



## Forest School Policies & Procedures

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## Accidents & First Aid - Policy

We believe to maintain the health and safety in the Forest school setting it is important to have qualified first aiders. Ofsted require one first aider on the premises at all times – all our staff currently hold a First Aid & Paediatric first aid certificate.

## Accidents & First Aid - Procedures

1. A first aid kit is kept on Forest school premises at all times. Both an outdoor first aid kit and fire first aid kit are kept in sealed containers either in the Forest school Leaders bag or in the observatory on site.
2. The first aid kit will conform to current health and safety regulations and will not contain tablets or ointments
3. The first aid kit is maintained and checked every half term by a named member of staff: Lisa Maaskant
4. All items will be replenished when used.
5. The FS leader must hold a current paediatric first aid & Outdoor First aid certificate.
6. Current first aiders are identified by I.D badges.
7. Only first aiders are allowed the administer first aid in the first instance
8. In case of an accident use Forest School leaders mobile telephone to contact emergency services and child's parent/carer as well as sending for assistance via Forest School helper.
9. All accidents must be reported to the Forest school leader and School headteacher and recorded in the accident book. Details such as name, exact time, nature of accident, witness and action taken are recorded. Parents will be informed via an accident note sent home with child and a verbal conversation upon collection.
10. 'Bump Notes' – if a child has bumped their head then a 'Bump Note' will be given to the parent with details of the injury and a Bump sticker placed upon child to alert all staff of child's accident.
11. Staff accidents must be recorded on an accident form reported to the Forest School leader and School head teacher and filed in the staff records.
12. Staff information to include emergency contacts in case of illness
13. A member of the Management Committee must be informed as soon as possible if an accident has occurred, which resulted in a child or adult needing professional medical assistance
14. Disposable gloves & aprons are to be worn when dealing with the spillage of any bodily fluids
15. The spillage of bodily fluids is to be cleaned up using disposable paper towels and the affected areas should be cleaned with an antibacterial solution. All contaminated waste must be sealed in a plastic bag and disposed of immediately
16. Medical details must be noted on the child's registration form. Staff should be aware of them and also of any known allergies a child may have
17. Parents/carers should be made aware of the exclusion periods of common infectious diseases. These are noted in the information booklet and our Policy book and reminders are sent to parents via our Newsletters
18. If a child has to be admitted to hospital then Ofsted and the HSE (Health and Safety Executive) must be informed **no later than 14 days after the event**
19. A record of any existing injuries will be made and signed by parent/carer – see Safeguarding Children policy
20. Registration forms include consent to gain permission for
  - Emergency treatment (by emergency services)
  - 1<sup>st</sup> aid (by qualified staff members)
  - Use of hypo-allergenic plasters
  - Emergency contact telephone numbers

**Ofsted Requirement**

If a child has to be admitted to hospital then Ofsted and the Health and Safety Executive (if an accident) must be informed **no later than 14 days after the event**

Ofsted: 0300 123 1231

Health & Safety Executive: 0845 300 9923

## Risk Assessment - Use of Bill Hook - Lisa Maaskant

To be read and used with specific guidance sheet

Type of hazard	Level of risk	Control measure	Level of risk after control	Risk benefits
<p><b><u>Risk</u></b></p> <ul style="list-style-type: none"> <li>• Cuts whilst carrying hook due to not being transported correctly.</li> <li>• Deep cut from hook due to slipping during use.</li> <li>• Cut/breaks to body from missing when hitting wood.</li> <li>• Injuries from hooks being dropped and bounced.</li> <li>• Cuts from hook blade snapping.</li> </ul>	High	<ul style="list-style-type: none"> <li>• First aid kit always available.</li> <li>• Reinforcement of FS rules.</li> <li>• Boundaries set.</li> <li>• All equipment that is used is maintained and stored safely.</li> <li>• Adapt lesson plans to pupils needs.</li> <li>• Keep hooks in sheath when not in use.</li> <li>• Store clearly.</li> <li>• Carry with blade pointing down.</li> <li>• Don't run</li> <li>• Keep hands away from blade.</li> <li>• Use protective gloves.</li> <li>• Always supervise.</li> <li>• Ensure body position is correct and clear before use.</li> <li>• Check blades before each session.</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Improve fine and gross motor skills.</li> <li>• Engaging activities that have an end outcome.</li> <li>• Engagement and learning of a new skill.</li> <li>• Builds confidence, independence and resilience.</li> <li>• Encourages responsibility to selves and others.</li> <li>• Encourages Team building and communication skills.</li> <li>• Builds understanding and respect for natural environment and surroundings.</li> </ul>

Date: 25-9-19

Review date: 25-9-2020

## Risk Assessment – Use of Bow Saw - Lisa Maaskant

To be read and used with specific guidance sheet

Type of hazard	Level of risk	Control measure	Level of risk after control	Risk benefits
<p><b><u>Risk</u></b></p> <ul style="list-style-type: none"> <li>• Cut hand from exposed blade whilst carrying saw.</li> <li>• Deep cut from sawing to part of body.</li> <li>• Cut to hand from saw being stored without cover.</li> <li>• Cut from blunt/loose/bent blade.</li> </ul>	<p>High</p>	<ul style="list-style-type: none"> <li>• First aid kit always available.</li> <li>• Reinforcement of FS rules.</li> <li>• Boundaries set.</li> <li>• All equipment that is used is maintained and stored safely.</li> <li>• Adapt lesson plans to pupils needs.</li> <li>• Keep guards on blades when not in use.</li> <li>• Store clearly.</li> <li>• Carry with blade down.</li> <li>• Don't run</li> <li>• Keep hands away from blade.</li> <li>• Use protective gloves.</li> <li>• Always supervise.</li> <li>• Ensure body position is correct and clear before sawing.</li> <li>• Check blades before each session.</li> <li>•</li> </ul>	<p>Low</p>	<ul style="list-style-type: none"> <li>• Improve fine and gross motor skills.</li> <li>• Engaging activities that have an end outcome.</li> <li>• Engagement and learning of a new skill.</li> <li>• Builds confidence, independence and resilience.</li> <li>• Encourages responsibility to selves and others.</li> <li>• Encourages Team building and communication skills.</li> <li>• Builds understanding and respect for natural environment and surroundings.</li> </ul>

Date 25-9-19

Review date: 25-9-2020

## Risk Assessment – Climbing - Lisa Maaskant

To be read and used with specific guidance sheet

Type of hazard	Level of risk	Control measure	Level of risk after control	Risk benefits
<p><b><u>Climbing Trees</u></b></p> <ul style="list-style-type: none"> <li>• Fall from unsafe height.</li> <li>• Ground surrounding trees not clear</li> <li>• Branches &amp; trees unhealthy.</li> <li>• To many pupils on one tree.</li> <li>• Injury to self and others.</li> <li>• Damage to trees.</li> </ul>	<p>Med</p>	<ul style="list-style-type: none"> <li>• Teach &amp; embed safe practice of climbing.</li> <li>• Restrict climbing heights.</li> <li>• FS leader ensures environment around base of trees is clear from unsafe objects i.e brambles, sharp objects.</li> <li>• FS leader to check for any damaged or broken branches.</li> <li>• FS leader to check health and maintain care and maintenance of trees.</li> <li>• Only one pupil per tree at one time, other pupils to observe from safe distance.</li> <li>• First aid kit to be taken to all sessions and first aider present.</li> </ul>	<p>Low</p>	<ul style="list-style-type: none"> <li>• Improve fine and gross motor skills.</li> <li>• Engaging activities that have an end outcome.</li> <li>• Person learns about the cause and effect of using rope effectively.</li> <li>• Learns pupils to care and respect environment.</li> <li>• Engagement and learning of a new skill.</li> <li>• Builds confidence, independence and resilience.</li> <li>• Encourages responsibility to selves and others.</li> <li>• Encourages Team building and communication skills.</li> <li>• Builds understanding and respect for natural environment and surroundings.</li> </ul>

Date 25-9-2019

Review date: 25-9-2020

**Daily Safety Checklist – Date:**

<b>Forest School Area</b>													
Forest area clear of any trip hazards													
Seating area and totem pole (secure no rotten or sharp edges)													
Trees (any fallen branches etc)													
Mud kitchen (no broken parts )													
Dead wood pile - Secure													
Parameters secure													
Observatory – clean & tidy													
Fire pit – secure and barriers in place													
First Aid kit – complete all elements replaced and present													
Bird feeding station clear and well stocked													
All tools accounted for and safe.													
<b>Staff Initials</b>													



<b>Date</b>	<b>Problem/Issue</b>	<b>Action Required</b>	<b>Person responsible</b>	<b>Date completed</b>

## Fire Policy

Campfires are an important part of Forest School and are used in many sessions. Sitting around the campfire as a group: learning, listening, singing, making and sharing food cooked on the fire is a wonderfully communal and magical experience for children. It will stimulate their senses and help to capture their imaginations and enthusiasm!

The children will also learn why it is so important to respect fire, the dangers of fire, to be safe and responsible around it and they will also learn about the fire triangle (oxygen, fuel and heat) and what is needed to build a small fire successfully. Our aims are to ensure that all children and adults participating in Forest School sessions with fires will do so safely and with as little risk to their health as possible.

### Fire Safety – Procedures

#### Location:

- Only agreed area will be used for campfire (fire square with large logs – built following all safety measures).
- Kelly Kettles will also be used in this area.
- All children and adults in the school have been briefed on this.

#### Positioning of Children and Adults:

- Fire areas are surrounded by large logs which are situated a safe distance from the fire pit.
- When the campfire is in use, children are not permitted to access the area without permission. They need to ask, 'May I enter?'
- When allowed to access the campfire, children must walk around the outside of the logs and wait for permission to step over or sit around the outside. Once permission has been given, they must sit, ensuring legs are drawn into the log and not outstretched.
- Once seated around the campfire, the children must remain seated until directed by an adult to move
- Children will be taught how to change seats by standing, stepping over the log and then walking around the outside of the seating area. They must never cross the inner area.
- Children will be taught the RESPECT position if they are cooking on the fire. This position allows children to move away from danger, quickly.
- NO RUNNING
- Long sleeves and trousers must always be worn.
- Children are not permitted to throw anything onto the fire.

#### Advice on the appropriate way for dealing with smoke will be given to the children:

- If there is a clear wind direction, seating in the line of smoke is to be avoided.
- If wind direction is variable, the leader should rearrange the seating if at all possible.
- 

**Fires will not be lit in strong winds or heavy rain!!!**

#### Safety and Responsibility:

- Tie back long hair!
- Lighting and keeping fires burning 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.
- Storm/Kelly kettles are only used on clear flat surface and any woodchip or leaf litter must be brushed away before use.
- No flammable liquids or plastics are to be used on the fire.
- If sessions involve children adding fuel to the fire, this must be done with one to one adult supervision.
- Water should always be to hand during campfire sessions.
- At the end of the session, the fire must be extinguished with water until all smoke and steam has ceased.

**These items will be essential whenever a fire is lit – what you need:**

- WATER! 2 x 5 litre container
- Children's medical information to hand in FS medical bag
- Heatproof gloves
- Whistle
- Fire gloves
- Ice pack
- Fire blanket
- Wipes
- Burns kit
- Scissors
- Storm/Kelly kettle
- Fire steel and matches
- Cooking equipment
- Grill
- Washing up bowls (washing up liquid, tea towels, bowls, cups etc)
- Tinder and kindling boxes
- If wet Fire starter box – emergency matches, cotton wool, striker.

**Fire Risk Assessment: (see separate risk assessment and FS Handbook)**

- The FS leader may teach a small group how to build a small fire.
- Fires are lit using tinder of various kinds, fire steels or matches.
- No flammable liquids are to be used to light or accelerate fires.
- No plastics are to be burnt.
- If sessions involve children adding fuel to the fire, this must be done with one to one adult supervision.
- Sticks/wood must be placed, not thrown, from the side of the fire.
- The hand should never go over the fire.

**Extinguishing fires:**

- All fires must be extinguished at the end of a session.
- Water should always be to hand during campfire sessions.
- Whenever possible, all fuels should be burnt off to ash.
- FS leader should ensure that any large remains of wood are separated from one another.
- At the end of the session, the fire must be doused down with water and stirred until all smoke and steam has ceased.

## Risk Assessment – Fire (campfire) - Lisa Maaskant

Type of hazard	Level of risk	Control measure	Level of risk after control	Risk benefits
<ul style="list-style-type: none"> <li>• Lighting the fire and burning skin.</li> </ul>	High	<ul style="list-style-type: none"> <li>• Leader trained in the correct procedures.</li> <li>• Qualified first aider on site.</li> <li>• First aid kit at hand.</li> <li>• Water bucket on site.</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Engaging activities that have an end outcome.</li> <li>• Engagement and learning of a new skill.</li> <li>• Builds confidence, independence and resilience.</li> <li>• Encourages responsibility to selves and others.</li> <li>• Encourages Team building and communication skills.</li> <li>• Builds understanding and respect for natural environment and surroundings.</li> <li>• Teaches respect for rules and boundaries around a fire.</li> </ul>
<ul style="list-style-type: none"> <li>• Tripping over benches/ uneven ground</li> </ul>	High	<ul style="list-style-type: none"> <li>• Each person aware of the fire pit procedures and entry pathways.</li> <li>• Qualified first aider on site</li> <li>• Ground assessed and flattened to avoid potential hazards.</li> <li>• First aid kit at hand.</li> </ul>	Low	
<ul style="list-style-type: none"> <li>• Falling onto the fire pit</li> </ul>	High	<ul style="list-style-type: none"> <li>• Each person aware of fire pit procedures and entry pathways.</li> <li>• Qualified first aider on site</li> <li>• Logs positioned a safe distance away from the fire pit.</li> <li>• Limited number of pupils accessing fire.</li> <li>• When tending fire each person should kneel on one knee to ensure stability.</li> <li>• First aid kit at hand</li> <li>• Water bucket on site.</li> </ul>	Low	
<ul style="list-style-type: none"> <li>• Picking up hot cooking utensils</li> </ul>	High	<ul style="list-style-type: none"> <li>• Each person aware of fire pit procedures.</li> <li>• Qualified first aider on site</li> </ul>	Low	

without protective gloves		<ul style="list-style-type: none"> <li>• Sufficient protective gloves on site.</li> <li>• First aid kit to hand.</li> </ul>		
<ul style="list-style-type: none"> <li>• Flammable clothing lighting</li> </ul>	High	<ul style="list-style-type: none"> <li>• Each person aware of fire pit procedures.</li> <li>• Qualified first aider on site</li> <li>• Prior to the session children/ adults will be advised on suitable clothing for the forest school.</li> <li>• First aid kit at hand,</li> </ul>	Low	
<ul style="list-style-type: none"> <li>• Burning mouth on hot food/ drinks</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Remind participants that the food needs time to cool.</li> </ul>	Low	
<ul style="list-style-type: none"> <li>• Food not being sufficiently cooked, resulting in illness.</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Appropriate food selected for cooking on the camp fire.</li> <li>• Leader ensures food is cooked sufficiently before consumption.</li> </ul>	Low	
<ul style="list-style-type: none"> <li>• Boiling water/ steam burning skin.</li> </ul>	High	<ul style="list-style-type: none"> <li>• Each person aware of fire pit procedures.</li> <li>• Qualified first aider on site</li> <li>• First aid kit at hand,</li> <li>• Leader to assess safety of equipment prior to use.</li> <li>• Protective gloves to be worn when moving utensils containing hot liquids.</li> </ul>	Low	

Date 25-9-2019

Review date: 25-9-2020

## Forest School Policies & Procedures

For the following policies and procedures please refer to the SUAT website [www.suacademy.co.uk](http://www.suacademy.co.uk) or obtain copies from our school office:

- Inclusion Policy
- Equal opportunities Policy
- Child protection
- Safeguarding Policy (including DBS Policy)
- Data Protection
- Confidentiality Policy
- Loose Dog / Stranger Danger
- Lockdown procedure
- Accusations against an adult
- Complaints Procedure

Forest School Leader – Lisa Maaskant

Headteacher – Tracey Parton

## **Allegations against a member of Forest School staff or volunteer - Policy**

It is our policy that all paid staff and volunteer members are recruited as per our recruitment and selection procedures, and are subject to Disclosure and Barring checks and all referees are contacted. Staff will undertake regular training. Volunteer staff and parent volunteers will not be left alone with children at any time. All accusations about any adult in our care will be dealt with in accordance with the Safeguarding Children section of our disciplinary procedures.

### **Reducing the risk of an allegation being made**

- All staff must go on Safeguarding children training to a minimum of level 2
- We ensure staff know the procedures for reporting and recording any concerns
- All staff and visitors must hand their mobile telephones in at the office, Only the Forest School leader shall carry a mobile phone on site as this is kept for emergency calls only.
- Staff must not accept current parents as 'friends' on social networking sites
- When taking the children to the toilet or changing nappies both the toilet doors and main hall door must be left open

### **Allegations against staff or volunteers – Procedures**

- We will respond to all allegations and they will be taken seriously.
- The validity of all allegations will be checked: eg were both parties present
- The staff member will be suspended until the investigation is completed; the Committee will seek employment advice from ACAS.
- Advice will be sought from the Local Authority Designated Officer (LADO) at First Response – 0800 1313126, they will advise the action to be taken and any outcome: - re-instated, re-training or dismissal
- Ofsted will be notified.

### **Abusive behaviour by parents**

Abusive behaviour from parents/carers towards staff or volunteers will not be tolerated in the first instance. Should a parent/carer become abusive towards any member of staff or visitor we shall contact:

Staffordshire Police

Tel: 101 or 999 in real emergency

Please refer to *Staffordshire Safeguarding Children Board, Managing Allegations of Abuse against People Who Work with Children*, flowcharts and whistle blowing policy and procedure.

Ofsted (Office for standards in education)  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD  
Tel: 0300 123 1231

Safeguarding Designated Person: Alison Plant  
Deputy: Tracey Parton  
First Response: 0800 1313126 (8:30am-5:30pm Mon-Thurs – 4:30pm Fri) – ask for LADO  
Out of hours, Emergency Duty Service: 0345 604 2886

Should it prove difficult to get in contact with First Response via telephone,  
Email: [firstr@staffordshire.gov.uk](mailto:firstr@staffordshire.gov.uk)  
Leave the setting name, contact name and telephone number.

Any verbal conversations with First Response must be followed up in writing within 24 hours



# Pupil Behaviour & Exclusions Policy

Local Academy Council Statement of general principles

**General** The Local Academy Council (LAC) is charged with the duty to set the framework of the academy's policy by providing a written statement of general principles relating to good behaviour, taking into account the needs of all students. It will be reviewed annually or earlier if necessary.

**Academy Ethos** The Staffordshire University Academies Trust (SUAT) expects the SUA to be a place where all individuals are respected and their individuality valued, where students are encouraged to achieve, where self-discipline is promoted and good behaviour is the norm.

**Rules of Conduct** The Principal will draw up and review periodically a positive and constructive set of academy rules that will: promote self-discipline and proper regard for authority among students; encourage good behaviour and respect for others, and prevent all forms of bullying among students; ensure students' standards of behaviour are acceptable and regulate students' conduct.

**Rewards and Sanctions** None of the academy's punishments must be degrading or humiliating. The LAC expect all rewards and sanctions to be applied fairly and consistently.

The LAC has formally agreed that the following sanctions may be used in appropriate cases:

- completion of work at home or extra work (in the academy or at home)
- carrying out useful tasks to help the academy
- detention outside of academy hours
- removal from the group/class or particular lesson
- planned time in the internal isolation room; withdrawal of break or lunchtime privileges
- withholding participation in educational visits or sports events which are not essential to the curriculum BUT not in the case of Forest School sessions.
- planned time in the isolation room of another local secondary school
- fixed term and permanent exclusion.

## Disability

Where the misbehaviour of children is related to a mental or physical disability, the LAC expect that the Principal will make reasonable adjustments to enable those children to be included within the academy community. These will include:

- Ensuring that staff have had training in the nature of disabilities, and how they should treat children with disabilities
- Ensuring that staff are aware of any children with such disabilities
- Ensuring that help is sought from the LA to enable the academy to make reasonable adjustments
- Ensuring that academy resources are committed to assist in making reasonable adjustments
- Making reasonable adjustments to academy organisation or of the timetable of particular children.

The Headteacher will work alongside the Forest School leader to ensure they:

- promote self-discipline and proper regard for authority among students
- encourage good behaviour and respect for others, and to prevent all forms of bullying among students
- secure that the standard of behaviour is acceptable
- Otherwise regulate the conduct of students.

**Exclusions** - Exclusions are seen as the final sanction where others have failed unless:

- violence has been used against staff or other students
- weapons, drugs or any illegal item is brought into the academy
- threatening behaviour or directly swearing at a teacher/member of staff
- persistent disruptive behaviour
- making serious false allegations against any member of staff

A pupil can be excluded for up to and not exceeding 45 days per school year, in accordance with the law

Forest School Leader - Lisa Maaskant

Headteacher – Tracey Parton

Review Date: September 2020

## **Forest School Code of Conduct**

Always try your best, take pride in your achievements  
Respect other people – keep words and actions positive so everyone enjoys school  
Listen well, follow instructions from staff  
Respect property – look after our school and everything in it  
Keep yourself and others safe

Follow our school vision through reflection and mindfulness

Our Forest School Code of Conduct builds upon these values and visions and aims to extend them through developing an understanding and care for the environment and each other.

### **Boundaries**

Children are always made aware of how far they can explore before a session begins. If children explore hidden areas, an adult should also go into the cover, deep enough to be able to see the children. When Sticky hands is shouted by the FS leader the children return immediately to the reflection circle. When the duck whistle is blown children stop what they are doing immediately and listen for the next instruction. This has practised many times throughout the sessions.

### **Picking up and using sticks**

Children can carry sticks shorter than their arm's length but make sure they think about how close they are to other children. Longer sticks can be dragged or carried with a child at both ends. Or by using a rope and knot method to drag. Sticks must not be thrown and should only be used from the ground area. Adults can coppice sticks for specific activities.

### **Tree climbing**

Adult: child ratio must be 1:1. Check ground cover for sharp objects and check 'climbing trees' for loose and rotten branches. Children are allowed to explore to their own limits but adults should be near enough to catch if one should fall but far enough away to not be invasive.

### **Carrying & transporting materials**

The children should be encouraged to roll, lift, drag and pull materials, either by hand or using ropes. The safe way to lift, by bending your knees and keeping a straight back, should be modelled by all adults. Heavier objects can be rolled, dragged or carried by more people to encourage team work.

## **Eating and drinking**

Prevent children eating anything found in woods, such as berries or seeds. Keep reminding them about fingers and hands in mouths and noses. Enforce the “Don’t Pick, Don’t Lick it” message. If we take drinks or snacks outside ensure children use water and soap to clean their hands before eating their snack or drinking.

## **Mushrooms, Fungi, Berries**

Mushrooms, fungi and berries can form a large part of learning about the natural environment, food and growth. Our FS rule is that children do not eat or touch Mushrooms, Fungi or berries. However adults can pick these items for demonstration/scientific purposes.

## **Around the reflection circle**

Our circle has a totem pole within a circle of seating logs. There must be no running within this area, it is a place of listening, reflection and mindfulness.

## **Leaving the site**

The site in the woodland must always be left as it was found. If artefacts are made using ‘found’ materials these may be taken off site.

## **Collecting wood**

Wood should be collected in three thicknesses – matchstick size, pencil size and thumb thickness. This is a great sorting activity and children should be given a chance to do it even if a fire is not to be lit!

## **Lighting a fire**

When lighting a fire the Forest School leader will take control of the operation. All accompanying adults will be briefed before we start. Children will be taught how to safely light the fire and will do this on a 1-1 basis.

## **Tools**

Tools are all counted in and out and are kept in suitable containers in one designated spot. Each tool has its own safety procedures which children and staff will be aware of. Children must never be allowed to help themselves. Tools are given out for a purpose and all adults should model their correct use, storage and transportation at all times. Tools are used well away from other active children and only walking is permitted when carrying them.

FS Leader – Lisa Maaskant

FS First Aider – Lisa Maaskant

Paediatric First Aider – Debbie King

Headteacher – Tracey Parton

**Review Date:** September 2020

## Forest School Conservation Policy

One of the principles that underpin Forest School is the awareness of the environment and the promotion of sustainability. It is essential that the children are taught to respect the environment and learn to feel an appreciation and responsibility for their world. Running a Forest School will have an impact on the environment, so it is therefore important that all is done to ensure the woodland is conserved and this impact is minimal. Forest School may use a large area of woodland and many different areas to undertake sessions, therefore these areas will be given a chance to regenerate.

- Pathways will be established on well-trodden paths to minimise erosion.
- Children will help to maintain these paths.
- Different areas will be used throughout the week to ensure all areas are given a chance to regenerate.
- A respect for flora and fauna will be encouraged and celebrated.
- Recycled and sustainable resources will be used on our Forest School site.
- There will be a limit to the amount of dead wood burnt as it is essential for the soil layer.
- Children will be taught not to pick anything that is still growing, with a strict “Don’t Pick It, Don’t Lick It” message.
- If there are different routes to take into the Forest School, these will be alternated.
- Trees will be coppiced where it is beneficial to the woodland.
- Always leave the Forest area tidy and never damage anything growing in it.
- We will only collect things that are on the ground and leave the area as we found it when we leave.

# Forest School Daily Operating Procedure

## Before the session

- A session plan will be completed, taking into account observations, interest areas and learning points from the previous sessions.
- All adults will read the session plan form prior to the session.
- Activity risk assessment forms will be completed/updated for each planned activity.
- All adults will read the forms relevant to a particular session before it starts.
- All staff will have read the latest Risk Assessment, which will be relevant to the current season
- The Forest School Leader will check that enough adults are present for the session to go ahead and that the weather conditions according to the Bofort scale allow it to take place.
- The Forest School site will be pre visited and the base camp area set up
- A daily risk assessment will be completed
- The equipment required for the session will be assembled, checked and prepared ready for taking to the site.
- All children will be registered by their class teacher. They will then get changed for Forest School, go to the toilet and apply sun cream where necessary.
- Children will walk to FS area with allocated to staff.
- The pre session checklist will be undertaken

## During the session

- A headcount will be undertaken on arrival at Forest School and whenever the group is brought back together
- Risks will be continually assessed and appropriate action taken to reduce or remove and risks found

## After the session

- A headcount will be undertaken at the end of the session
- Children will be sent back to their classrooms accordingly with allocated staff.
- If the tool bag and/or tool box have been taken to the site, the contents will be checked by the Forest School leader to ensure that no items are missing
- After the children have left the session the Forest School leader will return the equipment to the tool box and bags and clean, check and maintain tools, as required.
- The tool box and bags will then be locked and stored in the Forest School Shed.
- A session evaluation will be completed by the Forest School Leader, along with any observational records that will be useful to the class teacher.

FS Leader – Lisa Maaskant

FS First Aider – Lisa Maaskant

Paediatric First Aider – Debbie King

Headteacher – Tracey Parton

Review Date: September 2020

## **Forest School Emergency Procedure in the Event of Accident/incident**

In each incident if it is an adult that is injured then the roles of Adult 1 and 2 will reverse accordingly.

### **Situation assessed as able to treat casualty with first aid:**

#### **Step 1**

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

#### **Step 2**

- Situation assessed as able to treat casualty with First Aid
- Adult 1 – Forest School Leader, to treat the casualty
- Adult 2 – (to be assigned each Session) to call First Aider and bring emergency bag and support first aider and to calm the casualty. To treat the casualty with First Aid.
- Remaining staff to lead other children safely to outdoor classroom and complete headcount. To await further instructions. Keep children calm and play circle time games.

#### **Step 3**

- Situation assessed as able to treat casualty with First Aid
- Adult 1 – Forest School Leader, to treat the casualty
- Remaining staff to lead other children safely to outdoor classroom and complete headcount. To await further instructions. Keep children calm and play circle time games or read story.
- Adult 2 – (to be assigned each Session) to call First Aider and bring emergency bag and support first aider and to calm the casualty.
- To treat the casualty with First Aid.

#### **Step 4**

- FS staff to complete school accident book and Forest School Incident Book, sign and date.

FS Leader to decide on the following:

- Child needs to go home or further non urgent treatment required.
- Child able to carry on session – forest school leader to monitor child and advise class teacher
- Session resumed and adults advised to return to base circle.
- Children advised of any information needed to prevent any further accidents.
- Parents/carers contacted by Forest School staff and informed of accident and treatment.
- Parents informed of accident and treatment – verbally over telephone and just to let you know. Advised to monitor.

## **Situation assessed as unable to treat alone with First Aid:**

### **Step 1**

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

### **Step 2**

- Situation assessed as unable to treat alone with First Aid.
- Adult 1 – Forest school leader, to treat the casualty.
- Adult 2 – (to be assign each session) to call First Aider and bring emergency bag and support first aider and to calm the casualty. Use radio/mobile phone to call for senior team.
- To treat the casualty with First Aid.
- Remaining staff adult no 3 to lead other children safely to indoor classroom and complete headcount. To await further instructions. Keep children calm and play circle time games or story.
- Await support from more staff, calm casualty.

### **Step 3**

- Phone 999 using mobile carried onsite.
- Senior school leader to support adult 1+2 await ambulance and to stay on phone to emergency services.
- Adult 4 to open playground gates for Ambulance using FS key.
- On arrival of ambulance if parents have not arrived leading adult to decide who is to accompany to child to hospital.
- Parents/carers contacted by school office and informed of accident and treatment. If unavailable to be done by adult 4.
- FS staff and senior team to complete critical incident red book and Forest School Incident Book, sign and date.

FS Leader – Lisa Maaskant

FS First Aider – Lisa Maaskant

Paediatric First Aider – Debbie King

Headteacher – Tracey Parton

Review Date – September 2020



## **Food and Drink - policy**

We aim to supply food and drinks that are properly prepared and comply with any child's dietary or culture requirements. Eating represents a social time for the children and is a time where adults promote the importance of healthy eating; children are gently encouraged to try all foods, but never forced to eat. We encourage snack time to be a calm time with quiet conversation where children develop independence through making choices and feeding themselves.

### **Food and Drink – procedures**

- Drinking water is always available for children when they need it; it is kept at a height where they can help themselves.
- Registration forms ask for any food and drink allergies or special health or cultural requirements these are then kept in the Forest school folder for all staff to be aware of
- We take care not to provide food containing nuts and are extra vigilant where we have a child who has a known allergy to nuts
- We record what we serve for snack in a book which highlights all allergens contained within them.
- We organise our snack time so that they are a social occasion for the children and the staff together
- We promote age/stage appropriate independence at snack time by allowing children serving themselves and making choices
- We vary our snacks dependent upon the time of year and the choice of cooking method within Forest school.
- When eating and drinking children need to be stationary.
- Cutlery used is appropriate to the children's age and ability
- Food is stored at the correct temperature between 0-5 degrees
- Food is checked beforehand to ensure it is in date
- Waste food is disposed of daily and composted whenever possible.
- We have separate bowls for hand washing, washing up and cleaning
- Children do not have unsupervised access to the cooking facilities

Lisa Maaskant, Debbie King & Nicky Walker - Level 2 in Food, Hygiene & Safety

## Forest School cooking Procedures

- Surfaces are cleaned to the best of ability in the outside area at the start of the session
- Clean dish cloth and tea towels to be used each time
- Hair tied back
- Hands should be washed in the bowl dried using a towel
- Open wounds should be covered by a plaster or by using gloves
- Washing up should be done in the bowls provided or the staff kitchen
- White chopping board is for bread, crackers
- Green chopping board is for fruit and vegetables
- Red chopping board for meats
- Food kept at correct temperature dependent on type.
- Rubbish to be placed in bin liner provided or composted where possible
- Cooking area to be kept clean as much as possible
- Children's allergies list to be checked in line with the days snacks
- Food is checked that it is fresh and in-date

## **Incident Records - Children**

It is our policy to ensure all incidents involving children are written in detail and that parents are informed the same day

Incidents could be:

- Restraining a child during a temper tantrum
- Where a child inflicts harm on another child
- Preventing an accident from happening
- Withdrawing a child from a serious situation
- A child seriously harmed causing hospital treatment

Incidents should only be reported to a parent/main carer, where possible this has to be the same day. In case of another person collecting the child the information should NOT be shared but an email or telephone call should be made to the parent. An Incident form will be completed and the parent/carers will be asked to sign it, this will be stored confidentially in the child's individual records

## **Incident Records - Other**

Also incidents could be something that has happened that requires reporting to the Health and Safety Executive:

- Break in, burglary, theft of personal or forest school belongings
- Fire, flood, gas leak or electrical failure
- An attack on a member of Staff or a parent
- Any racist incident taking place on the premises
- Death of a child
- A terrorist attack or threat of one.

On our Incident record we record the date, time, nature of event, who was affected, what was done, if it was reported to the police and if an insurance claim was made.

In the unlikely event of a terrorist attack we follow advice of the emergency services with regard to evacuation, medical aid and contacting children's parents/carers. Our standard Fire Drill and Emergency evacuation procedures will be followed; once the threat is averted the incident will be recorded in the incident book.

The person responsible for all behavioural matters is the Forest School Leader: Lisa Maaskant

Children's Incident records are kept in their individual records.

## Individual Incident Record

This form is to be completed when an Incident involving children takes place during forest-school hours.  
This form will be stored in the child's individual records.

<b>Child's Name:</b>		
<b>Date:</b>	<b>Time:</b>	
<b>Location:</b> eg; reflection area, observatory, etc		
<b>Incident:</b>		
<b>Action Taken:</b>		
<b>Witness Signature/s:</b>		
<b>Parent / Carer Informed by:</b>		
<b>In Person</b>	<b>By Telephone</b>	<b>Via Email</b>
<b>Other.....</b>		
<b>HeadteacSignature:</b>		
<b>Parent / Carer Signature:</b>		

## **Lost Child - Policy**

Children's safety is our highest priority at all times, every attempt is made through our daily entrance/exit procedures to ensure the security of the children is maintained at all times

### **Lost Child - Procedures**

Even in the most controlled environments accidents can and do happen, the following is our procedure to follow if we cannot find a child.

#### **As soon as a child is found to be missing**

- Get all the children together in one group around the reflection area. The FS assistant plus 1 other staff member to read a story, enabling the other members of staff to search for the child
- Check the register to ensure no other child has gone astray
- Start a timer! So details of long the child has been lost for can be reported upon when needed.
- Try to find out who the last person was to see the child and where
- Check the FS area working our way up to the main buildings
- Search every part of FS area
- Search all indoor areas
- Make a visual check of School Lane
- As soon as reasonable to do so start to make a log of the event recording each step taken

#### **Parents**

- Without causing alarm, contact the parents to warn them their child maybe attempting to get home, there must be 2 people present when this call is made

#### **Police**

- If the above steps do not locate the child, then the police will be contacted immediately. The police will then handle all investigations, which may include interviewing all staff

Once the child has been found a full Risk Assessment of the incident will take place, to identify how the child left the building.

Ofsted will also be informed Tel: 0300 123 1231

## Forest School Clothing & PPE Procedure

It is essential to ensure you are appropriately dressed and prepared for adverse weather conditions within forest school sessions. Arriving in inappropriate clothing or footwear may cause health and safety concerns and the supporting adult or child at the decision of the FS leader, maybe unable to participate in the FS session.

Here is a list of the basic equipment FS leaders, assisting adults and learners should wear/ bring with them:

- Waterproof trousers
- Suitable hardwearing/waterproof footwear
- Hat/scarf/gloves
- Warm jumper
- Long sleeved top
- Waterproof outer clothing
- Warm coat
- Sun hat
- Sun cream
- Spare clothing

When using tools and lighting fires it is important to keep yourself safe. The FS leader is to ensure that all participants always have appropriate safety equipment available before starting an activity and demonstrate its correct use and wearing.

- Safety gloves – size appropriate
- Safety Goggles
- Fire Gloves
- Fire Blanket
- Fire Bucket
- Burns kit
- First aid Kit

FS Leader – Lisa Maaskant

FS First Aider – Lisa Maaskant

Paediatric First Aider – Debbie King

Executive Head – Tracey Parton

Review Date – September 2020

## Forest School Ratio Policy

At St Leonards School all Forest School sessions will operate at the following ratio procedures:

2 adults : 16 children  
(1 forest school leader & 1 assistant)

2 adults : 8 Children  
(Forest School Leader & assistant)

1 Adult : 4 Nursery Children  
(Forest School Leader)

If there is not the appropriate ratio of adults to children then smaller groups will be taken out or the session moved to a different day, when the correct ratio is present.

## Risk Management & Assessment Policy

This document sets out the strategies, management responsibilities and procedures for undertaking risk assessments within Forest School.

Its purpose is to:

- Ensure early recognition and assessment of the risk to employees and others affected by Forest School's undertaking.
- Ensure effective communication between management and their staff to raise awareness of the findings from risk assessment.
- Establish effective risk assessment and incorporate the process and assessment results into management activities i.e. supervision, performance management, team meeting agendas and other procedures/ management systems.
- Where risks are identified, put in place suitable control measures to reduce those risks and establish effective monitoring of control measures.
- Set up effective assessment and monitoring tools to evaluate the effectiveness of local arrangements put in place to minimise the risks and encourage individual responsibility to recognise and inform management of hazards and risks.

Forest School will do all it reasonably can do to:

- Be committed to increasing the general awareness and understanding of Risk Assessment within the School.
- Recognise and understand the importance of skilled management of employees by the provision of appropriate training on an on-going basis for managers and staff.
- The Health & Safety manager and FS Leader are responsible for Health and Safety and have responsibility for monitoring implementation, review and compliance of this Risk Assessment Policy.

All employees are responsible for:

- Understanding and complying with this Policy.
- Ensure they report any defects or dangerous occurrences to their Head of Department.
- Protecting the health of themselves and others at work.
- Ensuring that they comply with any control measures that are in place.
- Informing FS & H&S Leaders when a process or task changes or it is felt the risk assessment fails to identify appropriate control measures.

Risk assessment is a subjective but logical process which can be broken down into five steps:

Step 1 Identify the hazard

Step 2 Decide who might be harmed and how

Step 3 Evaluate the risks and decide on precautions

Step 4 Record your findings and implement them

Step 5 Review your assessment and update if necessary

Follow that with Identifying the hazards and reviewing the task or work area, talk with the persons involved and identify any hazards. Assessment is not limited to normal work activities, but also special



events and activities. Remember to include hazards arising from normal activities and potential hazards if things go wrong. Focus on the reasonably foreseeable (that is an event that can logically be predicted to occur and which could result in harm) not remote possibilities. Tasks/activities that pose trivial safety consequences should not be subject to risk assessment. It is helpful to record the hazards.

It is important to remember that an effective risk assessment looks at the whole activity not individual hazards. This avoids the need for unnecessary paperwork and subsequent additional review and will in the end show a complete picture of how the hazards and associated risk are to be managed. FS Leader to use their own site-specific risk assessment.

- Decide who might be harmed and how
- For each hazard establish who might be harmed, it will help to identify the best way to manage the risk.
- In each case decide how they might be harmed
- Shared workplaces present particular problems. Risk assessments should consider the effect of the activity on other workers.
- The Health & Safety Officer should also ensure that they are familiar with the risk assessments produced by other groups within the workplace that may affect staff.

FS Leader - Lisa Maaskant

H&S Leader - Alison Plant

Headteacher – Tracey Parton

Review date - September 2020

# Forest School Roles & Responsibilities Policy

## Roles and Responsibilities of the Forest School Leader:

- To plan and lead appropriate Forest School sessions centered around the children.
- To ensure that the activities planned are within the children's capabilities, and plans are amended to ensure all children can take part.
- To take responsibility in ensuring the behaviour policy is upheld.
- To have an up to date Outdoor First Aid Qualification.
- To ensure all participants follow the Clothing Policy.
- To ensure all participants follow the Eating Policy.
- To ensure all adults are aware of the Lockdown Procedures Policy
- To ensure all adults are aware of the Emergency Procedures Policy.
- To carry out daily risk assessments as per the Risk Assessment Policy.
- To assist with the toileting of children if they need help.
- To ensure all the policies are regularly reviewed.
- To investigate any accidents or near misses and use data to inform future risk assessments, policies and planned activities.
- To check that safety condition and tools are in good working order.

## Responsibilities of the accompanying staff:

- To take an active role in Forest School activities, disciplining, where appropriate, children in line with the Behaviour Policy.
- To assist the Leader in ensuring equipment meets safety standards, if they have any concerns they should tell the Leader immediately.
- To report accidents or hazards to the Leader immediately.
- To take responsibility for making themselves aware of safety issues such as where the first aid kit is located.

## Responsibilities of the children:

- To take their own safety and the safety of others seriously.
- To take personal responsibility for their own safety and others safety.
- To listen to and follow instructions about safety given to them.
- To bring appropriate clothing and footwear to Forest School sessions.

## **Forest School Sanitation Procedure**

Before a Forest School session, children will be given the opportunity to visit the toilet.

During a Forest School session, children needing the toilet will be escorted back to school by a member of staff.

If cooking or eating is taking place within the session then hand washing facilities will be provided - Warm soapy water and towels.

Children will not partake in cooking or eating if they do not wash their hands appropriately.

Any packaging or wrappers (Litter) will be given to allocated children chosen by the FS leader for them to dispose of in the schools recycling bins as per the schools recycling policy.

FS Leader – Lisa Maaskant

FS First Aider – Lisa Maaskant

Paediatric First Aider – Debbie King

Executive Head – Tracey Parton

Review Date – September 2020

## Forest School Tool Use Procedure

Tools and safe use of tools are an important part of Forest School. Their use will be carefully managed by the Forest School Leader with an area of the site set aside for tool use. Introduction to each tool will be by an official 'Tool talk'.

- Good practice will be demonstrated by the FS Leader at all times.
- Tools will be introduced to the children only when the Forest School Leader feels the children are ready.
- All tools will be used on a ratio the FS leader deems fit when using them.
- Risk assessments of tool use are carried out in addition to other Forest School activities and reviewed on a regular basis.
- It is not expected for any other adult attending Forest School to use tools with children, only the Forest School Leader.
- All tools will be returned to the tool bag and locked away at the end of each session. This is the Forest School Leaders responsibility.
- All resources and equipment are checked regularly.
- Any unsafe, worn out, dirty or damaged equipment is repaired and cleaned, or replaced.

FS Leader – Lisa Maaskant

FS First Aider – Lisa Maaskant

Paediatric First Aider – Debbie King

Headteacher – Tracey Parton

Review Date – September 2020

## Forest School Weather Policy

At St Leonard's School Dunston all Forest school sessions will proceed in all weathers apart from:

- Strong winds as per the Beaufort scale: Wind speed of 39mph or above/scale 8
- Thunder and lightning
- Extreme temperatures of 30 degrees plus.

If any of the above occur then the session will be moved to a safer location. Either to the playing field, playground or inside the school hall.

Before each session adults and pupils will be advised on the type of clothing required but it will be suggested that different types of clothing and footwear are kept on site also. This will include:

- Warm waterproof coat
- Waterproof trousers/all in ones
- Trousers to be worn at all times
- Fleece/warm jumper
- Hat, scarf and gloves
- Suitable footwear – wellies/walking boots
- Warm socks

**Children who do not have the appropriate clothing according to the weather for the session will be unable to take part.**

## Risk Assessment – Group & Individual - Lisa Maaskant

To be read and used with specific guidance sheet

Type of hazard	Level of risk	Control measure	Level of risk after control	Risk benefits
<p><b>Hard Risk</b></p> <ul style="list-style-type: none"> <li>• Running into trees.</li> <li>• Cuts and grazes.</li> <li>• Physical and mental attacks from others.</li> <li>• Burns.</li> <li>• Trips, stumbles &amp; falls.</li> </ul>	High	<ul style="list-style-type: none"> <li>• First aid kit always available.</li> <li>• Reinforcement of FS rules.</li> <li>• Boundaries set.</li> <li>• All equipment that is used is maintained and stored safely.</li> <li>• Adapt lesson plans to pupils needs.</li> <li>• Inclusive sessions.</li> <li>• Flexible approach.</li> <li>• Use of distractions such as soft toys. (Class Mascot)</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Improve fine and gross motor skills.</li> <li>• Engaging activities that have an end outcome.</li> <li>• Engagement and learning of a new skill.</li> <li>• Builds confidence, independence and resilience.</li> <li>• Encourages responsibility to selves and others.</li> <li>• Encourages Team building and communication skills.</li> <li>• Builds understanding and respect for natural environment and surroundings.</li> </ul>
<p><b>Soft Risk</b></p> <ul style="list-style-type: none"> <li>• Shyness</li> <li>• Disabilities</li> <li>• Behavioural issues.</li> <li>• Escapee.</li> <li>• Aggressive</li> </ul>	Med	<p>(Continued from above)</p> <ul style="list-style-type: none"> <li>• Carry out site check before every session.</li> <li>• Remind pupils of expected behaviour.</li> <li>• Job roles of pupils and peers.</li> </ul>	Low	

Date 25-9-19

Review date : 25-9-2020

## Risk Assessment – Use of Hand Drill - Lisa Maaskant

To be read and used with specific guidance sheet

Type of hazard	Level of risk	Control measure	Level of risk after control	Risk benefits
<p><b>Risk</b></p> <ul style="list-style-type: none"> <li>• Injuries whilst hand drill due to not being transported correctly.</li> <li>• Cuts/bruises from drill due to slipping during use.</li> <li>• Deep cuts to body from missing when in use.</li> <li>• Injuries from drills from being dropped and bounced.</li> <li>• Cuts to body parts from drill bits snapping.</li> </ul>	High	<ul style="list-style-type: none"> <li>• First aid kit always available.</li> <li>• Reinforcement of FS rules.</li> <li>• Boundaries set.</li> <li>• All equipment that is used is maintained and stored safely.</li> <li>• Adapt lesson plans to pupils needs.</li> <li>• All drill and bits counted in &amp; out of every session.</li> <li>• Ensure drills are carried in correctly.</li> <li>• Keep drills in locked container when not in use.</li> <li>• Store clearly.</li> <li>• Carry correctly.</li> <li>• Don't run</li> <li>• Keep hands in safe positions</li> <li>• Use protective gloves.</li> <li>• Always supervise.</li> <li>• Ensure body position is correct and clear before use.</li> <li>• Check drills/bits before each session.</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Improve fine and gross motor skills.</li> <li>• Engaging activities that have an end outcome.</li> <li>• Engagement and learning of a new skill.</li> <li>• Builds confidence, independence and resilience.</li> <li>• Encourages responsibility to selves and others.</li> <li>• Encourages Team building and communication skills.</li> <li>• Builds understanding and respect for natural environment and surroundings.</li> </ul>

Date 25-9-19

Review date : 25-9-2020

## Health & Safety Policy

Our Forest school setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers. We aim to make children, parents, staff and volunteers aware of our health and safety issues and to minimise the hazards and risks enabling the children to thrive in a healthy and safe environment.

### Health & Safety - procedures

#### Safety Points – the following safety steps are to be used

1. Equipment, must be put away in a safe manner and stored correctly and safely
2. Staff are provided with guidance for 'safe lifting' during their induction
3. All resources are to be checked as they are put out each day, any damaged equipment, must be reported to the FS leader, and then repaired or disposed of
4. Tools are checked to ensure that they are clean and safe.
5. Any materials such as glue, clay is child friendly – Risk Assessment
6. Children learn about health, safety and hygiene through the activities and routines we follow
7. The layout of our Forest area allows children and adults to move with minimal risk between activities – daily safety check
8. Fire equipment to be checked daily
9. Safe boundaries and markers checked daily.
10. Staff members always wear name badges - safeguarding
11. Security passwords for collection of children - safeguarding
12. Any hot drinks/food is to be prepared and delivered as per fire and food policies.
13. Electrical and gas equipment are maintained by the village hall committee
14. Fire and first aid kits kept up to current legislation and standards.
15. All staff and pupils share the responsibility for keeping the FS site clean, tidy and free from hazards
16. PPE is provided free of charge where a risk assessment identifies this is needed to control a risk and the risk cannot be controlled by another means.
17. All PPE provided for use in a FS environment is kept as clean as possible, free from defects and replaced when necessary.
18. All staff and pupils must report any hazards, defects or dangerous situations they see at school/academy.
19. When an accident or incident occurs a post risk assessment takes place when a new hazard has been identified.
20. Risk assessments are created or reviewed when something new is introduced or a change has occurred.
21. No smoking or vaping is permitted on site or in vehicles owned or operated by the FS or School.
22. The school has a health and safety training matrix to help in the planning of essential and development training for staff.
23. The school & FS provides a place of work which is designed and managed to minimise the risk of violence and aggression to staff, pupils and visitors.
24. Our arrangements for site security are: All entrances are locked after the pupils arrive in the morning. Both offices have secure windows to view visitors before they are asked to enter the building

These procedures form part of our induction training for staff, students and volunteers

2 members of staff are currently trained in Health and Safety

Our Designated Health and Safety Officer is: Alison Plant

Our Deputy Health and Safety Officer is: Tony Gale



## Risk Assessment – Use of Kelly Kettle - Lisa Maaskant

To be read and used with specific guidance sheet

Type of hazard	Level of risk	Control measure	Level of risk after control	Risk benefits
<p><b>Risk</b></p> <ul style="list-style-type: none"> <li>• Risk of being burnt or scalded by fire/ water.</li> <li>• Burns from feeding fire.</li> <li>• Burns from carrying/lifting Kelly kettle.</li> <li>• Burns from incorrect use.</li> <li>• Burns from incorrect pouring technique.</li> </ul>	High	<ul style="list-style-type: none"> <li>• First aid kit always available.</li> <li>• Reinforcement of FS rules.</li> <li>• Boundaries set.</li> <li>• All equipment that is used is maintained and stored safely.</li> <li>• Adapt lesson plans to pupils needs.</li> <li>• Give and demonstrate clear instructions.</li> <li>• Lift kettle from heat using fire gloves and 2 hands.</li> <li>• Only allowing feeding on a 1;1 basis.</li> <li>• Store clearly.</li> <li>• Instructor to be vigilant at all times.</li> <li>• Don't run</li> <li>• Pore by lifting chain</li> <li>• Always supervise.</li> <li>• Ensure body position is correct and clear before use.</li> <li>• Ensure children are at safe distance when moving and distributing water.</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Improve fine and gross motor skills.</li> <li>• Engaging activities that have an end outcome.</li> <li>• Engagement and learning of a new skill.</li> <li>• Builds confidence, independence and resilience.</li> <li>• Encourages responsibility to selves and others.</li> <li>• Encourages Team building and communication skills.</li> <li>• Builds understanding and respect for natural environment and surroundings.</li> </ul>

Date 25-9-19

Review date : 25-9-2020

## Risk Assessment – Use of knives & Potato Peelers - Lisa Maaskant

To be read and used with specific guidance sheet

Type of hazard	Level of risk	Control measure	Level of risk after control	Risk benefits
<p><b>Risk</b></p> <ul style="list-style-type: none"> <li>• cuts whilst carrying Knives/peelers due to not being transported correctly.</li> <li>• Cuts from knives/peelers due to slipping during use.</li> <li>• Deep cuts to body from missing when in use.</li> <li>• Injuries from knives/peelers from being dropped and bounced.</li> <li>• Cuts to body parts from blades snapping.</li> </ul>	High	<ul style="list-style-type: none"> <li>• First aid kit always available.</li> <li>• Reinforcement of FS rules.</li> <li>• Boundaries set.</li> <li>• All equipment that is used is maintained and stored safely.</li> <li>• Adapt lesson plans to pupils needs.</li> <li>• All knives/peelers counted in &amp; out of every session.</li> <li>• Ensure knives/peelers are carried in sheaths.</li> <li>• Keep knives/peelers in locked container when not in use.</li> <li>• Store clearly.</li> <li>• Carry correctly.</li> <li>• Don't run</li> <li>• Keep hands in safe positions</li> <li>• Use protective gloves.</li> <li>• Always supervise.</li> <li>• Ensure body position is correct and clear before use.</li> <li>• Check knives/peelers before each session.</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Improve fine and gross motor skills.</li> <li>• Engaging activities that have an end outcome.</li> <li>• Engagement and learning of a new skill.</li> <li>• Builds confidence, independence and resilience.</li> <li>• Encourages responsibility to selves and others.</li> <li>• Encourages Team building and communication skills.</li> <li>• Builds understanding and respect for natural environment and surroundings.</li> </ul>

Date 25-9-19

Review date : 25-9-2020

## Risk Assessment – Use of Loppers - Lisa Maaskant

To be read and used with specific guidance sheet

Type of hazard	Level of risk	Control measure	Level of risk after control	Risk benefits
<p><b>Risk</b></p> <ul style="list-style-type: none"> <li>• Cuts whilst carrying loppers due to not being locked properly.</li> <li>• Deep cut from loppers due to slipping during use.</li> <li>• Cut to hand from blades snapping.</li> <li>• Injuries from loppers being dropped and bounced.</li> </ul>	<p style="text-align: center;">High</p>	<ul style="list-style-type: none"> <li>• First aid kit always available.</li> <li>• Reinforcement of FS rules.</li> <li>• Boundaries set.</li> <li>• All equipment that is used is maintained and stored safely.</li> <li>• Adapt lesson plans to pupils needs.</li> <li>• Keep blades in locked position when not in use.</li> <li>• Store clearly.</li> <li>• Carry with blade down.</li> <li>• Don't run</li> <li>• Keep hands away from blade.</li> <li>• Use protective gloves.</li> <li>• Always supervise.</li> <li>• Ensure body position is correct and clear before use.</li> <li>• Check blades before each session.</li> </ul>	<p style="text-align: center;">Low</p>	<ul style="list-style-type: none"> <li>• Improve fine and gross motor skills.</li> <li>• Engaging activities that have an end outcome.</li> <li>• Engagement and learning of a new skill.</li> <li>• Builds confidence, independence and resilience.</li> <li>• Encourages responsibility to selves and others.</li> <li>• Encourages Team building and communication skills.</li> <li>• Builds understanding and respect for natural environment and surroundings.</li> </ul>

Date 25-9-19

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## Risk Assessment – Use of Mallets/Bodgers - Lisa Maaskant

To be read and used with specific guidance sheet

Type of hazard	Level of risk	Control measure	Level of risk after control	Risk benefits
<p><b>Risk</b></p> <ul style="list-style-type: none"> <li>• Breaks/bruises whilst carrying mallet due to not being transported correctly.</li> <li>• Bruises from mallet due to slipping during use.</li> <li>• Bruises/breaks to body from missing when hitting.</li> <li>• Injuries from mallets from being dropped and bounced.</li> <li>• Bruises/ breaks/ fractures to fingers.</li> </ul>	High	<ul style="list-style-type: none"> <li>• First aid kit always available.</li> <li>• Reinforcement of FS rules.</li> <li>• Boundaries set.</li> <li>• All equipment that is used is maintained and stored safely.</li> <li>• Adapt lesson plans to pupils needs.</li> <li>• Keep mallets in tool box when not in use.</li> <li>• Store clearly.</li> <li>• Carry correctly.</li> <li>• Don't run</li> <li>• Keep hands in safe positions</li> <li>• Use protective gloves.</li> <li>• Always supervise.</li> <li>• Ensure body position is correct and clear before use.</li> <li>• Check mallets before each session.</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Improve fine and gross motor skills.</li> <li>• Engaging activities that have an end outcome.</li> <li>• Engagement and learning of a new skill.</li> <li>• Builds confidence, independence and resilience.</li> <li>• Encourages responsibility to selves and others.</li> <li>• Encourages Team building and communication skills.</li> <li>• Builds understanding and respect for natural environment and surroundings.</li> </ul>

Date 25-9-19

Review date : 25-9-2020

## Risk Assessment – Collecting Natural Materials - Lisa Maaskant

To be read and used with specific guidance sheet

Type of hazard	Level of risk	Control measure	Level of risk after control	Risk benefits
<p><b>Hard Risk</b></p> <ul style="list-style-type: none"> <li>• Anaphlactic shock</li> <li>• Toxication.</li> <li>• Rashes</li> <li>• Infection</li> <li>• Faeces</li> <li>• Fungus</li> </ul>	High	<ul style="list-style-type: none"> <li>• First aid kit always available.</li> <li>• Reinforcement of FS rules.</li> <li>• Boundaries set.</li> <li>• All equipment that is used is maintained and stored safely.</li> <li>• Area checked by FS leader before every session</li> <li>• Litter and Debris removed before sessions</li> <li>• Pupils made aware of any potential hazards.</li> <li>• All pupils made aware of what they can &amp; cannot collect/touch/taste.</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Improve fine and gross motor skills.</li> <li>• Engaging activities that have an end outcome.</li> <li>• Engagement and learning of a new skill.</li> <li>• Builds confidence, independence and resilience.</li> <li>• Encourages responsibility to selves and others.</li> <li>• Encourages Team building and communication skills.</li> <li>• Builds understanding and respect for natural environment and surroundings.</li> </ul>
<p><b>Soft Risk</b></p> <ul style="list-style-type: none"> <li>• Cuts and grazes.</li> <li>• Stings and prickles.</li> <li>• Trips, stumbles &amp; falls.</li> <li>• Sprains &amp; Strains</li> <li>• Scratches</li> <li>• Litter</li> </ul>	Med	<p>(Continued from above)</p> <ul style="list-style-type: none"> <li>• Remind pupils of expected behaviour.</li> <li>• Job roles of pupils and peers.</li> <li>• Ensure pupils know how to move, pick and carry any natural materials.</li> <li>• Ensure pupils follow the NO pick, No lick rule</li> </ul>	Low	

Date 25-9-19

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## Risk Assessment – Use of Cord/Rope - Lisa Maaskant

To be read and used with specific guidance sheet

Type of hazard	Level of risk	Control measure	Level of risk after control	Risk benefits
<p style="text-align: center;"><b>Storage of rope/cord</b></p> <ul style="list-style-type: none"> <li>• Trips and entanglement if rope stored incorrectly.</li> <li>• Rope not put away after use.</li> </ul>	Med	<ul style="list-style-type: none"> <li>• Inventory of ropes used.</li> <li>• FS leader ensures ropes are counted in and out of every session</li> <li>• Ropes wound up and stored correctly in sealed plastic boxes</li> <li>• First aid kit to be taken to all sessions and first aider present.</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Improve fine and gross motor skills.</li> <li>• Engaging activities that have an end outcome.</li> <li>• Person learns about the cause and effect of using rope effectively.</li> <li>• Engagement and learning of a new skill.</li> <li>• Builds confidence, independence and resilience.</li> <li>• Encourages responsibility to selves and others.</li> <li>• Encourages Team building and communication skills.</li> <li>• Builds understanding and respect for natural environment and surroundings.</li> </ul>
<p style="text-align: center;"><b>Carrying and Passing of rope/cord</b></p> <ul style="list-style-type: none"> <li>• Trips from rope not being carried properly.</li> <li>• Trips from ropes not being secured properly.</li> <li>• Rope not gathered or stored correctly.</li> </ul>	Med	<ul style="list-style-type: none"> <li>• Carry out site check before every session.</li> <li>• Remind pupils of expected behaviour.</li> <li>• Give pupils safety talk on how to gather and carry rope correctly.</li> <li>• First aid kit available at all times.</li> </ul>	Low	
<p style="text-align: center;"><b>Handling &amp; Use of Rope/Cord.</b></p> <ul style="list-style-type: none"> <li>• Strangulation</li> <li>• Trips, slips and falls from incorrect, storage, carriage and use.</li> </ul>	Med	<ul style="list-style-type: none"> <li>• Remind pupils of expected behaviour.</li> <li>• Show expected safe working distances.</li> <li>• First aid kit available at all times.</li> <li>• Supervision from FS leader and assistants.</li> <li>• Removal of all ropes after each session and stored away safely.</li> </ul>	Low	

<p><b>Maintenance of Rope/Cord.</b></p> <ul style="list-style-type: none"> <li>• Friction/ burns.</li> </ul>	<p>Med</p>	<ul style="list-style-type: none"> <li>• Maintenance to be a carried out away from pupils and not during an FS session.</li> <li>• Maintenance to only be carried out by FS leader.</li> <li>• First aid kit available at all times.</li> </ul>	<p>Low</p>	
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Date 25-9-19

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## Risk Assessment – Shelter Building - Lisa Maaskant

To be read and used with specific guidance sheet

Type of hazard	Level of risk	Control measure	Level of risk after control	Risk benefits
<p><b>Storage of Tarpaulins</b></p> <ul style="list-style-type: none"> <li>• Trips and entanglement if tarpaulin not stored incorrectly.</li> <li>• Tarpaulin not put away after use.</li> </ul>	Med	<ul style="list-style-type: none"> <li>• Inventory of Tarpaulins used.</li> <li>• FS leader ensures tarpaulins are counted in and out of every session</li> <li>• Tarpaulins folded up and stored correctly in sealed plastic boxes</li> <li>• First aid kit to be taken to all sessions and first aider present.</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Improve fine and gross motor skills.</li> <li>• Engaging activities that have an end outcome.</li> <li>• Person learns about the cause and effect of using tarpaulin effectively.</li> <li>• Engagement and learning of a new skill.</li> <li>• Builds confidence, independence and resilience.</li> <li>• Encourages responsibility to selves and others.</li> <li>• Encourages Team building and communication skills.</li> <li>• Builds understanding and respect for natural environment and surroundings.</li> </ul>
<p><b>Carrying and Use of Tarpaulin.</b></p> <ul style="list-style-type: none"> <li>• Trips from tarpaulin not being carried properly.</li> <li>• Trips from ropes not being secured properly to tarpaulin.</li> <li>• Tarpaulin not gathered or stored correctly.</li> </ul>	Med	<ul style="list-style-type: none"> <li>• Carry out site check before every session.</li> <li>• Remind pupils of expected behaviour.</li> <li>• Give pupils safety talk on how to gather and carry tarpaulin correctly.</li> <li>• Pupils shown how and when to use tarpaulins correctly for shelter and den building.</li> <li>• Explanation of why we use shelters and how?</li> </ul>	Low	
<p><b>Handling &amp; Use of Tarpaulin.</b></p> <ul style="list-style-type: none"> <li>• Entanglement</li> </ul>	Med	<ul style="list-style-type: none"> <li>• Remind pupils of expected behaviour.</li> <li>• Show expected safe working distances..</li> </ul>		



<ul style="list-style-type: none"> <li>• Trips, slips and falls from incorrect, storage, carriage and use.</li> </ul>		<ul style="list-style-type: none"> <li>• Supervision from FS leader and assistants.</li> <li>• Removal of all tarpaulins after each session and stored away safely.</li> </ul>	Low	
<p><b>Maintenance of Tarpaulin.</b></p> <ul style="list-style-type: none"> <li>• Damp/ripped and frayed.</li> </ul>	Med	<ul style="list-style-type: none"> <li>• Maintenance to be carried out away from pupils and not during an FS session.</li> <li>• Maintenance to only be carried out by FS leader.</li> </ul>	Low	

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