



WIDMER END



FOREST SCHOOL



School Telephone number: 01494 714371

Forest school mobile: 07917 407841

Forest School leader: Mrs Beccy Mills

Postcode of site: HP15 6AH

What 3 Words: menu / debate / remind





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1.Vision Statement

Widmer End Forest School is dedicated to cultivating a sense of care and connection between children and the natural world. Through this we want to nurture curiosity and inspire imagination. We have a commitment to quality where diversity is celebrated and children leave their time with us, skilled, happy and ready to soar.

As a school, we are passionate in ensuring every child feels happy, safe and respected in order for them to become resilient, confident and independent learners. Forest schools aims to enable every child with opportunities to experience learning in a way divergent to that of the classroom but that assists them in developing skills and confidence to support them in a successful approach to life both inside and outside the classroom.

Forest school provides children with the opportunity and space in which to follow their individual and unique interests, creativity and imagination through the provision of a natural, exciting, aesthetic environment that offers moments of adventure, magic, awe and wonder.

Forest school provides a strong continuum of our Widmer End values and vision which are evident in volumes each and every time a child participates in the Forest school sessions.

Our school aims and values:

1. To develop our independence as learners, eager and motivated to achieve our potential.
2. To be provided with opportunities for us to investigate and explore the world around us.
3. To value and respect ourselves and others.
4. To provide a secure and happy environment for everyone in our community.
5. To nurture the skills we need for life and develop a love of learning.

Unity Trust Courage Curiosity Respect Happiness



2. RULES OF FOREST SCHOOL

- Look after your Forest School
- Do not pick anything growing
- Do not put your fingers or anything else in your mouth
- Stay within the boundary rope, we don't go over it we don't go under it

The Countryside Code:

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

- Be safe, plan ahead and follow any signs
- Leave gates and property as you find them
- Protect plants and animals and take your litter home
- Keep dogs under close control
- Consider other people



3. FOREST SCHOOL ROUTINES

Prior to session:

- Forest School leader (s) will do a safety sweep of the areas that are to be used, prior to every session carried out.
- First Aid kit and all medication and forms, for all children and adults will be organised and ready to go to each session.
- Session to be carefully planned and responsive to each group's previous session.
- Adult child ratio to be organised so as to ensure appropriate Health and Safety rules are able to be adhered to.

In Session:

- All staff and children to have used the toilet and washed their hands prior to start of session
- Clothes check - all children to have long sleeves and legs covered no matter the weather and are wearing weather appropriate clothes (ie; welly boots and waterproofs for Winter)
- Collect children from their classroom
- Walk together, across the side of the playground (being aware of any activities on the playground) to the start of the activity trail.
- Form a circle and discuss the weather, develop language, use that to feed into the Forest schools song which we then move off with (in an orderly line) towards base camp.
- Travel towards base camp, singing the Forest schools song (to the tune of 'Here We Go Round the Mulberry Bush'. Walk around the outside of the field.
- Stop and form a circle outside base camp and do the 'Sticky Elbows routine' and headcount (allocate a 'Keeper of the number')
- Everyone then walks around base camp and stands behind a seat (log) - no one to step in until directed to do so.
- All take a seat and visit rules through use of a soft toy (Harry Hedgehog)
- Mindful time to calm
- Set a challenge (possible intro of new skills here)
- After completion of challenge, children then have the opportunity to explore and develop skills independently throughout the session
- Any tools and tree climbing activities to be manned stations and compliant with relevant ratios as laid out in the Forest Schools risk assessment.
- Call children back about mid session - recall all equipment and count it in - no hot chocolate etc until all materials / tools etc accounted for
- An opportunity for hot chocolate or a warm drink and possibly a biscuit will be provided within the session (provisions to be made in accordance with children's health care plans ie gluten / nut allergies etc to be accounted for).
- Hand washing before drink and biscuit

End of session:



- Children called back using 123 basecamp
- Keeper of the number to recall number and help with count
- Items returned and counted in
- Reflective time - use to inform next session
- Step out of base camp and circle together discuss new language acquired for the day
- Walk in line singing Forest schools song (with today's new language), back to classroom
- Handwashing at the end of the session before returning to the classroom.

4. LEGISLATION:

Health and Safety Policies & Procedures :

Legislation of importance to Forest School, includes the Health and Safety at Work Act 1974. This act makes it a statutory that an employer has a duty to ensure the Health, Safety and Welfare at work of their employees (in the case of schools adults and children) and any equipment used by them, and that employees are responsible for the health and safety of themselves and others they may be affected by their acts. The Children's Act 1989, makes it important to consider adult ratios for all activities, equal opportunities and access, clear communication with parents and DBS checks for staff and regular volunteers.

Widmer End School sets out clear statements of intent regarding the Whole School's approach to the health and safety of its children, staff and visitors to the School and the School Site. Provided below is a list of additional points and measures which relate directly to our Forest School sessions. There is always a high leader to participant ratio at Forest School. The high number of leaders means that participants can safely experience activities like climbing trees, walking across logs blindfolded, lighting (controlled) fires and using knives that are usually considered too risky in other situations. It also means that Leaders are able to give individuals one-to-one attention when needed, and to lead small group work. All activities are thoroughly risk assessed before the start of each session and leaders continue to monitor the safety of the group as activities evolve. There is always a trained first aider present at each session and a written emergency plan to follow. Participants are also involved in completing their own risk assessments throughout the sessions. This gives them ownership of the process and to help them to be aware of, and calculate, the risks involved in each activity. They are asked to state what risks and hazards they should be aware of and what steps they can take to reduce or mitigate them. For example, they are given flags to mark hazards like brambles and hidden ditches. There will also be provision, within this document, of a full risk assessment for any and all potential hazards.

Equal Opportunities:



In keeping with the Equality Act (2010), Widmer End Primary School is committed to equality for all members of the school community. The school promotes a positive and proactive approach to valuing and respecting diversity, and will not tolerate harassment of any kind.

Liability insurance:

It is a legal requirement that Level 3 Forest School Leaders have adequate Public Liability Insurance in place when running Forest School Programmes and that it is tailored to their client group and the experiences being offered. Widmer End Primary School's public liability insurance has been notified and it is now recorded that Widmer End school is currently a provider of Forest schools. They have also been explicitly informed regarding the use of fires and tools.

5. ESSENTIAL EQUIPMENT LIST

- Register with emergency numbers/contact numbers
- Medical forms
- Mobile phone
- Newspaper
- Matches
- Wet wipes
- Protective gloves
- Sun cream
- Plasters
- Bandages
- Scissors
- Water bottle with water for drinking/washing
- Sleeping bag/survival bag
- Thermal wrap sheet
- Map of woodland area
- Pamphlet on hypothermia and first aid
- Container for inhalers
- Carry bag for dirty/wet clothing

6.CLOTHING LIST(for everyone and all seasons)

- Woolly hat/sun hat
- Gloves
- Jacket/waterproof coat
- Fleece/sweatshirt
- Long trousers
- Spare socks
- Stout shoes/wellies/boots
- An emergency change of clothes and a carrier bag for dirty/wet clothing



7. FOREST SCHOOL KIT

Emergency rucksack with essential equipment

Trugs x 4/5

Treasure baskets x 10

Bug pots x 10

Buckets x 5

Spades (small) x 5

Soft toys x 10

RSPB birds

Cake cups, Dulux paint strips, Charcoal, large house paint brushes, egg boxes, water, ID charts, flora and fauna resource magnifiers, binoculars

8. Sun Safety Policy

- Ensure the children have plenty of fresh drinking water on site,
- Children are wearing caps or hats
- They have sun cream on (applied by parents on the morning of Forest school)
- There is plenty of shade or if not erect a tarpaulin to create shade
- Time outside is kept to a minimum

This links with our school Sun Safety policy which can be found on our website

<https://www.widmerend.bucks.sch.uk/policies/>

9. Travel Policy

The children will leave the classroom and walk across the school playground to the Forest School Site. If the children were to leave the premises then the school's standard risk assessment and travel procedures will be put into place.

Should you require further information regards our travel policy out of school please visit our school website to view our school travel policy:

<https://www.widmerend.bucks.sch.uk/policies/>



10. Medical Information Form

Teacher's will provide, for each session, current medical forms for all relevant children in their class along with any medication. All adults attending a Forest school session will also need to provide a fully completed and up to date medical information form.

If your child has any changing needs, or temporary medication requirement, please speak with the school office to access a form or select the form on our school website (administering medicines form) at:

<https://www.widmerend.bucks.sch.uk/policies/>

and return immediately to the school office either by hand or electronically to office@widmerend.bucks.sch.uk (marked for the attention of Mrs Mills).

All children and adults attending Forest school will need to complete the following form if they have not already done so:

Child's Full Name	
Date of Birth	
Contact Name and relationship to child	
Home Address	
Phone numbers	Home Work Mobile
Doctor	Address Phone

Has your child had any of the following?

Illness	Comment	Medication needed Please specify
Asthma/Bronchitis		
Sight/hearing difficulties		
Heart condition		
Diabetes		
Epilepsy		
Allergies: e.g. pollen, nuts, materials		



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Have you ever been stung by a wasp or bee? If yes, describe the reaction		
Date of last tetanus injection		

Signed:

Date:



11. RISK ASSESSMENT AND RISK BENEFIT ANALYSIS - Site specific

This risk assessment is to be reviewed termly.

To be read in conjunction with other related risk assessments & policies/procedures. It is accepted that this risk benefit assessment is applicable to everyone attending the programme

Name of person compiling this risk benefit assessment: Beccy Mills

The Forest School leader will check the site every single day before any sessions take place to ensure our strict safety standards are being met. This is very important because we want the children to be able to participate fully in all activities in a risk taking environment which is safe.

Hazard	Risk Benefit	Frequency	Who is at risk?	Severity	Management
Branches from falling trees	In touch with nature Multisensory, experimental learning Being in touch with own body and experiences	5	everyone	5	Safety sweep prior to Forest school sessions Observe weather forecasts prior to session and weather warnings will be followed. Forest School will be cancelled on days with a Beaufort Score of 9 in line with weather warnings. Removal of loose branches where possible. If the branches are not reachable, then the area of risk will be taped off and a warning given to students.



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	Learn to associate weather with risk				
Uneven ground, slippery slopes, wet ground and slippery paths	Learning about weather conditions Awareness of weather / impact on environment Motor skills Observation	2	everyone	2	Ensure all students wear appropriate wear, (not open toed shoes.) Make students aware of any known hazards around the site such as exposed tree roots. Encourage students to be aware of their surroundings. Rope off any particularly water logged / dangerous areas
Extreme cold (frostbite / hypothermia)	In touch with nature Multisensory, experimental learning	1	everyone	4	Weather channels and weather warnings will be followed. Ensure participants wear suitable cold weather clothing, thermals, hats, scarves, waterproofs, gloves and layers. Ensure that emails/texts/letters are sent to parents to remind them about suitable clothing.



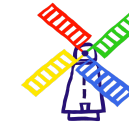
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	<p>Being in touch with own body and experiences</p> <p>Learn to associate weather with risk</p> <p>Learn to manage different temperatures</p>				<p>The Forest School leader may refuse to allow children's attendance if not dressed appropriately and has no suitable spares to offer.</p> <p>Take into account wind chill factor.</p> <p>Cancelling Forest School when weather is set to be below - 5 degrees (depending on age of students)</p> <p>Offering hot drinks regularly to ensure hydration by using Kelly kettle or prepared hot water in a flask</p> <p>Ensuring that there are enough spare clothes on site should a student require additional layers.</p> <p>Ensure that the medical bag contains space blankets.</p>
<p>Extreme heat (Sunburn, Heat Stroke, Dehydration)</p>	<p>In touch with nature</p> <p>Multisensory, experimental learning</p> <p>Being in touch with own body and</p>				<p>Follow the school sun Safety policy</p> <p>Weather channels and weather warnings will be followed.</p> <p>Ensure students are wearing suitable loose clothing: long sleeved tops, trousers and a hat.</p> <p>The Forest School leader may refuse to allow children who are not dressed appropriately to attend.</p> <p>Long lasting sun cream to be applied by parents the</p>



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	<p>experiences</p> <p>Learn to associate weather with risk</p> <p>Learn to manage different temperatures</p>				<p>morning before forest school.</p> <p>Ensure the students take regular breaks to hydrate.</p> <p>Ensure that students do not spend extended periods in full sunshine and avoid direct sun between 11.00-3.00.</p> <p>Encourage students to find a shady area for rest and a drink.</p> <p>A shelter will be put up to provide shade if there is no natural shade available.</p>
Contact with animal faeces. Illness	<p>In touch with nature</p> <p>Multisensory, experimental learning</p> <p>Being in touch with own body and experiences</p> <p>Learning about animal habitats,</p>	5	everyone	3	<p>The forest school leader or team member will check the site prior to any visit and remove and dispose of any fox or dog waste.</p> <p>Children educated about animal faeces and how to behave ie; no touching</p>



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	<p>digestion and behaviours</p> <p>Learning about tracking</p> <p>Develop knowledge of local wildlife</p>				
Fences and gates Trips / Cuts	<p>In touch with nature</p> <p>Multisensory, experimental learning</p> <p>Being in touch with own body and experiences</p> <p>Learning about boundaries</p>	2	everyone	2	<p>Students must only use authorised access points to the site.</p> <p>They must not climb fences/gates.</p> <p>All gates to be securely locked</p>



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	and personal safety				
Nettles, brambles, poisonous plants and fungi Stings , cuts, poison	In touch with nature Multisensory, experimental learning Being in touch with own body and experiences Learning about risk and personal safety Develop knowledge of local flora	4	everyone	3	Students to be warned of nettles, brambles, poisonous plants and fungi prior to the start of an activity. Remove poisonous plants and fungi where possible. Promote 'No pick, no lick' rule. Teach the need for self-protection Nettles and brambles that are growing over a path will be removed. Strict hand washing routine before eating & drinking and on return to classroom Some plants surrounded by high tree guards. (YEW) Look and call an adult to see.
Bee / wasp stings	In touch with nature Multisensory,	2	everyone	5	Regular sweep to check for nests. First aider always on site.



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	experimental learning Being in touch with own body and experiences Learning about risk and personal safety Develop knowledge of local fauna Lifecycles and behaviour patterns of animals Habitats				Avoid contact. First aid & emergency
Bee / Wasp / hornet nest	In touch with nature	2	everyone	4	Regular sweep to check for nests. First aider always on site.



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	<p>Multisensory, experimental learning</p> <p>Being in touch with own body and experiences</p> <p>Learning about risk and personal safety</p> <p>Develop knowledge of local fauna</p> <p>Lifecycles and behaviour patterns of animals</p> <p>Habitats</p>				<p>Avoid contact.</p> <p>First aid & emergency</p> <p>Call local pest control organisation to seek advice on how to manage</p> <p>Rope off area near nest and inform children that they are to avoid the area until it is made safe</p>
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This document is to be updated and reviewed each term and in keeping with the changing seasons.



Widmer End Forest School



Signed: Mrs Beccy Mills / Gemma Hillier

Date: 28.03.22

Review Date: September 2022



12. DYNAMIC RISK ASSESSMENT AND EMERGENCY ARRANGEMENTS

a) In case of an incapacitating accident :

- Forest school leader to provide first aid
- Assistant 1 to call an ambulance & inform parents / next of kin.
- Assistant 2 to manage and contain all other children in a shelter area or return to their classroom where they will participate in a story & / or songs and activities.
- Assistant 1 to call the school office
- At least 1 additional adult to be sent to the site for support.
- If an adult is needed to accompany a child in an ambulance or if it is an adult who is hurt and the ratio drops, at least 1 more adult should be sent to help manage the situation and the children.
- ***If the Forest school leader is the injured party***
 - Assistant 1 will carry out first aid duties
 - Assistant 2 will manage phone calls and children until other adults are sent out to support.
 - Assistant 2 will then manage phone calls and communication
 - On arrival the newly allocated adult will take charge of the children.
- Write up an accident report form and review the risk assessment!

b) In case of less serious accident :

- Provide first aid
- Inform parents and write up incidents on accident report form.

Evacuation of the site:

If for any reason Forest schools need to evacuate the site, because of issues on the site, they will return to the classroom to which they belong.

The Forest school leader will ensure all children are safely returned to their class.

The reason for evacuating the site will be documented, the head teacher informed and procedures followed.

In the event of a fire:



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In the event of being informed of a fire on site, the group will follow the usual school evacuation procedures and meet with the rest of the school on the school playground as per Widmer End's fire safety policy.

https://drive.google.com/drive/folders/0ANUq_IgclSAqUk9PVA

In the event of a lockdown:

Adults will receive a call from the school office informing them of the lockdown - the group will return to their classroom via the corridor door (between the lunch hall and KS2) as soon as everyone is in, the door will be locked behind them. All staff and children will return to class and follow Widmer End lock down procedures as per the school lockdown policy.

https://drive.google.com/drive/folders/0ANUq_IgclSAqUk9PVA

In the event of a missing child:

- As soon as it is noticed that a child is missing, parents, staff or helpers inform the Forest School Leader
- Children are called back to the circle using the 1,2,3 BASECAMP call back
- A head count is taken and register checked, to confirm all other children are present
- The site is thoroughly checked by the Forest School leader, the other parent/helpers stay near the fire circle / base camp with the other children.
- If the child is not found after 10 minutes, report the missing child to the police via 999 number and provide 'What 3 Words code:
- Contact the child's emergency contact
- Upon arrival of parents/carer and or police the Forest School leader is responsible for relaying information regarding the circumstances in which the child went missing and the action that has been taken so far.
- Staff to return children to the school classroom and attend to other activities
- Forest School leader (and another adult if possible) to continue search until help arrives
- Forest School leader writes an incident report detailing the events that occurred.
- The incident would be fully investigated by the Forest School leaders taking written statements and reported to appropriate bodies, including RIDDOR as necessary.

EMERGENCY LAMINATED CARD:

This card is to be carried by all staff / helpers at forest school so that any emergency procedures can be quickly and efficiently attended to.



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Widmer End Forest Schools, HP15 6AH

School Telephone number: 01494 714371 **Forest school mobile:** 07917 407841

Forest School leader: Mrs Beccy Mills **Postcode of site:** HP15 6AH

What 3 Words: menu / debate / remind

In the event of an incapacitating accident:

- **Forest school leader** to provide first aid
- **Assistant 1** to call an ambulance and school office
- **Assistant 2** to manage and contain all other children in a shelter area or return to their classroom where they will participate in a story & / or songs and activities.
- **Office** to inform parents / next of kin
- At least 1 additional adult to be sent to the site for support.
- If an adult is needed to accompany a child in an ambulance or if it is an adult who is hurt and the ratio drops, at least 1 more adult should be sent to help manage the situation and the children.
- **If the Forest school leader is the injured party**
 - **Assistant 1** will carry out first aid duties
 - **Assistant 2** will manage phone calls to emergency services and the school office. They will also manage children until other adults are sent out to support.
 - School office will then manage phone calls to next of kin and further communication
 - On arrival the newly allocated adult will take charge of the children.
- Write up an accident report form and review the risk assessment!

In the event of a fire:

In the event of being informed of a fire on site, the group will follow the usual school evacuation procedures and meet with the rest of the school on the school playground as per Widmer End's fire safety policy.

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Adults will receive a call from the school office informing them of the lockdown - the group will return to their classroom via the corridor door (between the lunch hall and KS2) as soon as everyone is in, the door will be locked behind them. All staff and children will return to class and follow Widmer End lock down procedures as per the school lockdown policy.

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- A head count is taken and register checked, to confirm all other children are present
- The site is thoroughly checked by the Forest School leader, the other parent/helpers stay near the fire circle / base camp with the other children.
- If the child is not found after 10 minutes, report the missing child to the police via 999 number and provide 'What 3 Words code:'
- Return to step 6 and follow procedure as documented in handbook

13. SAFETY SWEEP EVIDENCE

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

Safety sweeps will be recorded & stored in the H&S folder.

Date:	Time:	Weather:
Name of Forest School Leader:		

Checklist	Yes/No	Comments
Fallen branches		
Low branches		



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Protruding thorns		
Brambles/nettles		
Slippery areas		
Broken glass/needles		
Vandalism/intruders		
Weather effects		
Standing water		
Boundary line/fence		
Base camp		
Tool area roped off		
Emergency rucksack		
Equipment ready		
Spare clothes		
Fox or dog faeces		
Clearance of toxic plants / i		
Gates locked		

Other hazards identified:

Action taken:

Signature



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14 . RISK MANAGEMENT OF TOOLS:

General Rules for Tool Use:

- All tools must have an individual risk assessment in Health and Safety folder. All risk assessment are also provided in this document,
- Safe storage is provided in a locked shed in the school grounds. The nominated Forest School Leader, Mrs Beccy Mills, has full access and responsibility.
- Never walk around with tools.
- Always make sure they are clean and sharp before using them.
- When using tools with children it should only be with the Forest School Leader.
- When using tools you have a designated tool area where you and the children sit when using the tool.

Using and Storing Tools:

All tools are counted out and back in at the beginning and end of each session in which they are used. When not in use in the Forest they are kept secured away in a locked area. Before each tool is to be used it will be checked for damage and working order. Each tool type is kept in their own suitable containers, many of which are also lockable. Children must never be allowed to help themselves and will always have adult supervision when collecting, transporting and using tools. Tools are only used for a specific purpose. All adults should model correct and safe tool use, storage and transportation at all times. When using a tool, they are used well away from others in the group, (two arm's length and the tool length) and ensuring that others are aware that a tool is in use. Only walking is permitted when transporting a tool.

Forest School activities use a wide range of tools and it is important that the children fully understand how to use them safely, both for their own safety and of others around them



BOW SAW RISK ASSESSMENT:

SAFE WORKING USE:

- Student to hold handle of saw (young children hold with both hands)
- Free hand passed through bow over back of blade to hold wood if this is comfortable
- Greenwood to be supported by 2 log supports and wood to be braced by other participants. (Alternatively, a saw horse may be used)
- Body to be positioned so that saw is drawn freely to the side of the body
- Students asked to place saw safely down before retrieving cut section of wood
- Adult to hold other end of the saw during working if group is young or inexperienced
- Participants advised to tie back dangling clothing or hair
- Glove must be worn on bracing hand

Hazard	Risk Benefit	Frequen cy	Who is at Risk?	Severit y	Management
Accidental injury on unattended tool.	Significant benefits to using tool. Children develop own risk management strategies.	4	Everyone	4	- Ensure tools are stored in a designated space. - Ensure tools are stored in a locked box. - Only used with a trained Forest school leader present
Incorrect use of tool	Children develop own risk management for strategies Children develop gross motor skills	2	Everyone	4	- Inform person using bow saw of tool talk - No glove needed on hand using tool, glove on non-sawing hand. - First aiders and first aid kit close by. - One to one supervision for new/younger/vulnerable children.



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	Team work and communication skills				<ul style="list-style-type: none">- Ensure safety of site.- Keep blade cover on when not in use and store in tool bag.
Trip or fall with tool	Children develop own risk management for strategies Children develop gross motor skills Teamwork and communication skills Children become attuned to their environment and alert to weather and ground conditions	3	Everyone	4	<ul style="list-style-type: none">- Ensure safe working area prepared with limited trip risks. Through session safety sweep- Ensure tool transported with cover on.- Ensure tool talk is taught and learned including how to move safely with tool.
Damaged blade causing harm	Children develop own risk management for strategies Learn appropriate tool care	2	Everyone	3	<p>When finished using the tool the blade is to be wiped with a cloth away from the body removing any remaining wood in the teeth.</p> <p>Tool to be checked for any damage / bent teeth / rust / loosening of blade etc If any spotted FS leader to be made aware and remedy</p> <p>Blade to be covered with either plastic blade cover or foam pipe cladding</p>
Signed:	Mrs Mills	Date:	24.03.22	Review	March 2023

PEN KNIFE RISK ASSESSMENT:



SAFE WORKING USE / POSITION:

- Use of Pen Knife to be within a 'Safety Bubble' (blood bubble). This is a sphere of space with radius of length equal to or more than the length from the body to the end of the knife
- Glove to be worn on bracing hand
- All parts of the body to be kept behind the tool whilst working
- Either sit with elbows on knees, working away from the body, twist and work away from the body to the side, or kneel behind stable and flat working log, with knees behind the log
- Strokes of the knife should always be away from the body

Hazard	Risk Benefit	Frequency	Who is at Risk?	Severity	Management
Transportation and storage of pen knife	Children develop own risk management for strategies Children develop gross motor skills Teamwork and communication skills Children become attuned to their environment and alert to weather and ground conditions	3	Everyone	4	All penknives to be kept closed and locked when not being used. Pen knives to be kept in designated locked tool box when not in use. Tool talk given before each use. Ensure the group have understanding of how to carry the tool correctly. All knives to be kept in a locked container until supervised use begins. ANY movement around a site with a knife requires it to be locked and stored in a zipped pocket. Pen knife not to be taken outside of the working area.
Pen knife slipping during use	Children learning a new skill / craft Improvement of dexterity and motor skills	3	Everyone	4	Tool maintenance keeps pen knife sharp and useable. Glove to be worn on non-cutting hand. Group to have full understanding of how to position the tool and themselves correctly when using it so if a slip occurs it will not make contact with them or any other member of the group



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	Well being achieved through resilience, perseverance and outcomes				
Pen knife blade snapping	Children learning a new skill / craft Improvement of dexterity and motor skills Well being achieved through resilience, perseverance and outcomes	2	Everyone	4	Regular effective maintenance of tools. Glove worn on non-cutting hand. Group to be informed of how the blade should look Group should know that if a problem occurs with the knife they should report it immediately to the Forest School Leader. Tool to then be decommissioned Tools to be inspected by Forest School Leader prior to use.
Damaged blades / unlocked knives	Children learning a new skill / craft Improvement of dexterity and motor skills	2	Everyone	4	PenKnives to be stored in a locked box at all times. This is then kept within another locked box in school Only FS leader to transport to site Pen knife to be kept closed and in a zipped pocket whenever moving around site with it. Collar to always be locked in between use Blade to be wiped on sandpaper then sharpened on knife sharpener before storing again
Signed:	Mrs Mills	Date:	24.03.22	Review	March 2023

POTATO PEELER:

SAFE WORKING USE / POSITION:

- Peelers may be used as a tool for peeling bark from green sticks and very light whittling tasks



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- They should not be used for whittling tasks which require strength
- Novice user to use glove on bracing hand
- Peelers to be used only whilst seated and at a safe distance from others
- Direction of work should be away from the body and whilst seated with elbows on knees or to one side of the body

Hazard	Risk Benefit	Frequency	Who is at Risk?	Severity	Management
Cutting or stabbing injury from peeler whilst in storage	Children learn how to store sharp tools correctly Learn to risk assess for selves	2	Everyone	1	Peelers to be stored in a secure box in place easy to access by staff.
Cutting or stabbing injury during transportation to and from site	Children to learn about safe storage and transportation of sharp tools Awareness of rules Children become attuned to their environment and alert to weather and ground conditions	2	Everyone	2	Peelers to be transported in their own box or compartment of a carrying bag.
Cutting or stabbing injury whilst using	Children learning a new skill / craft Improvement of dexterity	3	Everyone	2	Peelers to be used only whilst seated and at a safe distance from others. Direction of work should be away from the body and whilst seated with elbows on knees or whilst kneeling behind a block and working onto it



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peelers during session.	and motor skills Well being achieved through resilience, perseverance and outcomes				
Injury due to using damaged peeler	Children learning a new skill / craft Improvement of dexterity and motor skills Well being achieved through resilience, perseverance and outcomes	2	Everyone	2	Peelers should always be inspected for damage before and after use. If damaged they should be discarded and replaced.
Damaged peeler	As above	2	Everyone	2	Peelers must be washed after every use - dishwasher is fine Any damaged peelers to be safely discarded and replaced
Signed:	Mrs Mills	Date:	24.03.22	Review	March 2023

FIRE STEEL:

SAFE WORKING USE / POSITION:

- Long hair to be tied back before using tool
- Loose clothing (e.g. overlong sleeves) to be folded back
- Place tinder on non-flammable surface, or securely on top of fire stack if lighting fire directly
- Striking action should be away from the body and upwind of tinder to prevent burns from lighted tinder
- Only use tinder as approved by group leader



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Hazard	Risk Benefit	Frequen cy	Who is at Risk?	Severit y	Management
Spark injury sustained during transport	Children learn how to store and transport tools correctly Learn to risk assess for selves	1	Everyone	2	Fire steels to be kept in bag or box until required for use
Spark or burn injury during use	Children learning a new skill / craft Improvement of dexterity and motor skills Well being achieved through resilience, perseverance and outcomes	3	Everyone	3	Place tinder on non-flammable surface, or securely on top of fire stack if lighting fire directly. Striking action should be away from the body and upwind of tinder to prevent burns from lighted tinder. Only use tinder as approved by group leader. For some children, it may be advised to: 1:1 trained person and child. Char cloth or cotton wool on non-flammable surface secured by stick. Tinder added to fire by trained person only. No children or other adults in fire circle.
Cut or other injury from damaged tool	Children learning a new skill / craft Improvement of dexterity and motor skills Well being achieved through resilience, perseverance and outcomes	3	Everyone	3	Group leader to assess working condition on a regular basis. Any damaged tool to be discarded



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Burns sustained to clothing or hair during use	Children learning a new skill / craft Improvement of dexterity and motor skills Well being achieved through resilience, perseverance and outcomes	3	Everyone	3	Long hair to be tied back before using tool. Loose clothing e.g. overlong sleeves to be folded back.
Signed:	Mrs Mills	Date:	24.03.22	Review	March 2023

BILL HOOK: (to be used by adults only)

SAFE WORKING USE / POSITION:

- No gloves to be worn when using
- Safe working space and an appropriate stance to keep body out of danger
- Suitable work surface to be used
- Only used by trained leader and NEVER to be used by an untrained person
- Forest school leader to have 2 hands on the handle
- child at right angles to wood
- child to hit wood when given hit /tap command with another piece of wood (put wood down in between hits if needed)
- If blade gets stuck , hold handle with 2 hands on handle and push away from body gently coaxing blade out by tapping
- **How to clean** - use sharpening stone across and down blade on both sides then wipe with wd40 on cloth



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Hazard	Risk Benefit	Frequenc y	Who is at Risk?	Severity	Management
Transportation and storage of Bill hook	Children to learn about safe storage and transportation of sharp tools Awareness of rules Children become attuned to their environment and alert to weather and ground conditions	2	everyone	4	All Bill Hooks to be kept in sheaths when not being used and in tool bag. Tool talk given before each use. Ensure group have understanding of how to carry the tool correctly. All Bill Hooks to be kept in a locked container until the supervised use begins.
Bill hook slipping during use	Children learning a new skill / craft Improvement of dexterity and motor skills Well being achieved through resilience, perseverance and outcomes	3	everyone	5	Tool maintenance keeps Bill Hook sharp and useable. Gloves to be worn on the hand that pushes down the blade. Group to have full understanding of how to position the tool and themselves correctly when using it so if a slip occurs it will not make contact with them or any other member of the group
Bill hook bouncing off	Children learning a new skill / craft Improvement of dexterity and motor skills	3	everyone	4	- Tool maintenance keeps Bill Hook sharp and useable. Gloves to be worn on the hand that pushes down the blade. Group to have full understanding of how to position the tool and themselves correctly when using it so if a slip occurs it will not make contact with them or



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	Well being achieved through resilience, perseverance and outcomes				any other member of the group. Keep hands away from holding the wood when splitting, never beneath the blade.
Missing contact with the bill hook when hitting with piece of wood	Children learning a new skill / craft Improvement of dexterity and motor skills Well being achieved through resilience, perseverance and outcomes				Partners to use 3 questions and responses before allowing the Bill Hook to be hit. If piece of wood is unsuitable replace with another piece of wood.
Bill hook blade snapping	Children learning a new skill / craft Improvement of dexterity and motor skills Well being achieved through resilience, perseverance and outcomes Learning about importance of tool maintenance	1	everyone	3	Regular effective maintenance of tools. Group to be informed of how the blade should look. Group should know that if a problem occurs with the knife they should report it immediately to the Forest School leader. Tool to then be decommissioned. Tools to be inspected by the Forest School Leader prior to use.
Signed:	Mrs Mills	Date:	24.03.22	Review	March 2023



MALLET:

SAFE WORKING USE / POSITION:

- Do not wear gloves whilst using tool
- If working with a partner to steady the wood, maintain good communication and only hit workpiece when both of you are ready
- Where possible, secure nail / post for initial driving in
- Ensure adequate work space around user/s

Hazard	Risk Benefit	Frequency	Who is at Risk?	Severity	Management
Transportation and storage of mallet	Children to learn about safe storage and transportation of tools Awareness of rules	1	everyone	2	Tool talk given before each use. Ensure group have understanding of how to carry the tool correctly. Mallets kept in designated tool box when not in use.



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	Children become attuned to their environment and alert to weather and ground conditions				
Mallet slipping off target when in use	<p>Children learning a new skill / craft</p> <p>Improvement of dexterity and motor skills</p> <p>Well being achieved through resilience, perseverance and outcomes</p> <p>Learning about importance of tool maintenance</p>	3	everyone	2	<p>Regular and effective tool maintenance. No gloves worn on tool hand to prevent slipping.</p> <p>Ensure group have a full understanding of how to position the tool and themselves correctly when using it so if a slip occurs it will not make contact with themselves or any member of the group</p> <p>The group should know that if a problem has occurred with a tool it should be reported immediately to the Forest School Leader. The Forest School Leader will decommission the tool.</p>
Mallet hitting fingers	<p>Children learning a new skill / craft</p> <p>Improvement of dexterity and motor skills</p> <p>Well being achieved through resilience, perseverance and outcomes</p>	3	everyone	3	<p>Users made aware of safe use.</p> <p>Ensure that group understand how to position hands when using the mallet.</p>



Widmer End Forest School



	Learning about importance of tool maintenance				
Signed:	Mrs Mills	Date:	24.03.22	Review	March 2023



14. FIRE POLICY:

As part of the Forest school experience, it is desirable to have an open fire at times within the Forest school provision, to allow the children to enhance their learning and development with some risky activities. Encounters with risk help children to manage their coping strategies and discover and explore the world through real experiences. This policy sets out the guidelines to follow to ensure safe practice is a thread throughout the activity.

Aim: To use fire safely as part of the Forest School experience.

Method: Fires must only be lit after a risk assessment has been carried out and they must only be within the fire circle area.

There must always be a trained adult present within the fire circle when a fire is lit or hot embers remain, never leave a fire unattended.

Prior to the fire pit being built the soil or bedrock must have been assessed to avoid a fire being lit on a flammable surface such as peat.

Fires should not be lit close to overhanging branches or on a really windy day.

There must be an adequate supply of fire water close to the fire pit to ensure there is enough water available to extinguish the fire if it gets out of control.

A fire blanket must be brought into the woodland to wrap round someone if their clothes become alight.

Fire proof gauntlets should be kept at the fire area to allow adults to pick up hot items. Before visiting the area the children should have had the opportunity to ask questions and be given information about fire safety.

When at the fire circle the rules should be demonstrated for the children to see.

There should be no more than 2 people, adults and children, within the fire circle next to the fire at any one time.

The best position for cooking is on one knee (the respect position) so you can move backwards easily and remain stable.

Long hair should be tied back, tassels and ties tucked away and scarves removed.

Monitoring of policy

This policy will be reviewed annually but may also be influenced earlier by new research and government guidelines.

Signed: Mrs Beccy Mills (Forest School Leader) and Mrs Gemma Hillier (Head teacher)

Dated: 24.03.2022

Review date: March 2023

15. Designated person responsibility



The Forest school leader is to:

- Plan, prepare and deliver purposeful and productive activities for children.
- Be prepared to innovate and devise imaginative and varied ways of teaching the forest school experience to children.
- Encourage children and show enthusiasm for their subject indoors and outside and in the forest school sessions.
- Select and use a range of different resources and teaching styles, appropriate to the forest school experience.
- Promote positive management of behaviour in the Forest School environment, establish routines and boundaries to ensure the safety and good behaviour of the children.
- Implement agreed practice with individuals and groups of children, in Forest School sessions.
- Work with the teacher and senior staff in the observation, assessment and planning cycle and to manage and prepare resources
- Engage with and support children's learning and generally support children with set activities, independent problem solving and creative play.

Forest school assistant is to:

- liaise with Forest school and class teachers before and after sessions to plan and reflect, as necessary.
- supervise and support children with varying needs while delivering sessions.
- create and maintain an engaging, fun and supportive environment, demonstrating flexibility in supporting sessions in response to varying/changing needs of children.
- be aware of and comply with all Children of the Forest Policies and Procedures.
- participate in training and other learning activities/meetings as required.
- administer basic first aid as the need arises.
- observe confidentiality at all times.
- undertake all duties reasonably requested by the Forest school leaders
- Lifting and moving equipment required to conduct sessions
- Working in outdoor conditions for long periods of time, in all weathers
- Using tools, fire and outdoor food preparation; supporting children to do so

At the start of each session a laminated job card will be given to each person stating their role should the forest school leader be unable to give direction, for any reason.

16. Toileting Considerations

All EYFS and KS1 children can access the disabled toilet in the school hall which is in very close proximity to Forest schools and can be monitored by an adult while still maintaining adult / child ratios.



Widmer End Forest School



KS2 (year 3,4,5,and 6) can independently access the junior bathrooms.

17 Insurance policy

All children have compulsory personal accident insurance. No child will be taken to Forest School until this condition has been met.

office@widmerend.bucks.sch.uk

Aon
Empower Results®

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TO WHOM IT MAY CONCERN

1st April 2021

Dear Sirs


Buckinghamshire Council

We, Aon UK Limited, are insurance brokers acting on your behalf only in accordance with our terms of business agreement. We have agreed to provide this letter to confirm that the contract(s) of insurance described on the attached pages (the 'Insurances') are in force at the date of this letter.

All of the Insurances are subject to their specific policy terms, conditions and exceptions, not all of which may be summarised on the attachment. Please refer to the actual policies if full terms and conditions are required.

We accept no obligation to inform any other person or entity should any of the Insurances be cancelled, assigned or changed in such manner as to affect the accuracy of this document. Unless we specifically agree otherwise in writing, and to the fullest extent permitted by law, we do not accept any liability to anyone other than you, our client (and any such liability to you will be subject to the limitations contained in our terms of business agreement, and/or any other agreement, with you) for the content of this letter and its attachments.

Yours faithfully


Katie Millward
Senior Client Service Adviser – Leicester
For and on behalf of Aon UK Limited
Tel: 0115 282 7039
Email: katie.millward@aon.co.uk

The Insurances

EMPLOYERS LIABILITY

Renewal Date: 01 April 2021
Expiry Date: 31 March 2022
Insurer: QBE Insurance (Europe) Limited
Policy No: Y099812QBE0121A
Limit of Indemnity: £50,000,000 any one occurrence, unlimited in the policy period
Deductible: £250,000 each and every loss

PUBLIC/PRODUCTS LIABILITY

Renewal Date: 01 April 2021
Expiry Date: 31 March 2022
Insurer: QBE Insurance (Europe) Limited
Policy No: Y099812QBE0121A
Limit of Indemnity: £50,000,000 any one occurrence unlimited in the policy period
Public Liability: £50,000,000 any one occurrence unlimited in the policy period
Products Liability: £50,000,000 any one occurrence and in the aggregate
Deductible: £250,000 each and every loss

PROFESSIONAL INDEMNITY

Renewal Date: 01 April 2021
Expiry Date: 31 March 2022
Insurer: QBE Insurance (Europe) Limited
Policy No: 037803/01/2021/0118
Limit of Indemnity: £10,000,000 any one claim and in the aggregate
Deductible: £5,000 each and every claim

18. Ecological impact and 3 year plan

Whilst using and developing our Forest School site we will focus on minimising the ecological impact of all our activities guided by our own Forest School Rules and the ideal of 'leaving no trace'.



Widmer End Forest School



We will:

- try to use recycled and reclaimed materials on the site where possible
- use eco-friendly hand-washing facilities
- regularly assess the site together with the children and discuss and put in place systems to protect flora and fauna from damage and areas of ground from excessive erosion.
- practice woodland management techniques including careful appropriate planting and longer term, coppicing and trimming to maintain the health and diversity of the site.
- buy Fair Trade sustainable products where possible from ethical sources.
- source products locally wherever possible.
- Ongoing dialogue about ways in which we can continually minimise impact upon our site throughout the four seasons
- Use previously sourced firewood rather than dead wood from the site, this is important to help sustain the habitats of the local fauna and woodland ecology
- Use the same area for fire lighting each time to minimise the impact on the soil
- Dispose of ash off site or utilise for other forest school activities
- Temporarily rope off areas of severe erosion to allow ground to recover or to protect delicate plants as they grow
- Always remove food waste and litter to ensure ongoing protection of flora and fauna



19. 3 year plan

This plan covers a period of 3 years to ensure the long term upkeep and maintenance of the site so as to benefit the whole ecology and ensure minimum disruption due to forest schools usage. IT will be regularly assessed and adhered to, notes made, actions taken and new action points formed and will be treated as an ongoing working document:

<u>Factor</u>	<u>Current situation</u>	<u>Target situation</u>	<u>Preventative measures</u>	<u>Checked / managed by</u>	<u>Timescale</u>
<u>Pathways</u>	<p>Main path around site gets overgrown with branches / sticks at eye level (poke)</p> <p>Paths could be littered with rubbish and, dog or fox faeces</p> <p>Paths in some areas very muddy and slippery</p>	<p>Clear of low branches and clear path access</p> <p>Clean safe paths</p> <p>Minimal slip hazard</p>	<p>Keep paths clear by encouraging the group to collect material resources for class from path edges</p> <p>Discuss with children the changes to regular pathways</p> <p>Ask them for suggestions for maintaining</p>	<p>Review with children</p> <p>Children to choose how, when where they want to work to maintain paths.</p>	<p>Year 1: Observe and note the key areas children utilise for travel between spaces</p> <p>Year 2: Change pathways to allow heavily used ground time to recover</p> <p>Year 3: Add stones to muddy bits if no</p>



Widmer End Forest School



			Change pathways Lay straw / shavings / bark to prevent major damage in short term		improvement consider digging up a drainage channel. Lay bark or hay on mud.
<u>Factor</u>	<u>Current situation</u>	<u>Target situation</u>	<u>Preventative measures</u>	<u>Checked / managed by</u>	<u>Timescale</u>
<u>Wild Flowers</u>	Throughout the site	Children develop a bank of knowledge about the wildflowers and use them to study colour, pattern, growth cycles, seasons Teach children about bulb care, not picking flowers, spotting species / pollination.	Collective awareness of where wildflowers are and to be respectful of them, no picking. If becoming dominant or problematic to be managed by FS leader	Forest school leader and site maintenance staff	Year 1: Observe and note the key areas wildflowers flourish. Observe seasonality and note any toxic plants. Develop awareness of favoured areas for children and respond with planning accordingly. Year 2: Replant bulbs in



Widmer End Forest School



					areas damage has occurred. Create suitable flower habitats Year 3: Coppice / prune shrub to help light penetrate. Remove other shading shrubs.
<u>Factor</u>	<u>Current situation</u>	<u>Target situation</u>	<u>Preventative measures</u>	<u>Checked / managed by</u>	<u>Timescale</u>
<u>Wildlife diversity</u>	Throughout the site	Protect all wildlife on site and their habitats. Children observe and engage in discovering habitats and various wildlife on site.	Awareness of habitats Rope off any vulnerable habitats Ensure safety of children and animals if new wildlife becomes evident ie; badger	FS leader	Year 1: Observe ongoing and seasonal changes. Photograph wildlife diversity Build data banks of local fauna



Widmer End Forest School



		<p>Develop a knowledge bank through key observations and use of flora and fauna resources..</p> <p>Build animal homes (from miniature dens to bird houses, hedgehog homes and burrows).</p> <p>Learn about life cycles, seasonality, hibernation, migration.</p> <p>Art and D/T opportunities</p> <p>Tracking.</p>	sets, fox dens etc		<p>Consider how to support local fauna and promote minimum disruption</p> <p>Year 2: Maintain health of native trees – remove dead / diseased branches.</p> <p>Year 3: Introduce new species to increase diversity.</p>
<u>Factor</u>	<u>Current situation</u>	<u>Target situation</u>	<u>Preventative measures</u>	<u>Checked / managed by</u>	<u>Timescale</u>
<u>Dead wood</u>	Possibility of this at the top end of	Stack for firewood, piles for children to	Any dead branches overhead to be	FS leader	Year 1 Monitor regularly -



Widmer End Forest School



	forest school in the bark area and in the 'quiet' zone near growing beds.	play with, make dens, habitats, picture frames, noughts and crosses, small fences and weaving etc.	<p>either removed or made note of</p> <p>All participants to be aware and observant of possible dangers</p> <p>Develop knowledge and awareness around change in woodland</p>		<p>part of safety sweep prior to each session</p> <p>Year 2: Use dead wood to develop reading den area</p> <p>Year 3: Check for any diseased or damaged trees / introduce new trees (Hazel etc) to support sustainability of native trees</p>
<u>Ground cover</u>	Throughout the site Patchy - varies depending on canopy cover and use of site	<p>More consistency throughout the site</p> <p>Children to become observational and conscious of use of areas and make suggestions for sustaining land</p>	<p>Rotate areas on site used for forest school to allow regrowth.</p> <p>Limit activities that have impact on ground and shrub level.</p>	FS leader	<p>Year 1: Monitor each visit.</p> <p>Year 2: Rotate each season or when significant negative impact noticed</p>



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					Year 3: Reseed and re plant if and where required
<u>Factor</u>	<u>Current situation</u>	<u>Target situation</u>	<u>Preventative measures</u>	<u>Checked / managed by</u>	<u>Timescale</u>
<u>Nettles / Stingers</u>	Throughout the site	Leave unless creating blockages across pathways Involve children in monitoring condition of the pathways on visits.	Regular observation Clear paths providing clear access to different areas of the site.	FS staff and children	Year 1: Old nettles cut back and dug up in areas access required. Use the nettle branches to make natural twine/ string. In spring harvest young shoots / leaves. Year 2: Old nettles cut back and dug up in areas access required. Use the nettle branches to make natural twine/ string. In spring harvest young shoots / leaves.



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					Year 3: As above



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20. Covid Protocols – Up to date Government guidelines should be followed .

Please note where hand sanitiser is recommend , children must wash their hands in running water first

21. Appendices:

Health and Safety Act 1974

<https://www.hse.gov.uk/legislation/hswa.htm>

Children's Act 1989

<https://www.legislation.gov.uk/ukpga/1989/41/contents>

Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Sun Safety Policy

https://docs.google.com/document/d/1nKxfGjxmFfhLXHC3_BD7QA0gXeCCDdlGV9vHCTrmPGI/edit

Travel Policy

<https://primariesite-prod-sorted.s3.amazonaws.com/widmer-end-school/UploadedDocument/6b11e542b6c6479983662105f03ec71a/widmer-end-school-travel-policy-2018.pdf>

Emergency Fire Procedures

https://drive.google.com/drive/folders/0ANUq_IgcISAqUk9PVA

Emergency Lockdown procedures

https://drive.google.com/drive/folders/0ANUq_IgcISAqUk9PVA

Fire Policy

<https://docs.google.com/document/d/1XjXc53N57wlr9901b1arhHj2jED2w8KZR DW8Zuwq1Jo/edit>

Keeping Children Safe in Education

https://primariesite-prod-sorted.s3.amazonaws.com/widmer-end-school/UploadedDocument/4cc1be551ad6408d943ae96346e4d2fd/keeping_children_safe_in_education_sep_2020.pdf

22. Declaration Of review



This needs to be signed and dated by anyone who attends Widmer End Forest school

I have read and understood :

[illegible]