believe the nature area has been there for approx. 20 years. Members of staff are asked to volunteer to help every summer term to help clean it up.</p>	
Long Term Plan for the Site:	
<p>Site 1 and 2 will be used across the academic year to offer those children and adults a varied experience with a range of flora and fauna. Forest school sessions will be run on a weekly basis (no matter the weather). As the newly appointed Forest School curriculum leader I want to encourage all teachers across the school to get involved in Forest School sessions and will encourage them to use both sites for outdoor learning when I'm not leading a forest school session.</p> <p>To establish growing, tool work and playing areas within the site. Carry out hedge laying to provide a boundary for FS site 1 and register with the woodland Trust for free trees for schools.</p>	

The Earth is a beautiful planet that flourishes with life. There are huge numbers of plants, flowers and animals that all survive together under what is called the ecosystem. The ecosystem relates to the way that all these different organisms live in close proximity to each other and how they interact with each other.

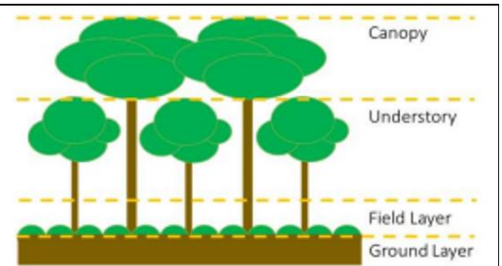
Forest School Survey for Sites 1 and 2

Flora	
Trees	The trees within both sites are broadleaved and the sites consist of sycamore, field maple, hazel, elder, ash and summer lilac.
Plants	Nettles, short and long grass, brambles, hawthorn, wild rose, ivy, daffodils, creeping buttercup, daisy scentless mayweed, yellow flag iris, broad-leaved dock and the common poppy.
Fungi	Common puffball
Mosses	Silky forklet moss
Fauna	
Birds	Blackbird, robin, blue tit, house sparrow, wood pigeon, seagull and magpie
Mammals	Squirrels
Insects & arachnids	Woodlouse, snails, bumblebee, wasps, hoverflies, dragon flies, ladybirds, ants, stag beetles, butterflies, crane flies and spiders
Amphibians	Smooth newt, tadpoles and frogs
Abiotic Elements	
Water	A small enclosed manmade pond a habitat for newts and frogs There is no running water (stream)
Soil	There is a mixture of sandy and silt soil in both sites.
Bed/Surface Rock	None identified

Impact Matrix Assessment

I looked at 'Learning in the Leaves' website and made some adaptations.

Key: P – Positive N - Negative
 H – High impact M – Medium impact L – Low impact
 Per – Permanent Temp – Temporary R - Reversible
 (100 yrs +) (0+ decades)



	Fauna (Macro & Micro)	Ground layer	Field Layer	Understorey	Canopy
Bringing materials on to the site.	M	M	L	L	L
Moving around the sites	M	L	L	L	L
Shelter building	M	L	L	M	L
Collecting flora and seeds	M	M	L	L	L
Pathways - clearing and creation	M R	N M R	M	L	L
Cutting live wood	M	M	L	L	L
Removing and Cutting dead wood	H	M	L	L	L
Fire	M	M	H	L	L
Bug hunts	H	H	L	L	L
Pond dipping	M R	N M R	L	L	L
Mud kitchen	L	M	L	L	L
Litter picking	P M	P M	P M	P M	L
FS Games and Activities	M	L	L	L	L

Woodland Management – 3 Year Management Plan

Three Year Sustainable Woodland Management Plan 2020 - 2023

Factor	Area/ Where	Current situation	Target situation	Preventative measures	Monitoring and Method of management	Timescale
Identify a suitable site for Forest School	In the grounds of Capel St Mary Primary School.	There is a small nature area which is over grown with brambles and nettles, dumped rubbish bags and has mature trees & pond. An area of land not used by the storage sheds at the back of the school.	To use these two sites on rotation to deliver FS	Talk to the private nursery on the school premises and ask them not to use this site for their FS until established.	Talks with the Head Teacher and the SCC grounds men about the vision and use of these 2 sites. Termly discussions.	Yr 1 – set up and build Yr 2 – improve Yr 3 - maintain
Forest School Shed	In site 1	Filled with an array of equipment and unwanted/broken resources. The shed was previously used by the last caretaker.	To store all the FS equipment and use as a drying area for tarps and ropes.	The shed must be kept clean and tidy by all who use it. It must be locked after all sessions.	Check the shed is secure & the lock is in good condition. Keep the shed tidy & organised FS Leader to have a checklist of all equipment and check stock	Yr 1 – sort & clear out Yr 2 – invest in lighting Yr 3 - maintain
Fire Circle	Site 1 behind the poly tunnel.	Old logs and dead wood currently piled in this area. Contact was made with a parent about logs. These have been delivered and put in site 1 area.	Enough logs for every child & adult to be able to sit and gather in the fire circle.	Check that all logs are in good condition. Any rotten or dead to be used as fire wood.	Check for damage prior to each session. All participants to help maintain the area.	Yr 1 – build Yr 2 – maintain Yr 3 - improve
Boundaries	Site 1	There are no boundaries within this site. A path runs round the school building with a locked gate on to the entrance driveway and path. Site 2 is enclosed with a wooden fence. Looked into the Woodland Trust free trees.	To form a barrier between the school building (KS2 classrooms and the hall) to contain the FS site.	To plant and maintain and protect from non fs school users. As the hedge will run alongside the slabbed pathway.	Check regularly. Weave and tie as the hedge grows.	Yr 1 – plant Yr 2 – improve Yr 3 - maintain
Pathways	In site 2 and access to site 1.	Paths around the school building get overgrown with branches. Paths in site 2 have become hidden by plant growth and can become muddy and slippery. There are steps by the shed which prevent wheelchair access.	Clear low and eye level branches. Clean paths. Access for everyone in to site 1	Keep all pathways clear. When paths very wet and muddy put down dry grass or hay to minimise slipping	Check regularly with the participants. Include them to help maintain the pathways.	Yr 1 – maintain Yr 2 – maintain Yr 3 - maintain
New Trees	Site 1 Next to houses and by the hall beside the poly tunnel.	Have looked at the woodland trust scheme for free trees. Two small grassed areas where trees will give privacy and encourage more wildlife. Lots of self-seeding sycamores affecting diversity.	To expand wooded area. Saplings to be planted	Protect with covers when planted and growing.	Check planted trees monthly.	Yr 1 – plant Yr 2 – maintain growth Yr 3 - maintain

Three Year Sustainable Woodland Management Plan 2020 - 2023

Factor	Area/ Where	Current situation	Target situation	Preventative measures	Monitoring and Method of management	Timescale
Trees	In site 1 and 2	There are 2 large sycamore in site 1 that need lower branches removing for safety. There are large conifers belonging to houses which need pruning. Site 2 varying species of trees in this site.	To provide a wider variety of trees to encourage wildlife. Healthy trees Coppicing when needed.	Encourage the use of dead leaves for sessions. Remove any dead, low or damaged branches. Stop tree climbing if tree is not suitable.	Talks with the Head Teacher and the SCC grounds men for cutting of the trees. Check trees before FS sessions.	Yr 1 – maintain Yr 2 – maintain Yr 3 - maintain
Nettles	Both sites	Growing everywhere in the nature area site 2 and in the corner of site 1 where it is overgrown and currently hard to get too.	Clear the areas for growth of other plant species. Make it safer for children to play so they do not get stung Making nettle soup.	Cut back or remove where they are out of control to give access to areas. Wear long trousers and teach children about the risks so they take care around them.	Depending on the season and amount of growth. Check play areas and pathways weekly. Cut back	Yr 1 – cut back or dig up Yr 2 – maintain & use for twine or soup Yr 3 – maintain
Wildlife	Both sites In trees and bushes and the pond	There are some bird nests in the trees and some minibeasts in the two handmade habitats (falling apart). Litter is coming off the playground into the pond and nature area. Pond is to full of weed for species to survive.	Construct habitats for a variety of minibeasts and animals. Keep the areas free of litter. Encourage more wildlife through appropriate planting. Healthy pond	Re-seed areas for flowers and plants to encourage butterflies/drago nflies etc. Have activities resources that will encourage fs participants to learn how to respect the wildlife.	All FS participants to help monitor the wildlife regularly Participate in the yearly RSPB bird watch. Avoid/Repair any damage to habitats and wildlife homes	Yr 1 – build habitats and clear the pond Yr 2 – maintain Yr 3 - improve
Deadwood	Both sites	There are a number of piles be made of dead wood that is underneath/in plant growth. (nettles and wild plants) There are some logs that were used previously at FS.	To promote wildlife some deadwood should be kept and used for habitats. Specific areas for deadwood to store.	Encourage all participants to put in allocated area to store in wood pile.	Everyone to help clear and move monthly or when necessary. Use deadwood appropriately. Regular building of the log pile.	Yr 1 – build a log pile for both sites. Yr 2 – habitats Yr 3 - maintain
Pond	Site 2	Over grown with pond weed, nettles and thistles. Broken decking planks. Balls from the playground end up in it.	Make it a healthy pond for the wildlife to thrive and survive.	Teach children about safety around water. Playground Litter picking	Check monthly Check the water level.	Yr 1 – clear Yr 2 – maintain Yr 3 - maintain
Willow	Site 1	Presently no willow is planted.	Plant willow to cultivate to make dens and screens.	Protect while growing FS participants will use to create resources.	Monitor its growth	Yr 1 – plant Yr 2 – improve and maintain Yr 3 - maintain

Three Year Woodland Management Plan

Year 1

- Write and put together Forest School Handbook, risk assessments, check lists and policies
- Decide on site/sites to deliver Forest School sessions on a weekly basis.
- Take ownership of the shed at the back of the school and clear it out to use for storing equipment and resources.
- Purchase tools and equipment.
- Clear both sites of deadwood, nettles, brambles and rubbish and low hanging branches and create log piles.
- Establish a fire circle – ask for donations of logs for seating
- Decide where boundaries (ropes) will be until planting of natural hedge/shrub boundaries.
- Provide an area/space for a toilet (portable)
- Clear pathways
- Meet with SCC ground force to discuss both sites so we can work together to maintain the areas to be used for FS.
- Apply for 'free trees for schools' from the Woodland Trust and plant in site 1.
- Set up a mud kitchen
- Advertise that the school is delivering Forest School on site through the Website and local village magazine.
- Ask for regular volunteers (DBS checked)
- Fundraising events to purchase more equipment and resources.
- Monitor and maintain both sites regularly.
- Begin pilot sessions and let children be part of the decision making.

Year 2

- Both sites to be maintained regularly
- Develop a green roof on the shed to encourage more wildlife.
- Start to weave hedging to create natural boundaries in site 1
- Purchase more equipment and resources.
- Create a page on the school website specifically aimed at promoting Forest School and sharing photos and news from the sessions.
- Check that all policies are up to date and amend where necessary.
- Check rope quality and maintain tools and equipment.

Year 3

- Both sites to be maintained regularly.
- Monitor the growth of the newly planted trees.
- Clean and repair equipment and purchase new if needed.
- Move fire circle to promote regrowth and for the ground and plants to re-establish themselves.
- Coppicing and removal of unwanted plants.
- Link site 1 and 2 by having a new gate installed on the side of site 2.