



Churchfields
Primary School

ASPIRATION CITIZENSHIP EXCELLENCE

Forest School



Forest
School

Handbook

What Forest School means to us...

We believe there is no limit to what our children can achieve and it is our privilege at Churchfields to nurture the potential talents of all our pupils and to provide them with an effective springboard for their future.

Churchfields Forest School is designed to enhance and complement our day to day curriculum across the school. It offers all our children the time a space to develop skills, interests and understanding through practical hands-on experiences. (See Appendix D for areas of learning)

Forest School has shown itself to be inspirational, opinion changing and challenging. It raises expectations and develops insights in to individual learning styles and schemas, is personally and socially uplifting and in turn laying the foundations for other learning. The Forest School embraces an entirely different approach through the nurturing, support and development of self-esteem of participants.

Forest School concept originates in Denmark, originally aimed at pre-school children, where it was found that children who had attended forest school then arrived at school with strong social and communication skills, having the ability to work in groups effectively, generally had high self-esteem and confidence in their own abilities. The foundations helped them to raise their academic achievements.



At Churchfields Forest School we believe that everybody should have regular, long-term access to a woodland or natural environment which will provide children with inspirational and challenging outdoor learning opportunities. Churchfields Forest School offers a learner centred approach, where children can learn through self-directed play and exploration, being given the opportunity to develop their curiosity, confidence, self-esteem, creativity, empathy, communication skills, knowledge of the natural environment and ability to assess risk.

The Forest School Association (2012) developed a set of six principles which underpin Forest School activities.

The six principles are:

- 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-centred processes to create a community for development and learning.

www.forestschoollassociation.org

Forest School is a unique method of Outdoor Education that allows children to develop confidence, independence, self-esteem and awareness and knowledge of the natural environment. This fully supports our vision which stresses 3 key principles using the acronym **ACE**. These are Aspiration, Citizenship and Excellence.

“Churchfields’ pupils are happy at school, they develop in to inquisitive, ambitious learners who are inspired by their education. Churchfields’ empowers its pupils to discover and achieve their full potential; each and every child is valued, supported and challenged. Pupils leave with the best level of achievement possible. They have a sense of inner confidence, a thirst for learning, and the skills to succeed on their educational journey and seize opportunities in their life beyond.”

Churchfields Forest School Site



Churchfields Forest School is sited within the school's ground and is accessed by crossing the field from the main school building. The whole school site has a boundary fence that has closed gates during the school day. The Forest School site is roped off and the main activity site is located within a fenced area.



Forest School Staffing

Forest School sessions can **only** be led by a person who has Forest School leadership training. This keeps risks to a minimum and ensures the quality and consistency of the sessions.

Kim Miller

Outdoor Learning Leader

Level 3 Forest School Leader

First Aid in the Work Place

Forest School Leader

The Forest School leader will plan and run sessions, taking into consideration all the Health and Safety issues that could arise and inform teachers, group leaders or parents clearly of their role. The role of the Forest School leader is to boost and develop children's self-esteem, self-belief and confidence by suggesting small, manageable tasks and ensure that they have time and freedom to learn at their own pace without pressure. They will model appropriate behaviour at all times and encourage children to develop a greater awareness of their own and other's emotional needs. In addition, the Forest School leader will be responsible for liaising with all interested parties, completing health and safety and risk assessments, following policies and procedures, administering any first aid and maintaining the first aid kit, counting equipment in and out and maintaining tools. Forest School leaders will always take into consideration the specific needs of a particular group or individual. The leader will ensure that every child is respected as an individual, that bullying is not tolerated and that the rules and guidelines are followed. In the event of an emergency they will direct the group to safety.

Forest School Staffing (continued)

Adult Assistants

Adults assisting the Forest School Leader need to become familiar with the Forest School Handbook and all procedures contained within it. This will enable them to fully support the group leader. They will take part in pre-session briefings from the Forest School Leader, assisting groups with tasks such as using saws, knives or bill hooks. They will promote the ethos of Forest School to raise self-esteem and confidence as an overarching aim. Assist in monitoring children when walking to and from Forest School activities, assisting children with their kit, including waterproofs.

Students

Students need to be willing to get involved and try out new experiences. They need to listen to the instructions give by the staff especially regarding Health and Safety for themselves and their peers. Students must show respect for wildlife and the environment. They must respect each other.

Parents

The first thing the parent needs to do is understand what Forest School entails and the benefits their child will gain by attending the sessions. Then give their permission for their child to take part in Forest School. They need to support the Forest School Leader by encouraging their child to take part in the sessions and to appreciate the work that their child completes in the Forest School sessions.

Contents

1. Forest School Rules and Countryside Code
2. Sessional procedures for Forest School
3. Ecological impact at Forest School on our site and 3 Year Plan
4. Health & Safety legislation. Safeguarding children, confidentiality and Forest School
5. Clothing requirement for Forest School
6. Essential equipment for Forest School
7. Risk assessment & risk management of the site
8. Risk assessment & management of tools and equipment used in Forest School
9. Safety sweep requirements and completed safety sweeps
10. Medical & emergency contact information
11. Emergency / accident procedures during a Forest School session and designated responsibility of each attending adult
12. Toileting considerations
13. Insurance requirements and travel policy
14. Appendices

1. Forest School Rules and the Countryside Code

The Basic Forest School Rules

- Look after your Forest School
- Do not pick anything growing
- Do not put your fingers or anything else in your mouth
- Stay within the boundaries marked, 'we don't go over it and we don't go under it'.
- Stay outside of the fire circle.
- Look above, below and around for hazards.

The Countryside Code

There are five sections of The Countryside Code dedicated to helping us learn how to respect, protect and enjoy the countryside:

- Being safe, planning ahead and following any signs
- Leaving the countryside as you find it
- Protecting plants and animals and taking your litter home
- Respecting dogs and ensuring they are under close control (only when going off site)
- Considering other people

2. Forest School Procedures & Code of Conduct

Before each Forest School Session:

A thorough sweep of the site must be completed before each session to check for litter, glass, dead wood, faeces, etc. and any such items should be collected using plastic bags and disposable gloves, then disposed of. A written record of this should be kept (see section 9) and state how the hazards were dealt with. At the same time check for any dead twigs, branches, etc. protruding at eye level and also for any ivy climbing or trailing that may cause a hazard.

At the same time boundary ropes, fences, gates and hedges should be checked to ensure that they are secure and safe.

Also, check the weather conditions. If it is unduly windy (wind speeds in excess of 30mph, as defined by BBC weather) or a thunderstorm is imminent or has commenced, then it is not advisable to carry out a Forest School session.

Session plan:

- Change children from school uniform in to suitable outdoor clothing.
- Toilet the children.
- Collect medical form for the timetabled class.
- Put on waterproofs (for all sessions) and wellington boots on.
- Head to site and count the children.
- Discuss safety and any new issues from the pre-session sweep.

2. Forest School Procedures & Code of Conduct (continued)

- Walk to base camp, sit down and recap rules/safety issues.
- Listening activity, followed by introducing new activities and reminder of previous sessions.
- Children choose activity (become more directed than in earlier sessions).
- Snack/drink – ensure wet wipes are used for cleaning hands first.
- Discuss session, allow children to feedback if they wish.

End of session:

- Clear away all used equipment, counting tools back to secure boxes and containers.
- Move to the exit, count the children, leave Forest School.
- Return to school and remove waterproofs and wellington boots.
- Children to change back in to school uniform.
- Collect any assessment sheets or observations from the adults.

2. Forest School Procedures & Code of Conduct (continued)



Entering the Forest School

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

Boundaries

Before each session begins children are made aware of how far that they can explore and of any fixed boundary markers. 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. If you lose sight of a child shout '1,2,3, where are you?' The children have been taught to respond '1,2,3, I'm here' through classroom games that are practiced regularly. (Generic site risk assessment)



Lighting a fire

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. Open fires will be built within a fire square. (Fire risk assessments)



Forest School Procedures

2. & Code of Conduct (continued)

At the Fire Circle

An open fire will be lit within a fire square. A fire circle using log sitting stools may be established around the perimeter, 1.5m from the fire square. No one may enter the fire circle perimeter unless invited to do so by an adult. There may be no running past the fire circle. No items must be carried and placed within the fire circle unless by an adult. If you wish to move around the fire to a new stool you must step out of the circle and walk around the outside of the log circle. Even when the fire is unlit we will treat it as if it is lit. (Fire risk assessments)



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. (See tool use guides and risk assessments).

Picking up and playing with sticks

Children 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 trees.



Picking up and playing with stones

Stones may be picked up and transported. Children often like to make patterns and pictures with them. Stones may not be thrown. They may be dropped but thought must be given to whether it is safe to do so, i.e. what is beneath where I am dropping it?

2. Forest School Procedures & Code of Conduct (continued)

Digging

Digging large holes is not encouraged. Children may carefully move soil to look for insects and their habitats using lolly pop sticks, fingers or small sticks found within the forest but deep holes should not be made.



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.

Eating and Drinking

Nil by mouth policy for anything found in the Forest, unless this activity has been specifically planned for during the session (e.g. blackberry picking). Children must be reminded not to put their fingers or hands in their mouths or noses. When having drinks and snacks children will use wipes & water to clean their hands before consumption.



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.

Forest School Procedures 2. & Code of Conduct (continued)

Carrying and Transporting Materials

Children are encouraged to roll, lift, drag and to pull materials, either by using their hands or by using ropes. We encourage safe lifting by bending 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.



Toileting

Children are invited to use the toilets before we leave the school buildings.
(See Toileting Considerations)

Leaving the Site

We work according to the ethos 'leave no trace' that we were in the forest as much as is reasonably possible. Shelters should be taken down, imported materials need to be removed. Very occasionally large items may be left between sessions. All rubbish and toileting items will always be removed. If artefacts have been found or made these may be taken off the site with the consent of an adult.



Tree Climbing

An adult must be present when wanting to 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.

3. Ecological impact of Forest School on our site & 3 year plan

Churchfields School adheres to the 'no trace' ethos of Forest School, which means we try our best to leave the woods as we find it. Activities carried out in the outdoors can have an impact on the immediate environment.

Whilst using the Churchfields Forest School site we shall try and minimise the harm caused to local plant species and wildlife. As every activity carried out in the outdoors will have an impact on the immediate environment, with many classes participating in Forest School, the site is also likely to incur a higher level of erosion due to increased use. (See chart below for any possible Ecological impact on the site.)

During the Forest School sessions the children shall be encouraged to be more responsible for the protection of plants and wildlife.

Hazardous activities, such as fire-based work, cutting, whittling and sawing will take place in the base camp, restricting movement in the overall area.

We shall also work to improve the site by adding bug hotels and hedgehog houses to encourage further wildlife. A 3 year plan has been developed to minimise erosion and deterioration of the site.

We shall abide by The Countryside Code as well as The Forest School Rules.

	Canopy Layer Tall trees	Ground layer: fungi & small plants	Field layer Nettles and bramble height	trees/shrubs coppice species and small trees	Invertebrates: Spiders, snails, insects etc	Soil and water	Nesting birds	Animals: mammals, amphibians & reptiles
Coppicing	May damage	May wear away or may benefit from extra light	May disturb or may benefit from extra light	May disturb or may benefit from extra light	May disturb	May disturb	May damage habitats	May disturb
Campfire	Smoke may disturb	May damage dead wood supplies for fire fuel	May disturb only in pit	May disturb only in pit	May disturb in pit	May disturb in pit	Smoke may disturb	Smoke may disturb
Shelter building	May wear bottom. May damage some branches when rested on.	May wear away. May damage deadwood supplies.	May disturb	May disturb	May disturb	May disturb	May disturb - noise and vibrations	May disturb - noise and vibrations
Toilet (n/a as can use indoors toilet)								
Mini beast hunt		May disturb	May disturb	May disturb	May damage current habitat and organism	May wear down soil	May disturb	May disturb current habitat and organism
Trampling		May damage	May disturb	May disturb	May damage current habitat and organism	May wear down	May disturb	May damage current habitat and organism

Ecological impact of Forest

3. School on our site & 3 year plan

Year 1	Year 2	Year 3
<p>See Initial action plan for Governor's report.</p> <p>Photographing of all Sites.</p> <p>Other considerations: Designate tool site (September Term onwards for older children) Plant trees/saplings (November delivery from Wildlife Trust)</p> <p>Manage ivy on the site(s).</p> <p>Start clearing Site 2</p> <p>Add bird boxes, insect hotels and flora for habitat development of the Sites.</p> <p>Create a permanent mud kitchen. (Links already made to the PTA and Science Coordinator for relocate of existing school pond, drainage of site and development to a mud kitchen).</p> <p>Completed</p>	<p>Clear site 2 and start using</p> <p>Check sustainability of existing site. If exhausted, start using Site 2.</p> <p>Photographing of all Sites.</p> <p>Identify Site 3 (May need to be off site on Maberley Fields. If so approach Bromley Council for permissions)</p> <p>Look at the stick/wood need for the Forest School activities. If not able to meet needs from the Sites. 'import' from other areas of the school or look in to outside contractors for their 'waste'.</p> <p>Fill and fork site for drainage.</p> <p>Check for die-back on Site 1 & 2</p> <p>Tool and equipment check. Purchase additional resources and replace any in need.</p> <p>Training of additional Forest School Leader(s).</p> <p>Enhance the habitats for wildlife on the site by the addition of:</p> <ul style="list-style-type: none"> • Mini beast hotel • Bird boxes • Bat boxes • Bird feeders • Wildlife garden area • Hedgehog homes <p>Completed</p>	<p>Move Forest School Site. (If the Site 3 is off site, develop all risk assessments necessary prior to relocation.)</p> <p>Photographing of all Sites.</p> <p>Planting – add more indigenous plants to the Sites.</p> <p>Maintain existing sites.</p> <p>Fill and fork site for drainage.</p> <p>Tool and equipment check.</p> <p>Looking in to the need for any coppicing of the site.</p> <p>Replace the external boundary fence with as little disturbance as possible.</p> <p>Purchase more equipment to enhance the experience for the children and users of the site.</p> <p>Completed</p>

Year 4	Year 5	Year 6
<p>Training of additional Forest School Leader(s).</p> <p>Maintain Forest School Site.</p> <p>Photographing of all Sites.</p> <p>Planting – add more indigenous plants to the Sites.</p> <p>Fill and fork site for drainage.</p> <p>Tool and equipment check.</p> <p>Looking in to the need for any coppicing of the site.</p> <p>Replace the external boundary fence with as little disturbance as possible.</p> <p>Purchase more equipment to enhance the experience for the children and users of the site.</p> <p>Look to develop the use of Maberley Field. Chase the Borough about the site permit reinstatement.</p> <p>Offer Forest School sessions to Belleville for all their reception classes.</p>	<p>Enhance the habitats for wildlife on the site by the addition of more:</p> <ul style="list-style-type: none"> • Mini beast hotel • Bird boxes • Bat boxes • Bird feeders • Wildlife garden area • Hedgehog homes <p>Maintain Forest School Site.</p> <p>Photographing of all Sites.</p> <p>Offer Forest School sessions to Belleville for all their reception classes.</p> <p>Planting – add more indigenous plants to the Sites.</p> <p>Fill and fork site for drainage.</p> <p>Tool and equipment check.</p> <p>Check the rota of lessons against the changing curriculum.</p> <p>Building of a mud kitchen.</p> <p>Storage facility outside near forest school.</p> <p>Build a treehouse.</p>	<p>Maintain Forest School Site.</p> <p>Photographing of all Sites.</p> <p>Planting – add more indigenous plants to the Sites.</p> <p>Fill and fork site for drainage.</p> <p>Tool and equipment check.</p> <p>Check the rota of lessons against the changing curriculum.</p> <p>Try to incorporate Forest school lessons on Maberley Field, so as to 'rest' the site.</p> <p>Ongoing – Treehouse.</p> <p>Open up to weekend family sessions.</p>
Completed	Delayed due to Covid	

4. Health & Safety legislation

• Disclosure policy

Health & Safety Legislation

Churchfields Forest School complies with all necessary Health & Safety legislation and procedures.

- Health & Safety at Work Act 1974
- Children's Act 1989
- Liability Insurance
- The following laws and guidance – Disability Discrimination Act
Race Relation Act
Sex Discrimination Act
DBS Checks
Every Child Matters

Forest School leader and all main support staff are DBS checked and if any other adults are required to support, they will be supervised by one of the main staff at all times.

Churchfields Primary School Health and Safety Policy sets out a clear statement of intent regarding the School's approach to the health and safety of its children, staff and visitors to the School. The following is a 11 point list of additional measures relating directly to Forest School sessions.

1. However many adults accompany Forest School sessions the person in charge is always the trained Forest School Leader.
2. The Forest School Leader has overall duty of care for the children in his/her charge, but all adults are required to take all reasonable steps to ensure children are safe.
3. All adult helpers must sign and date a form to show they have read this handbook and appropriate risk assessments and understand and agree to comply with the general operating procedures for Forest School.
4. The Forest School Leader or Assistant will carry a First Aid kit.
5. The Forest School Leader or Assistant will always carry an Emergency Bag.

Health & Safety Legislation

4. Disclosure Policy (continued)

6. The Forest School Leader will ensure that the Emergency Bag contains:
 - essential survival equipment;
 - a contact list for each child undertaking the activities,
 - the School's telephone number.
7. The Forest School Leader will always carry a mobile phone and will ensure that there is easy access to a land line if the group is out of range.
8. In the event of an emergency, the Forest School Leader will ensure that the School contacts the emergency services. If contact with the School is lost the Leader will contact the emergency services.
9. The Forest School Leader will review the risk assessments before every school-based session.
10. When tools are used the adult: child ratio will always be 1:1.
11. There is only one exception to this – the use of potato peelers for stick whittling. The ratio here can be 1:2.

Disclosure and Safeguarding Policy

Due to the relaxed environment and nature of Forest School, children can feel more at ease. In addition, adults working within Forest School need to appreciate that when children feel comfortable and content, when their instinct to trust and risk taking is encouraged, they may be moved to disclose information which they might otherwise keep to themselves. Any member of staff or volunteer who finds that a child is telling them something which concerns them should follow these simple steps:

- listen, but ask NO leading questions. Remember that you must not promise to 'keep a secret'. The general rule is that adults should make it clear that there are limits to confidentiality at the beginning of the conversation.
- comfort the child if appropriate.
- inform the Child Protection Officer (the Headteacher), or in their absence, the Family Liaison Officer, as soon as possible, and make a written record of the concern.

'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.'

5. Clothing requirements for Forest School

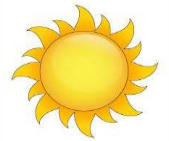
Forest School is outdoor education in ALL seasons, therefore to ensure that the children are sufficiently protected from the weather and the forest environment we require children to be wearing appropriate clothing and footwear. NOTE: These clothing requirements are essential for EVERYONE, adults and children.

Clothing will get muddy so old home clothes are required. We require children to have long sleeves and long trousers in both winter and summer. This is particularly important in the summer to protect from tick bites, sun burn, stinging nettles and thorns.

Hot weather clothing requirements

Children will not be wearing their school uniform or shoes for these sessions, as they may get muddy or ripped.

- **Sun hat**
- Sun cream applied before session
- **Lightweight long sleeved top**
- **Lightweight long trousers** - These helps protect them from scratches, nettle stings, bites, the weather and sunburn
- **Wellies** (preferred) or hard shoes/old trainers
- **Hair over shoulder length will need to be tied back for safety reasons**
- Water bottle



It is advised that children should have sunscreen applied at home before they come to school, but if a top up is required, please send in a bottle with the child's name clearly written on it for them to apply before a session.

Cold weather clothing requirements

Children will not be wearing their school coat for these sessions, as they may get muddy or ripped. In very cold weather, please supply extra layers or an old jacket in your kit, which keep in the heat and can be removed if needed.

- **Thermal underwear vest**
- **Long sleeved t-shirt/shirt**
- **Long trousers or jeans** - These helps protect them from scratches, nettle stings, bites, the weather and sunburn
- **Jumper/fleece**
- **Warm hat**
- **Gloves - not mittens**
- **Wellies (preferred) with warm socks or hard shoes**
- **Socks – a change of socks, especially if you are wearing tights**
- **Old coat or jacket**
- **Hair over shoulder length will need to be tied back for safety reasons**



6. Essential equipment for Forest School

Health & Safety in Forest School is of the upmost importance and the equipment is essential to maintain this is:

- Forest School register with emergency numbers/contact details
- Medical forms for relevant group (both children and adults. See appendix E)
- Mobile phone for emergencies
- Newspaper
- Matches
- Wet wipes
- Protective gloves
- Sun cream
- First Aid kit / plasters * (depending on School's policy)
- Bandages
- Scissors
- Water bottle with water for drinking / washing hands
- Sleeping bag / survival blanket
- Thermal wrap sheet
- Pamphlet for hypothermia and first aid
- Container for inhalers and other medication for group
- Carrier bags for dirty / wet clothing

* Please see Appendix A for First Aid check list.

7. Risk assessment & Management

Churchfields Forest School site must be made safe and be easily accessible. A full risk assessment of the site to identify hazards and action needed to reduce risk to a safe level is essential prior to any session taking place. (See Appendix B for hazardous activity risk assessment)

The assessment is to be checked and amended termly as necessary. (See Appendix B for blank Risk Assessment pro-forma)

An up-to-date assessment will be kept with the Forest School Leader **at all times** in their handbook.

Each assessment must be signed and dated accordingly.

Staffing ratio

On site activities

Nursery = 3/4 adults; Reception = 3 adults; Year 1 = 3 adults;
Year 2 – 6 = 2/3 adults.

Off site activities

Nursery – Year 1 = 1:3; Years 2 – 3 = 1:4; Years 3 – 5 = 1:8;
Year 5+ = 1:10

8. Tools & their management

The use of small tools is an important part of Forest School as it enables children to develop new, practical skills that help them self confidence and esteem.

Hand tools are maintained in good order by the Forest School Leader and will be inspected before each session to ensure safety.

Children and adults will be taught how to handle tools properly and to treat them with due respect.


Whilst using the hand tools, the staff to child ratio is increased. (See Appendix B for tool risk assessments).

General Guidelines:

- Tools will be kept in the Forest School tool bags and only removed by the Forest School Leader or trained volunteers
- Running with tools is prohibited as is pointing with tools.
- Children will lose permission to use tools if the guidelines are not followed.
- Bladed tools should be demonstrated for the children, only be the Forest School Leader or trained volunteer until they are confident on how to use them properly and safely. This should be done at their own pace.
- All tools must be counted out and back in to the tool box at the beginning and end of the session.
- Volunteer helpers must receive basic training on the use of individual hand tools before being allowed to use them with children.



8. Tools and their management



Tool	Bow Saw
Purpose	Cutting wood
Use at Forest School (activity ideas)	Cutting wood, making tools, shelters.
Safety Equipment or design feature	Hand guard on frame, plastic strip to cover saw teeth.
Personal protective equipment.	Work glove for hand holding work piece.
Adult: Child ratio	One to one/one to two if two students are using the saw in tandem.
Transportation	Carry with blade down and cover strip in place.
Working space	Arm plus tool length.
Body stance	If using at ground level, respect position (kneeling on one knee see photo) if cutting a branch feet apart to give a stable stance.
Method of use	 <p>If using in tandem one student holds the handle in the hand guard the other holds the frame on the bend. If right handed both students hold the work piece firmly to stop it from moving with their left hands wearing a work glove on that hand. The work piece is rested on a log of stump to raise it off the ground. The students cut on their pull stroke keeping the saw frame upright in slow fluid movements.</p>
Inspecting	Check to make sure the blade is strained correctly and that the teeth are sharp and none are missing. Ensure the correct blade is fitted for the job being undertaken, wet or dry timber.

8. Tools and their management



Tool	Fixed blade knife.
Purpose	For modelling and shaping or as a gutting tool.
Use at Forest School (activity ideas)	To whittle and make tools
Safety Equipment or design feature	Short strong blade with rounded end so cannot stab.
Personal protective equipment.	A work glove can be worn on the hand that holds the work piece.
Adult: Child ratio	One to one
Transportation	Knife carried in sheath at all times when not in use.
Working space	Arms length plus tool length.
Body stance	Kneeling or sitting
Method of use	<p>Depending on the work being carried out the user should be either sitting on a log or stump or as in the photo kneeling, using the log as a work bench. Always make sure that the log or stump that you are sitting on is safe and will not fall over or roll. If the user is right handed, hold the work piece in the left hand with work piece resting on the log pointing downwards (as seen in the photo) Firmly hold the knife in the right hand and draw it down the work piece away from the body, taking off a thin sliver of wood. If the user is left handed use the same procedure but hold the work piece in the right hand. (A work glove can be worn on the hand holding the work piece.)</p>  

8. Tools and their management



Tool

Fixed blade knife. (continued)

The knife can be used in the sitting position as in this picture, Sit on a log or stump, if the user is right handed, hold the work piece in the left hand with the left hand resting on the right thigh pointing the work piece downwards. Hold the knife in the right hand with the thumb on the back of the blade for control and firmly draw it down the work piece away from the body, taking off a thin sliver of bark or wood.

If the user is left handed use the same procedure but hold the work piece in the right hand. (a work glove can be worn on the hand holding the work piece)

The students must sit or kneel when working with tools for safety; it prevents wandering about with sharp tools.

Please note the knife sheath on the log in the first picture, ready to put over the knife blade when the work is finished!

Inspecting

The knife should be checked before and after use to make sure it is sound and there is no damage to the handle or blade and that it is sharp.

Cleaning and maintenance

The tool should be wiped clean after use and sharpened if necessary by a competent person

Storage

The tool should be securely stored in a dry place when not in use to prevent unauthorized use and damage from rusting.

8. Tools and their management



Tool	Flint and steel
Purpose	Making a spark
Use at Forest School (activity ideas)	Fire lighting
Safety Equipment or design feature	Good non slip handle to hold steel
Personal protective equipment.	None
Adult: Child ratio	One to one until competent
Transportation	In small water tight tin with cotton wool for tinder
Working space	Arms length
Body stance	Kneel on one knee next to the fire being lit.
Method of use	If right handed, hold the steel by its handle over a small ball of cotton wool. Hold the steel in the right hand between the thumb and first finger and draw it down the steel with a slight flicking action to shower sparks on the cotton wool or other tinder being used. If left handed as above but hold in opposite hands. Take care when using cotton wool because it lights very easily.
Inspecting	Visual check for wear and tear
Cleaning and maintenance	Keep clean and dry.
Storage	Store in its watertight tin with other forest school cooking equipment.

8. Tools and their management



Tool	Bill Hook
Purpose.	For cutting and laying hedges.
Use at forest school (activity ideas)	Dressing poles and logs, splitting wood to making tools, pointing stakes.
Safety equipment or design feature.	Handle to hold bill hook
Personal protective equipment.	Work glove for hand holding work piece. Safety foot wear, long sleeves and trousers.
Adult child ratio.	One to one/one to two if two children are working together, EG making a mallet
Transporting.	Blade must be kept covered when not in use, and should be carried blade down. Carrier MUST WALK, NEVER RUN.
Working space.	An exclusion zone of an arms length plus the length of the tool must be maintained all the time the tool is being used (except when two people are working together, EG making a mallet but no other persons will be closer)
Body stance.	Kneeling on one knee is the position to work in. This will be known as the RESPECT POSITION . The knee on the ground being the right knee if the tool user is right handed left if the tool user is left handed.


8. Tools and their management



Tool	Bill Hook (continued)
Method of use.	<div data-bbox="339 642 639 1139" data-label="Image"> </div> <p data-bbox="685 497 1342 1036"> When using for splitting wood when making a mallet, spatula or pegs the work piece must be placed on a solid wooden surface like a stump or log. The bill hook user will place the blade in the place they want to make the cut holding the hook by its handle and the end of the blade. When they are happy they will give their partner using the mallet the signal to tap the blade edge, I use the command "strike." After each tap (strike) the bill hook user will check to make sure the blade is positioned to their liking before proceeding. </p>
Inspecting	<p data-bbox="339 1388 1328 1574"> The blade and handle must be checked to make sure they are securely attached to each other to prevent the blade from flying off in use. The handle should be checked for splits, cracks and splinters. The blade must be checked to make sure it is sharp and that it is in good condition </p>
Cleaning and maintenance.	<p data-bbox="339 1636 1328 1792"> When finished with the blade should be wiped clean with a damp cloth then lightly oiled to prevent rusting, the handle also should be wiped clean and occasionally oiled with linseed oil to prevent drying and cracking. </p>
Storage.	<p data-bbox="339 1844 1270 1958"> The tool should be securely stored in a dry place when not in use to prevent Unauthorized use and damage from rusting. </p>

8. Tools and their management



Tool	Vegetable peeler
Purpose	For peeling fruit and vegetables.
Use at Forest School (activity ideas)	Can be used for whittling and removing bark from sticks to make bark rope.
Safety Equipment or design feature	It has a covered blade that is designed to take thin slices and has no stabbing point. Can be used right or left handed.
Personal protective equipment.	A work glove can be worn on the hand that holds the work piece.
Adult: Child ratio	One to four.
Transportation	Carry held downward.
Working space	Arms length.
Body stance	Use in a sitting position.
Method of use	 <p>Sit on a log or stump, if the user is right handed, hold the work piece in the left hand with the left hand resting on the right thigh pointing the work piece downwards. Hold the peeler in the right hand and firmly draw it down the work piece away from the body, taking off a thin sliver of bark or wood. Rotate the work piece in the left hand and repeat until the work piece is clean of bark or is the desired thickness. If the user is left handed use the same procedure but hold the work piece in the right hand. (work glove to be worn on the hand holding the work piece)</p>
Inspecting	Check that the blade swivels freely and is not blocked or rusty.
Cleaning and maintenance	Wipe clean after use, wipe with thin oil or spray with WD40 occasionally to prevent rusting.
Storage	Store with other tools in a secure dry place.


8. Tools and their management



Tool	Brace and bits	
Purpose	Drilling/boring holes in wood	
Use at Forest School (activity ideas)	Making a dead/drift wood Christmas tree, furniture, picture frames etc.	
Safety Equipment or design feature	Swivel grips to avoid blisters	
Personal protective equipment. (PPE)	Work gloves can be worn on hand if some one else is holding work piece.	
Adult: Child ratio	One to one until confident and competent.	
Transportation	Carry with bit pointing down.	
Working space	Arms length plus tool length	
Body stance	Feet apart to give good balance, or kneeling	
Method of use		<p>Make sure the bit is firmly held in the brace chuck. Make a centre mark on the work piece where you want the centre of the hole to be. Push the point of the bit into the mark and rotate the brace in a clockwise direction to drill the required hole. Gently push the brace as the screw on the bit point will pull the bit into the wood.</p> <p>DO NOT TRY AND USE THIS TYPE OF BIT IN AN ELECTRIC DRILL!</p>
Inspecting	Competent person to check for sharpness of the bit and to make sure the brace rotates freely works.	
Cleaning and maintenance	When finished with the bit should be wiped clean with a damp cloth then lightly oiled to prevent rusting.	
Storage	The tool should be securely stored in a dry place when not in use to prevent unauthorized use and damage from rusting.	

8. Tools and their management



Tool	Hand drill and bits
Purpose	Drilling/boring holes in wood
Use at Forest School (activity ideas)	Making a dead/drift wood Christmas tree, furniture, picture frames and smaller holes
Safety Equipment or design feature	Swivel grips to avoid blisters and be aware of fingers becoming pinched in the rotating mechanism.
Personal protective equipment. (PPE)	Work gloves can be worn on hand if some one else is holding work piece.
Adult: Child ratio	One to one until confident and competent.
Transportation	Carry with bit pointing down.
Working space	Arms length plus tool length
Body stance	Feet apart to give good balance, or kneeling
Method of use	 <p>Make sure the bit is firmly held in the hand drill chuck. Make a centre mark on the work piece where you want the centre of the hole to be. Push the point of the bit into the mark and rotate the handle on the hand drill in a clockwise direction to drill the required hole. Gently push the hand drill as the screw on the bit point will pull the bit into the wood.</p> <p>DO NOT TRY AND USE THIS TYPE OF BIT IN AN ELECTRIC DRILL!</p>
Inspecting	Competent person to check for sharpness of the bit and to make sure the hand drill rotates freely works.
Cleaning and maintenance	When finished with the bit should be wiped clean with a damp cloth then lightly oiled to prevent rusting.
Storage	The tool should be securely stored in a dry place when not in use to prevent unauthorized use and damage from rusting.

8. Tools and their management



Tool	Secateurs
Purpose	For cutting twigs and small branches
Use at Forest School (activity ideas)	Clearing over hanging greenery or removing nettles, trimming twigs to length etc.
Safety Equipment or design feature	Always assess if the correct tool has been selected for the job.
Personal protective equipment. (PPE)	Work gloves can be worn on hand
Adult: Child ratio	One to one until confident and competent.
Transportation	The tools should be transported in a sturdy bag of appropriate size.
Working space	Set up a secure working area and keep at a safe distance, called a blood bubble. When passing tools follow a script where eye contact is maintained. The person passing the tool asks "Are you ready?" on affirmative reply say "I am passing you the tool" before doing so. Arms length plus tool length
Body stance	Feet apart to give good balance, or kneeling
Method of use	For the use in one hand. The other can be used to steady the other.
Inspecting	Examine handles and hinges. Make sure there are no signs of replacement, cracking or rusting. Draw your thumb at right angles over the blade, it should feel rough. Visually examine the blade for any light shining through, in which case the tool will have to be discarded. Secateurs have an extra closing mechanism, make sure this is working properly. Open up the secateurs and place over knee to make sure they cannot close as you check the blade.
Cleaning and maintenance	To clean the tools make sure you cannot be damaged, use a cloth to wipe the blade. Oil the tool and use sharpening stones when required.
Storage	The tool should be securely stored in a dry place when not in use to prevent unauthorized use and damage from rusting.

8. Tools and their management



Tool	Loppers
Purpose	For cutting branches, large twigs and small branches
Use at Forest School (activity ideas)	Clearing over hanging greenery or dead wood.
Safety Equipment or design feature	Always assess if the correct tool has been selected for the job.
Personal protective equipment. (PPE)	Work gloves can be worn on hand
Adult: Child ratio	One to one until confident and competent.
Transportation	Loppers should be carried at the side holding on to the bottom handle, making sure that the blade has a smiley face. The tools should be transported in a sturdy bag of appropriate size.
Working space	Set up a secure working area and keep at a safe distance, called a blood bubble. When passing tools follow a script where eye contact is maintained. The person passing the tool asks "Are you ready?" on affirmative reply say "I am passing you the tool" before doing so. Arms length plus tool length
Body stance	Feet apart to give good balance, or kneeling
Method of use	Always have both hands on the handle.
Inspecting	Examine handles and hinges. Make sure there are no signs of replacement, cracking or rusting. To check the blade on a lopper make sure it cannot close on you by using your body as a bar. Draw your thumb at right angles over the blade, it should feel rough. Visually examine the blade for any light shining through, in which case the tool will have to be discarded.
Cleaning and maintenance	To clean the tools make sure you cannot be damaged, use a cloth to wipe the blade. Oil the tool and use sharpening stones when required.
Storage	The tool should be securely stored in a dry place when not in use to prevent unauthorized use and damage from rusting.

8. Tools and their management



Rope or string use procedures

Rope or String use	<p>When using rope or string in forest school it should be made clear from the start that tying each other up is not acceptable and can be very dangerous. Make the students aware of friction burns from rope or string. Any structures build using ropes or sting should have the knots checked by an adult to make sure they are safe and secure.</p>
Rope swing	<p>Examine rope to see if the rope is frayed, badly damaged or not suitable. If so replace the rope. Check the swing site and tree; inspect the tree. Is the branch or tree dead or rotten? Is there evidence of fungal growths? Is there a risk of crashing into the tree or support?</p> <p>Fall Height; measure the fall height from the end of the rope at its highest likely swing point. OK if 2 metres or less.</p> <p>Fall Zone; Check the fall zone for hazards such as sharp objects, rocks or if the fall zone is over deep or fast flowing water. Are there other trees around the site that are dead, rotten or blowing over? Does the tree or location have value that could be seriously harmed by the activity?</p> <p>Knot; make sure that a suitable knot is used to secure the swing to the tree and that it is securely fastened, test the swing with an adult first.</p>

Fire safety policy



Fires

Choosing a fire site

The fire site should be level with all trip hazards removed. Wood chips or leaf matter must be brushed away before use. The floor must be earth or paving stone, not peat or pine needles/dead leaves. There should be no overhanging branches directly above the fire. See site map for location.

Adult to student ratio

The ratio should be one to one when students are tending the campfire or using the campfire to cook.

Positioning of the children and adults

Fire areas are surrounded by seating logs at least 1.5 metres from the fire pit.
When the campfire is in use, children are not permitted to access the area with permission and when allowed to access the campfire, children must walk around the outside of the seating logs and wait for permission to step over. Once permission has been given, they must sit, ensuring legs are drawn in to the log and not outstretched.
Once seated around the campfire, the children must remain seated until they are directed by an adult to move. Children will be taught how to change seats by standing, stepping over the log and the walking around the outside of the seating area. They must never cross the inner area.
Long sleeves and trousers must always be worn.
Children are not permitted to throw anything on to the campfire and advice on the appropriate way for dealing with smoke will be given to the children: they are advised to turn their head to one side, placing their hand across the face, to close their eyes and count to 30 (or ask an adult/peer to count for them).

Managing the site

Only one person tending the campfire at one time, this should be done from the kneeling position to prevent falling on to the fire.

Fire safety policy



Fires (continued)

Extinguishing the fire and leaving the site.

This should be done by the Forest School leader. The campfire must be completely out and cooled using water and stirred until all smoke and steam has ceased.

Whenever possible, all fuels should be burnt off to ash and the Forest School Leader should ensure that any large remains of wood are separated from one another. Large quantities of ash should be scattered through the woodland to enable natural decomposition, but only several days after the fire. The site should be left tidy.

Health and Safety

Only adults are permitted to light fires, unless under the direct supervision of the Forest School Leader. Fires are light using cotton wool, petroleum jelly and a strike stick. **NO FLAMMABLE LIQUIDS ARE TO BE USED TO LIGHT OR ACCELERATE THE FIRE.**

No plastics are to be burnt.

Sticks/wood must be placed, not thrown, from the side of the fire.

Hands should never go in the fire.

A fire blanket will be placed at the fire site in an easily accessible position and all staff are trained to use it.

Water is available to extinguish flames and cool burns.

A first aid kit is available at all times and there will be at least two members of staff present that are first aid trained.

9. Safety sweep requirement & completed sweeps

A safety sweep must be carried out before each Forest School session to check for new hazards or changes to the site.

The Forest School Leader should be aware of litter, glass, faeces, etc. and any such items should be collected using plastic bags and disposable gloves.

Wind fallen dead wood or branches and new flora and fauna in the area should be considered.

A written record should be kept of each sweep and state if any hazards were found and how they were dealt with.

At the same time, boundary fences, ropes and hedges should be checked to ensure they are safe and secure.

The completed sweeps are to be dated, signed and filed in the Forest Leaders handbook.

See **Appendix C** for a blank safety sweep template.

10. Medical & emergency contact information

All persons on the Forest School site are required to fill in a medical questionnaire and supply emergency contact details. For the children, this is on the data collection form held by the school office. This is compulsory for everyone regardless of their role or position.

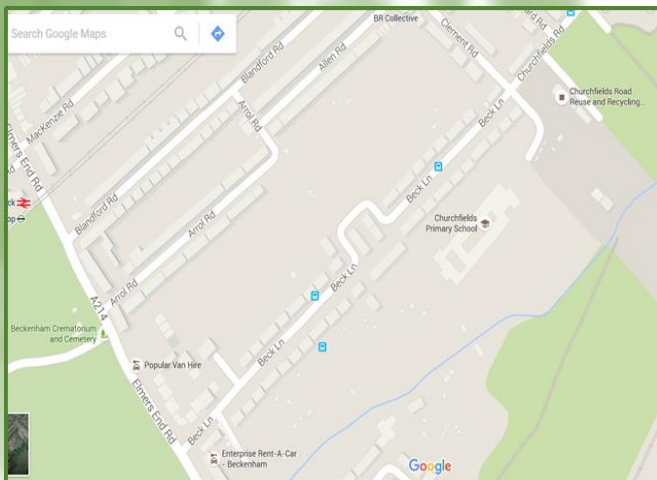
Medical information gathered by the Family Worker is collated and will be kept with the Forest School Leader at all times and must be easily available in case of emergencies.

In addition, emergency contact information is collated for each class that attends Forest School and is held by the Forest school leader.

When not being used, the contact details and medical information are to be securely stored.

11.

Emergency procedure during a Forest School session & related adult responsibilities



Churchfields Primary School
Churchfields Road
Beckenham
Kent
BR3 4QY
Tel: 02086505247

The emergency route to the site is through the main car park and access to the school's field is through a gate, that will be unlocked in an emergency, and across the school's playing field.



Local Medical Facilities

The nearest 24/7 **Accident and Emergency** department is at Princess Royal University Hospital, Farnborough Common, Orpington, Kent, Greater London BR6 8ND

For minor injuries The Beckenham Beacon, 379-397 Croydon Rd, Beckenham, Greater London BR3 3QL

11.

Emergency procedure during a Forest School session & related adult responsibilities (continued)

Requesting attendance by Emergency Services

Dial 999 or 112 and ask for ambulance. Be ready with the following information:

- Emergency Mobile Number **07976596336**
- School Phone Number **0208 650 5247**
- School Post Code **BR3 4QY**
- Ambulance Access – **Through the school's car park (the gate will be opened).**
- Location Details **Grid Reference TQ 35844 68994**

Each member of the Forest School team (team being the Forest School Leader, teachers, teaching assistants and volunteers with the group) will be briefed prior to each session and be issued with an emergence procedure card. This will outline clearly and quickly their responsibilities in the case of an emergency.

An overview of the responsibilities can be seen below for each adult and a flow chart of responses for both major and minor injuries is shown below:

Adult 1

1. Clear the children away from the danger and/or injured party and supervise, ensuring to keep the children and yourself calm.
2. When adult 2 has returned or finished contacting the school, escort the children back and organise them changing in to their school uniforms.
3. Help supervise until they are collected from school.
4. Report to Head Teacher to supply a statement of events.

11.

Emergency procedure during a Forest School session & related adult responsibilities (continued)

Adult 2

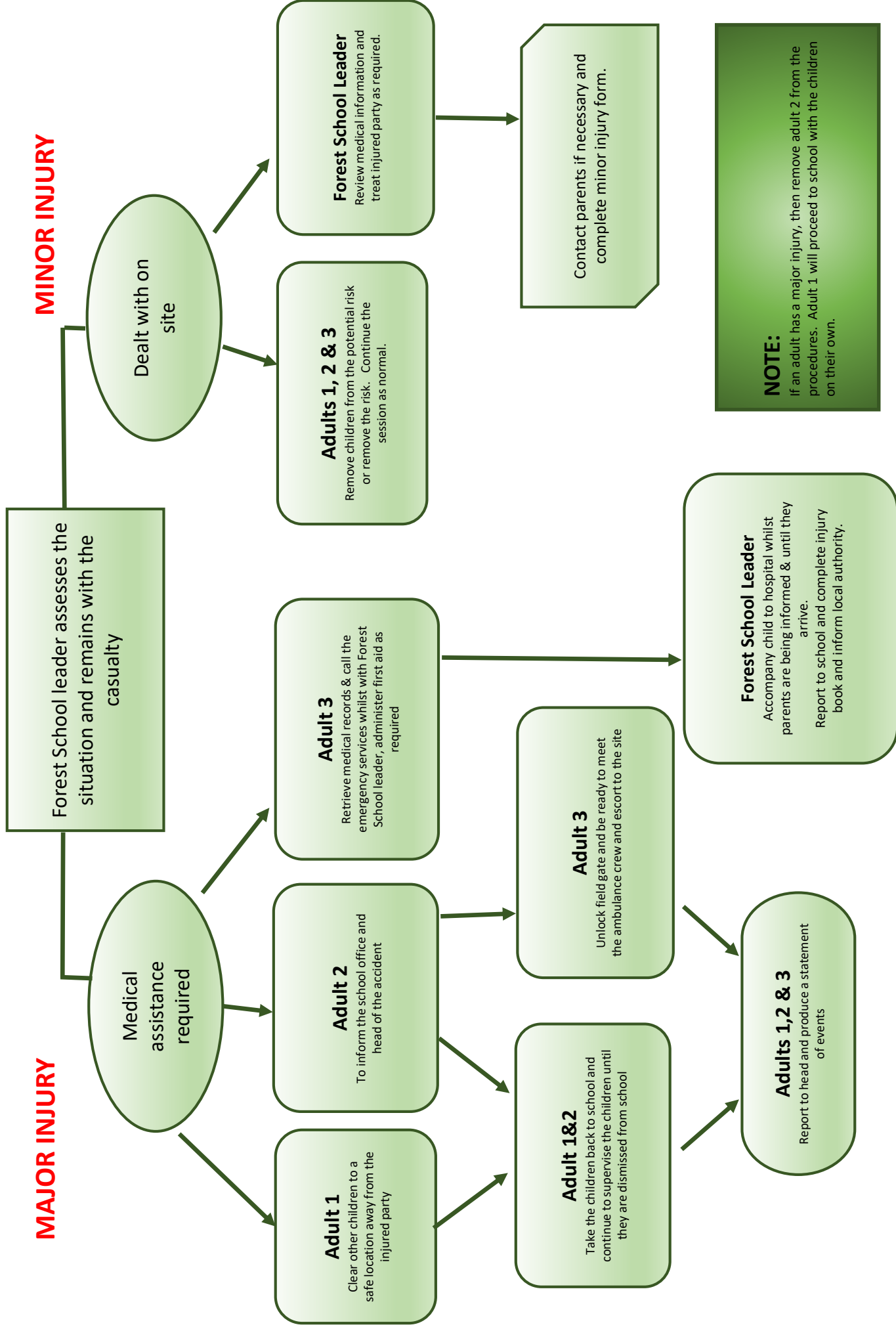
1. Inform the school immediately, either by mobile phone (preferable) or in person as quickly and clearly as possible regarding the accident.
2. Report to adult 1 and help to escort the children back and organise them changing in to their school uniforms.
3. Help supervise until they are collected from school.
4. Report to Head Teacher to supply a statement of events.

Adult 3

1. Retrieve the medical records from the Forest School Leader's bag and report to injured party and the Forest School Leader.
2. Check the medical records for the Forest School Leader and call the emergency services (999 or 112) and give them the location details (found on the Forest School backpack) and the details of the injured party and the accident.
3. Help supervise until they are collected from school.
4. Report to Head Teacher to supply a statement of events.

MAJOR INJURY

MINOR INJURY



12. Toileting considerations

Children in Key Stage 1 are to be accompanied by an adult across the field to the toilets.

Children in Key Stage 2 are able to conduct themselves.

All children are to inform an adult prior to their leaving the site.

13. Insurance requirements & travel policy

Refer to Bromley Borough Insurance and Churchfields Outside Learning Policy.



Appendices
14. and other
information

14. Appendix A

Health and Safety at Forest School

The responsibility of health and safety at Forest School is that of the qualified Forest School Leader. However any adult who is trained within First Aid and holds a current certificate may support the administration of First aid. The leader will ensure that kits carry essential items and that procedures are followed according to the guidelines below.

First Aid Kit Check List

It is essential that the first aid kit is checked prior to Forest School sessions against the content checklist. Items should be replaced as used and out of date medical items should also be replaced. The following items should be included in the first aid kit:

- Plasters
- Bandages
- Plastic bags
- Gloves
- Scissors
- Antiseptic or Cleansing wipes
- Gauze

14. Appendix A

First Aid Kit Check List (continued)

- Burn Gel (in the form of a Burns First Aid Kit)
- Water
- Tweezers
- Tick remover
- Cling film
- Accident record book
- Emergency contact details for all of the group
- Individual children's medicine

Before carrying out a Forest School session it is vital that any prior medical issues are known. Parents should have completed a medical administration form for the sessions and also the adults that are taking part in the session.

14. Appendix B



Forest School

Risk Assessment – No. _____

Location:	Activity/Environment:
Assessment date:	Completed by:
	Review date:

Hazard identified	Harm	Who is at risk?	Likelihood H M L	Severity H M L	Existing & Additional control measures

14. Appendix C

Safety Sweep Evidence



Environmental hazards will be reviewed prior to every Forest School session and signed off by a L3 trained Forest School Leader and assess immediate risk.

All safety sweeps will be recorded and filed by a Forest School leader.

Safety sweeps will be recorded and stored in a named folder in the office/staffroom.

Date:	Time inspected:	Inspected by:	
Prior to session with:		Weather:	Temp: °C
Checklist	Yes /No /Other	Comments	
Fallen/Low/Broken branches / Protruding thorns/ growth/ Brambles /Nettles / Ivy			
Areas cleaned down (COVID)			
Broken glass / Needles / Rubbish			
Vandalism / Intruders			
Activities dismantled from previous session			
Weather effects & Standing water / Slippery areas		Standing (depth & cordoned off or not)	
Boundary line / Fence / Equipment			
Base Camp Area, Tool Area & Mud Kitchen			
Base camp boundary chain			
Fairy Village			
Emergency rusk sack (fully equipped first aid kit & emergency medicine as required)			
Equipment ready			
Spare clothes needed in class			
Phone fully charged			
Tippy Tap / Water container / extra?			
Excrement – fox/dog/bird			
Other			

14. Appendix D

Personal, Social and Emotional Development (PSED)

- Activities engage children's interests and children will concentrate and persist for extended periods of time.
- Children gain confidence by trying new activities and gaining new skills, including 'high risk' activities such as using real tools and cooking on a fire.
- Opportunities for teamwork and development of social skills through working together to create items/ solve a problem.
- Develops an understanding of risks and the rules and boundaries in place for safety.
- Learning to dress/undress into wet weather gear.
- Develops understanding of personal hygiene.
- Children are encouraged to select and use resources independently.

Problem Solving, Reasoning and Numeracy (PSRN)

- Opportunities for counting and calculating various materials/resources and in games.
- Opportunities for problem solving, such as measuring items e.g. sticks and firewood collection.
- Encourages descriptive and positional language.
- Particular activities could be introduced to link to PSRN

Physical Development (PD)

- Develops gross motor skills – running, climbing, lifting, rolling, using ropes/levers/pulleys.
- Develops fine motor skills – threading, tool use, craft activities, knot tying
- Develops an awareness of personal space – e.g. stick waving.
- Supports managing hygiene – e.g. hand washing
- Uses a variety of real equipment and tools for a real purpose.
- Develops understanding of safety measures.

Forest schools 6 areas of learning

Communication, Language and Literacy (CLL)

- Develops conversational skills in a practical context.
- Develops talk about interests/activities.
- Encourages social talk such as negotiation and planning
- Develops specific vocabulary to the natural world e.g. names of animals/tools etc
- Learn new songs/stories
- Potential for role play/ story telling/ re telling of known stories.
- Use of language to think through problems/activities
- Using books to research gibbets/trees etc.
- Potential for mark making/writing using sticks etc.
- Particular activities could be introduced to link to CLL.

Knowledge and Understanding of the World (KUW)

- Encourages exploration using all senses.
- Encourages questioning and investigation.
- Opportunities to find out and identify features of living things.
- Encourages observations of similarities, differences, patterns and change.
- Opportunities for construction using real tools and equipment.
- Potential for use of ICT e.g. digital cameras, Dictaphone, video camera etc.
- Develops understanding of seasons and weather
- Encourages children to plan activities through repetitive nature of sessions.
- Encourages observation, discussion and questioning about natural environment.

Creative Development (CD)

- Children are free to create using different mediums and tools.
- Opportunities to explore colours and textures in nature.
- Opportunities to learn new songs/hymes/chants
- Opportunities to make musical instruments e.g. whistles, kazoo's, shakers, xylophones.
- Potential for imaginative role play
- Particular activities could be introduced to

The background of the slide features a soft-focus photograph. In the center is a white ceramic vase with a subtle, light-colored floral or leaf pattern. A green leafy plant is positioned behind the vase, its leaves partially obscuring it. The bottom of the image shows a blurred green field, likely grass or a meadow. The overall aesthetic is clean and natural.

14. Appendix E

Other information



Forest School

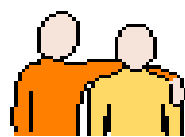
The Basic Rules

- Look after your Forest School
- Do not pick anything growing
- Do not put your fingers or anything else in your mouth
- Stay within the boundaries marked, 'we don't go over it and we don't go under it'.
- Stay outside of the fire circle.
- Look above, below and around for hazards.

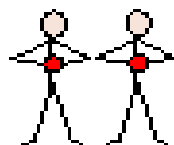


The Basic Rules

Forest School



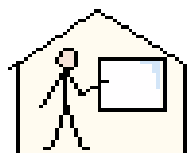
Look after



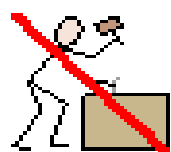
our



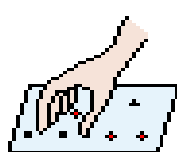
Forest



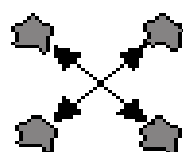
School



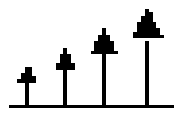
Do not



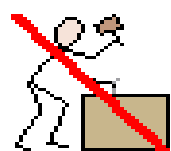
pick



anything



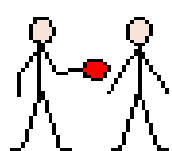
growing



Do not



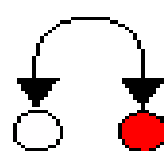
put



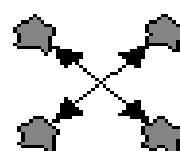
your



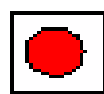
fingers



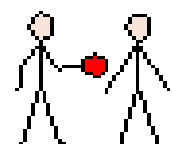
or



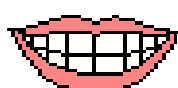
anything



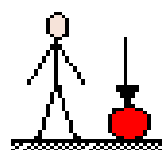
in



your



mouth



Stay

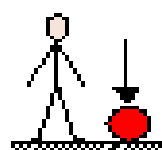
within



the

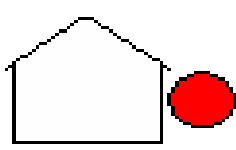


boundary



Stay

outside



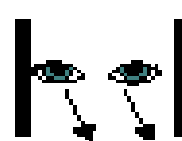
of



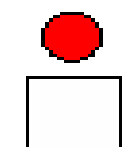
the



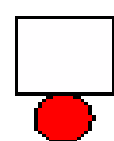
fire circle



Look



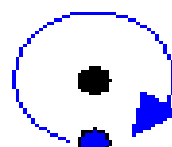
above,



below



and



around



for



hazards

AVOID * SPOT * TREAT

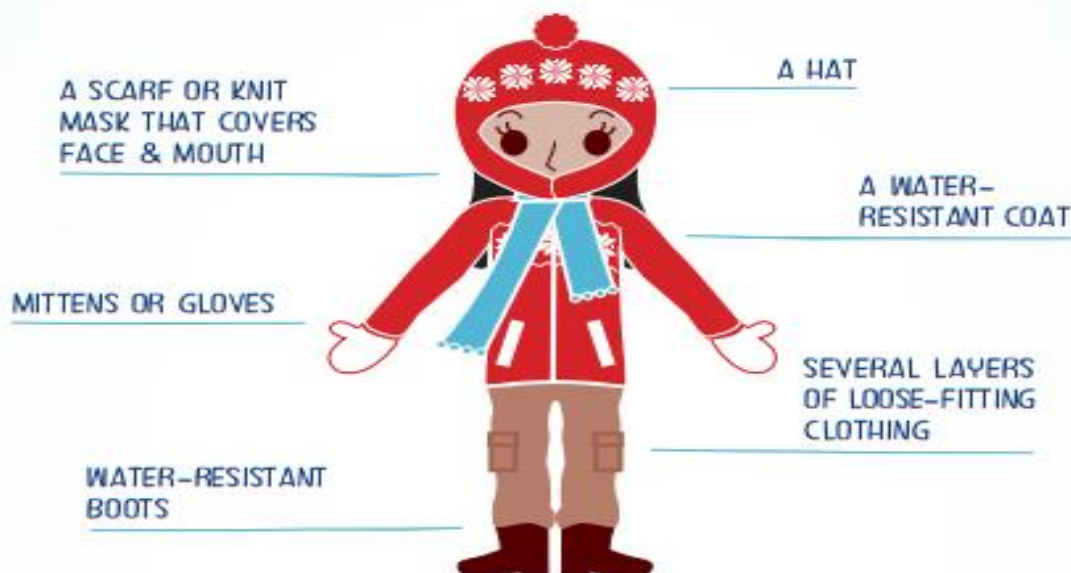
FROSTBITE & HYPOTHERMIA

In cold temperatures, your body begins to lose heat faster than it can be produced, which can lead to serious health problems.

* * * * * AVOID * * * * *

When the weather is extremely cold, try to stay indoors. If you must go outside, **dress properly** and know who is at **high risk** for **hypothermia** or **frostbite**.

When going outside be sure to wear:



When going outside in winter make sure body parts most often affected by frostbite are covered in warm, dry clothing.



Know who is at high risk:



Older adults without proper food, clothing, or heating



People who stay outdoors for long periods (homeless, hikers, hunters, etc.)



People who drink alcohol in excess or use illicit drugs



Babies sleeping in cold rooms

❄️ ❄️ ❄️ ❄️ SPOT ❄️ ❄️ ❄️ ❄️

FROSTBITE

A victim is often unaware of frostbite because frozen tissue is numb.



Signs & Symptoms

- Redness or pain in any skin area may be the first sign of frostbite.

Other signs include:

- a white or grayish-yellow skin area
- skin that feels unusually firm or waxy
- numbness

HYPOTHERMIA

Hypothermia often occurs at very cold temperatures, but can occur at cool temperatures (above 40°F), if a person is wet (from rain, sweat or cold water) and becomes chilled.



Signs & Symptoms

Adults:

- shivering
- exhaustion
- confusion
- fumbling hands
- memory loss
- slurred speech
- drowsiness

Infants:

- bright red, cold skin
- very low energy



If a person's temperature is below 95° get medical attention immediately.

❄️ ❄️ ❄️ ❄️ TREAT ❄️ ❄️ ❄️ ❄️

If a person is experiencing hypothermia or frostbite...



It's Lyme Time!

Be Tick Aware!



1 Walk in the middle of trails; avoid sitting on logs and leaning on trees.

2 Wear a hat, tuck in hair, if possible.

3 Wear a long-sleeved shirt fitted at the wrist.

4 Wear shoes, no bare feet or sandals.

5 Wear long pants tucked into high socks or duct tape around pants.

6 Consider child appropriate repellants.

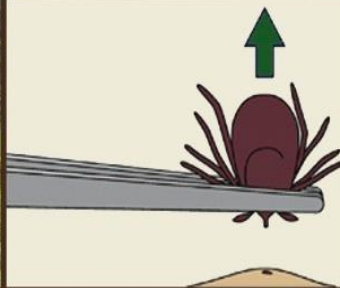
7 Wear white or light-colored clothing to make it easier to see ticks.

8 Do tick checks immediately and 3 days after outdoor activity.

9 If you find a tick, ask an adult to remove it carefully and consider saving it for testing.



Lyme Disease is transmitted by a tiny tick, most often the size of a poppy seed.



Remove tick with tweezers. Pull straight out as close to the skin as possible. Save tick in container and call doctor.

California Lyme Disease Association
www.lymedisease.org

Lyme Disease Association
www.LymeDiseaseAssociation.org



Churchfields Primary – Forest School Plans

Year Group/Class

Term

Date

Session No.

No. of Pupils

Main activity: Understand the Health & Safety, boundaries and exploration. Express feelings and use imagination.

Excellent Learner Behaviours

Health and safety considerations

Equipment

WALT

-

Success criteria

-

Introduction and activities

- 1.

First aid

Green card

Red card

Evaluation

Plenary

-

- Learning to care for our green spaces and wildlife.
- Individualised learning – Careful observation allows adults to tailor support to children's own interests and stage of development.
- Curriculum Links – Forest School supports many areas of the Early Years Foundation Stage Curriculum, National Curriculum and the 'Every Child Matters' agenda.

When will Forest School be taking place and how should the children be dressed?

This programme will take place during the school day. Each class will be taken out to the Forest School area once every week or in a blocks of sessions, depending on the year group.

Please make sure that your child has wellingtons and a change of clothes (see clothing requirement list) in school for every session. In summer, a sunhat would be advisable and in winter, extra layers, a hat and gloves.

Ensure that all clothes and boots are named and that they are old clothes.

The children cannot wear their school uniform, school coat or shoes to Forest School.

But, please let your child know that at Forest School they **CAN GET DIRTY** and you don't mind!



Parents Guide to Forest School

Winter Clothing –

The general rule is to wear lots of layers which keep in the heat and can be removed if needed.

Children require:

- Thermal underwear Vest
- Long sleeved t-shirt/shirt
- Long trousers or jeans
- Jumper/fleece
- Warm hat
- Gloves (not mittens)
- Wellies (preferred) or hard shoes with warm socks
- Coat/jacket (old) or rain mac

NB – Children will not be wearing their school coat for these sessions. In very cold weather, please supply extra layers or an old jacket in their kit.

Summer Clothing -

- Sun hat
- Sun cream applied before session
- Lightweight long sleeved top
- Lightweight long trousers
- Wellies (preferred) or hard shoes

It is advised that children should have sunscreen applied at home before they come to school, but if a top up is required, please send in a bottle with the child's name clearly written on it for them to apply before a session.



What is Forest School?

Forest School is a programme developed in Sweden in the 1950's. It concentrates on delivering education in an outdoor environment. A study carried out concluded that children who experienced learning in an outdoor setting were more balanced, more socially developed, had deeper concentration levels and better coordination. Today, outdoor learning has been shown to increase attainment and attendance levels in children. It has also been shown to increase self-esteem, confidence and communication skills.

Forest School is a practice that gives children the opportunity to develop self-learning through natural play and positive outdoor experiences. A gradual introduction to learning is facilitated by trained professionals who guide children by way of experiential learning. Forest Schools help children to understand the importance of nature and the environment.

Where will Churchfields Forest School be taking place?

The area that we use for our Forest School is the wildlife area at the bottom of the school's field. This has been cleared for the children to use safely supervised in a taught lesson.

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 the wonderful range of native trees and plants. The area is fenced and we will make sure, at every session that the children are secure in their understanding of the boundaries and of our Forest School rules. The area has been thoroughly risk assessed and this will be updated regularly and checked before each session.

Who will be staffing the Forest School?

Kim Miller has been trained in Forest school delivery and also holds a full St Johns' First Aid certificate. Each session will also be supported by the class teacher and TA.

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 and policies and procedures regarding safeguarding and confidentiality.

Alongside this the following are completed:

- a seasonal and daily risk assessed 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' (such as campfire cooking or tool use). However, these activities 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.



What sort of activities will go on at Forest School?

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

- Games
- Orienteering
- Storytelling (around our fire square, lit or unlit)
- Natural art activities
- Use of tools (if skills and behaviour indicators secured)
- Exploring, nature watching and bug hunting
- Climbing, rolling
- Practical woodland skills
- Building dens and shelters
- Time to be quiet, reflect or talk
- Camp fire cooking (for years 2-6)



What benefits will my child get from participating in Forest School?

Forest School supports the holistic development of the child:

- Health and fitness – Being active in an outdoor, natural environment.
- Increased emotional wellbeing – just being among trees has been shown to have a real and positive effect.
- Social development – Communicating, sharing, negotiating and Problem-solving. Increased confidence.
- Skills development – Developing fine and gross motor skills and coordination for real purposes.
- Gaining knowledge and understanding – Multi-sensory and real-life learning.