

Selborne Primary School

Forest School Handbook



September 2022



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(1)Declaration

This handbook has been read by all supporting adults who have a regular role in delivering Forest School at Selborne Primary School.

This document will be reviewed annually by the Forest School Leader.

Signed:

_____KARINA BOWEN, Forest School Lead

Signed:

_____KERRY SHILLING, Headteacher

KARINA BOWEN, Forest School Leader

Date: September 2022 Review Date: September 2023



(2)Introduction, Vision and principles

Selborne Primary School occupies a large site. We have separate outdoor learning areas for Nursery, Reception, Year 1, KS1, KS2 and ARP, as well as a large sports field. There is a centrally located quad garden, which is also used for outdoor learning and houses raised vegetable beds. The Forest School site is situated to the side of the school field in a separate, fenced off area. The site contains several different varieties of trees and shrubs; a pond; composting; mud kitchen; digging area; wild meadow mound; and, grass area. There is a log circle with portable fire pit.

The Schools over-arching Vision

- We want everyone at Selborne School to do the absolute best for all our children.
- Where learning is fun.
- Everyone is encouraged to reach their full potential.
- We respect and treat each other fairly.
- We feel valued as part of the community.

Our Forest School Vision

At Selborne Primary School we understand the importance of outdoor learning and with the addition of the Forest School, strive to enhance opportunities for children to learn in a more natural outdoor setting. We endeavour to offer children, throughout their Selborne journey, the opportunity to learn about nature, through nature directly. We hope children at Selborne will develop a deep and lifelong love and respect for the natural environment.

Forest School helps to enhance learning, increase self- esteem, independence, risk taking, language and much more. We believe that each child has:

- A right to play and access the outdoors
- The right to explore the natural world
- The right to experience a healthy range of emotions through team work and social interaction.

At Selborne we follow the Forest School principles as outlined by The Forest School Association. The six key principles of forest school are:

1. Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits. The cycle of planning, observation, adaptation and review links each session.
2. Forest School takes place in a natural or woodland environment to support the development of a lifelong relationship between the learner and the natural world.



3. Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.
4. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
5. Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.
6. Forest School uses a range of learner-centred processes to create a community for being, development and learning.

All children in Reception year will receive a block of at least 6 weeks Forest School sessions, run by Ms Bowen and supported by an LSA. After school clubs will also be run to offer older children the opportunity to experience Forest School. These will run for a whole term.



(3)Selborne Behaviour and Procedures Policy

These are the overarching school rules at Selborne Primary School:

- We respect each other and all property.
- We are polite and listen to what adults ask us to do.
- During playtimes, we are kind and play happily with others.
- We work hard to learn new things and help others to learn.

Below is a link to the schools Behaviour policy:

https://www.selborne.ealing.sch.uk/docs/POLICIES/Behaviour_Rewards_and_Sanctions_Policy_-_July_2021.pdf

Each classroom at Selborne includes the Zones of Regulation. This allows children to identify how they are feeling at different times during the day and use taught strategies to help control emotions.

At Forest School, we maintain the overarching Selborne rules, as stated above, however; as the Forest School is a unique environment these rules have been adapted slightly. At Forest School we understand that ***behaviour is communication***. We therefore strive to understand the reasons for any disruptive or unkind behaviour as an effective way of dealing with it. We will start each lesson with an activity which allows children to communicate their emotions coming into the Forest School. This links to the Selborne's use of Zones of Regulation. Children are reminded of strategies to bring un-wanted emotions under control.

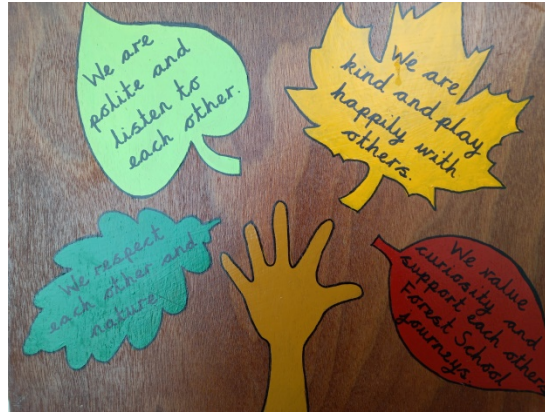
Our Forest School Ethos and Rules of behaviour:

We respect each other and nature.

We are polite and listen to each other.

We are kind and play happily with others.

We value curiosity and support each other's Forest School journeys.



Children will be reminded of these rules at the beginning of each session, as well as our safety rules.

Our Forest School safety rules:

Look, listen, think

No picking, no licking

No running or jumping around base camp

Be careful with sticks

123, where are you?




In the event that a child's behaviour is deemed unsafe or a risk to others, the child will be returned to the main school by an adult and parents will be informed at the end of the day.



(4)Selborne Environmental Policy

(4a)Ecological impact

Description of Forest School site		
Name of wood/site	Location	OS Grid reference
Selborne Primary School, Forest School	Selborne Primary School, Conway Crescent, Greenford, UB6 8JG	Grid reference: TQ 15487 83455 
Owner (Including full contact details)		
The site falls within the London Borough of Ealing and is owned by the local authority. 14 Uxbridge Road, London, W5 2HL 020 8825 5000		
Other identifying stakeholders		
Headteacher: Mrs K Shilling School governing body Teaching staff Children, Parents		
General description: Landscape context/topography (geological location and features e.g. alongside river, steep slopes etc.)		
The Forest School is set in the grounds of Selborne Primary School. It sits to one side of the playing field and is a separate, fenced off area. Along the back of the site is a fenced off alley-way belonging to private housing. Before it was created, this part of the school was overgrown with bramble. When creating the Forest school, all healthy trees, including saplings were kept. Much of the bramble was taken out, although areas have been left in order to minimize ecological impact and maintain nature corridors. One side of the overgrown area has been left untouched, as this contains a fox den. This is not part of the Forest School. When creating the Forest School site, a pond and grass area were added. The natural waste created in the creation of the site was used to create a mound and spread with wild meadow seeds. There was already an established log pile		



within the site for, small creatures. For longer term impact, we hope to add more trees and other planting.

(4b)Woodland description

Woodland description		
Flora	Trees	Ash Silver Poplar Elm Oak Silver Birch Horse Chestnut Hawthorn Blackthorn Apple Pear Fir
	Plants	Bramble (blackberry) Agapanthus Stinking iris Nettle Cow parsley Galium aparine (cleavers) Bristly Ox-tongue Hedge Mustard Milk Thistle Broad leaved Dock Purple Dead-nettle Doves-foot crane's- bill Meadow flowers
	Funji	As yet, unidentified varieties
	Mosses	Springy turf moss
Fauna	Birds	Wood pigeon Magpie Parakeet Robin Pied Wagtail Starling Hedge sparrow Crow
	Mammals	Grey squirrel Foxes local cats
	Insects	Dragonflies Mosquitoes and lave



		Worms Woodlice Bees Wasps Ants A variety of butterfly species
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(4c) Abiotic elements

Abiotic elements	
Water	The site has a 2m/2m pond in a separate fenced off area.
Soil	The site lies on London clay soil
Bedrock/surface rock	Chalk and London clay, sands, gravels

Archaeological considerations (If present)
Selborne Primary School sits in the middle of a residential Crescent. It makes up part of a larger residential estate, called The Medway. This was created in the 1930's. Before that the area consisted of woodland and field, used for farming. It is not in a conservation area and there are no known archaeological considerations.
Management history (e.g. when was the wood established, previous uses etc.)
The Forest school site was created in August 2022. It was previously an overgrown section of the school playing field. It had no previous use, as was unsafe to be used by the children. The area was left for nature.
Long term Plans
The school would like to use the site for regular Forest School sessions with the students at the school. The site has room for expansion onto the playing field. This will include planting new trees along the existing boundary fence and once these have established, bringing the fence out to include them into the Forest School site.

When using the site, children will be taught to minimise their ecological impact. Children will learn to respect the flora and fauna around the site and activities during sessions planned carefully with possible impact in mind. The overarching message is *to leave the woodland as you found it*. Children will be allowed to pick small amounts of leaves, fruits etc. when given permission by the teacher, but will mainly be collecting what has already fallen to the ground. When picking living flora the rule is: *Only pick what you need and what is in abundance.*



(4d) Woodland Management

Long term vision:

- Increase use of, and engage with site, whilst minimising environmental impact.
- Enlarge site and enhance habitat, in order to increase biodiversity.

The Forest School site will be jointly maintained by the Forest School lead and site team. Regular tree health checks will take place and any work will be carried out by trained tree surgeons.

3 Year Sustainable Woodland Management Plan

FACTOR	LOCATION	CURRENT SITUATION	TARGET SITUATION	MEASURES TAKEN	MONITORING	METHOD OF MANAGEMENT	TIMESCALE
Pathways	Pathways around the inside of site.	Pathways are cleared to 1m wide and woodbarked.	Maintain to 1m and keep clear of overhanging branches, bramble etc.	Re-apply layer of woodbark annually.	Use daily and termly site assessment.	Forest School ambassadors can help with monitoring and spreading of bark.	Ongoing maintenance.
Dead wood	Wooded area around trees	The trees on site produce some amount of deadwood, but not enough to supply needs of children's activities. We have a current supply of deadwood, collected from the creation of the site.	Maintain supply of small deadwood, such as sticks for activities. Source other wood, such as willow and hazel for more specialized crafts.	Ensure reputable sourcing of deadwood so no pathogens are brought on site.	Replenish wood-pile store when needed.	Children can help collect and sort deadwood by size.	Year 1- Find a source for material donation. Ongoing
Habitat creation	Throughout the site	There is an established, large log pile habitat for minibeasts.	More habitat created for fauna. An increase of fauna living in and visiting the site.	Minimize habitat disturbance by children during use of the site.	Support children identify and monitor fauna on site.	FS lead to plan in habitat creation activities and teach children how to	Year 1- New deadwood habitat created



		A wild meadow mound has been seeded to help encourage more pollinating insects.	Nesting boxes for birds, bats, hedgehogs.			monitor fauna safely, will limited impact.	Year 2- Source and install bird boxes. Year 3- Look into other types of habitat for bats, hedgehogs etc.
Pond	Fenced off section of the site.	The small pond is new and therefore does not have a developed ecosystem.	The pond to sustain its own small ecosystem, e.g. frogs and other water insects. Increased planting in and around pond.	Minimise any pond dipping activities until pond is more established.	Get children to help monitor any pond fauna.	Monitor throughout the seasons.	Year 1- Planting around pond and addition of pond plants, including oxygenating plants.
Planting Trees	Along alleyway fence and on school field, to the side of the current site.	The current site has 10 varieties of tree, however, the site is small and would benefit from expansion. The back fence into residential alleyway does not offer enough screening.	15 saplings planted, both inside the site and along the edge of the current boundary fence.	New saplings will have to be protected from damage e.g. footballs, trampling, feet, animals, etc. Little fences will be built up around them.	New saplings will need extra attention in their first year. Forest School ambassadors can check weekly and water.	Keep records of growth.	Year 1- Planting in Winter 2022 Year 3- Extend fence boundary to include new area with saplings.
Fire circle	In the centre of the log seating area.	The site owns a firepit, which sits in the centre of the base camp area.	Log seating is at least 1.5 m distance from the firepit. Children and other adults are well briefed on safety rules regarding fires. All fires are properly extinguished and the Leave No Trace rule is maintained.	Fire pit is covered during winter months to prevent rusting. No running, or jumping on the logs around the fire circle is allowed, even when no fire is lit.	FS leader is in charge of fires and fire safety, including equipment.	Fires are only lit when FS leader is fully qualified. All fires are properly extinguished before leaving the site.	Year 1- FS leader to gain Level 3 training.
Shelters	Shelter 1: tarp	There is a small shelter space, only	Outdoor shelters that are easy to set-up and	Source 2 large tarps, ropes and tent pegs.	Forest School Leader to check and maintain tarps	FS Lead	Year 1: Ordering resources.



	extension to the current shelter. Shelter 2: Amongst the tree clearing.	large enough for approx. 4 children or for housing some resources.	flexible to adapt to different weather conditions.		structure the shelters during sessions. Shelters to be taken down when not needed.		Ongoing.
Harmful plants	Bramble and nettle growing to the side of pathways.	Bramble grows quickly and begins to obstruct the pathways. Bramble roots left in ground from clearing of site starts to grow again.	Bramble is maintained through regular cutting back along the pathways, whilst ensuring habitat is not disproportionately affected. Bramble roots in main areas of the site are dug out.	Regular checks and maintenance. Children are taught about harmful plants and not to touch.	Use daily and termly site assessment.	FS Lead to take on daily maintenance and liaise with school site manager regarding annual trimming of bramble.	Ongoing
Minibeast hunting	There is a large deadwood pile, particularly suitable for minibeast hunting.	As this is the only area for minibeast hunting, there is a risk of disturbing the habitat, as use of the site increases.	Another area to be created, so that there is opportunity for rotation and smaller impact on wildlife.	Do not allow children to constantly disturb the same area. Encourage children to look in other places for minibeasts, e.g. the underside of leaves. Select new deadwood habitat carefully to make ensure minimal disturbance to current wildlife.	Children and leaders can do regular monitoring of minibeasts found.	Minibeast identification sheets. Any new minibeast found to be added to Woodland description sheet.	Year 1- One new minibeast habitat created Ongoing monitoring of species.
Seating	In central area and scattered around other parts of the site.	There are 20 seating logs in the centre of the FS site, used as basecamp. There are a few other logs that can be used for seating placed in the tree clearing. These logs are large and too	More movable seating, to accommodate a larger group and allow for flexibility.	Smaller seating logs to be brought into the site, which can be moved around by children or in a wheelbarrow.	FS leader	Children can help to store these logs back under the wooden shelter after each session.	Year 1- source free logs Year 3- enough small logs to allow for flexible use around the site.



		big to be transported.					
Tool area	No tool area has yet been designated.	Tool use will not happen until FS leader has passed the Level 3 training.	Safe tool area, away from any thoroughfares will be established. Children and adults will know where this area is and the rules connected to it.	FS leader to assess site and select appropriate tool area.	FS leader, other adults	A boundary line to be created around the tool area. Other adults to be briefed on safety rules before tool area begins to be used.	Year 1- FS lead to achieve Level 3 training. Year 3- Tool are used safely in designated area.
Biosecurity	The whole site	There are no current known pests, pathogens or invasive species on site.	The site to remain free of pests, pathogens and invasive species, such as Japanese knotweed, rhododendron, floating pennywort, etc. Not including the Grey Squirrel	Ongoing monitoring. Clean equipment between each use. Only use on-site equipment and as much as possible use on-site materials. Source any outside materials responsibly.	FS leader to monitor quarterly.	Involve children in cleaning of equipment and teach them about biosecurity.	Ongoing



(5)Selborne Equality and Diversity Policy

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Forest School aims to meet all the equality and diversity aims and objectives set out in the school policies. Forest School is a place where we are all equal and strive to look out for one another, as well as nature.

Below are links to the schools Equality Plan and Policy:

[Microsoft Word - Equality Plan - May 2020 \(selborne.ealing.sch.uk\)](#)

[Microsoft Word - Equality Policy \(refer also to Equality Plan\) May 2020 \(selborne.ealing.sch.uk\)](#)



6)Selborne Health and Safety Policy

(6a) Accident and Emergency

A mobile phone and emergency contact numbers will be taken to each session by the Forest School leader, along with a list of the children's allergies/ medical details.

Emergency services: 999

School Office: 0208 8997 1947

The Forest School Leader (Ms Bowen) is the qualified first aider in the outdoors and responsible for the patient until professional assistance takes over. *See appendix 1 for first aid certificates.*

In addition to the Forest School Leader all LSA staff are first aid trained. Ms Bell is the school welfare manager and based in the welfare room between 10am-4.00pm. All staff, volunteers and participants will be briefed on what to do in the case of an emergency.



Should an emergency incident occur then the following routine/procedure should be adhered to:

Forest School Leader to obtain the attention of all the children and adults present by blowing the whistle two times. This will indicate that they need to stop and immediately to return to the log circle. Depending on the nature of the incident, all children will be held at the log circle under the supervision of the Teacher/LSA and Adult Helpers. In the meantime the patient will be assessed, monitored, and treated if necessary, by the Forest School Leader.

If necessary, the remaining children will be counted by the Teacher/LSA and Adult Helpers and returned safely to the school building.

Following any incident or emergency the Forest School Leader will ensure that the full details are recorded on the school system and a note given to parents. For any head minor injuries a text will be sent to parents.

The Teacher or Teaching Assistant will inform the emergency services, if necessary, and/or the patient's parent, guardian or next of kin. If the situation is of a life threatening nature, this will be done as first priority. The school postal code of UB6 8JG will be used as the location reference.



(6b) Cooking and Food Hygiene

https://www.selborne.ealing.sch.uk/docs/POLICIES/Food_and_Healthy_Eating_Policy_-_April_2021.pdf

Snacks will be eaten during some sessions. Cooking activities will take place under the direct supervision of the Forest School lead.

Staff will apply the following food hygiene controls:

- Food will only be eaten after children have washed their hands using fresh water and soap. Antibacterial gel will also be available. Children will be reminded about the importance of not putting their hands in their mouths and of hand washing.
- All medical records must be checked to ensure that no food item or ingredient is given to any child or adult with an allergy to it.
- Any food/ingredients for cooking will be stored at correct temperatures prior to the session and checked to make sure they are still in date and not subject to contamination by pests, mould etc. A cool box will be used to transport and store foods requiring refrigeration.
- No meat/fish products will be consumed or taken into the Forest School site.
- All cooking utensils, crockery will be checked before use. They will be washed, dried and stored away properly after using.
- Waste fruit will be composted. Other foods will be disposed of promptly, off site.
- Cooked food will not be re-heated.
- Food will be served at a temperature and consistency which is safe for children.
- Children and adults taking part in any cooking must have their hair tied back and loose clothing secured
- A designated food preparation area will be used to prevent contamination and for safe tool use.



(6c) Control of Substances Hazardous to Health (COSHH)

Selborne Primary School has a duty to prevent adults and children at the Forest School from coming into contact with substances hazardous to health.

Control measures:

- No potentially harmful substances are used at forest school by teachers or pupils.
- As the Forest School backs onto a residential alleyway, there is a risk of hazardous substances being dumped the site. The Forest School lead will check the site before each session.
- Any cleaning substances are domestic standard
- All substances are stored and labelled appropriately.
- Hand washing facilities are always available during Forest School sessions.
- All waste products, including medical waste will be disposed of safely, in accordance with statutory regulations and in a way to minimise ecological impact.

(6d) Extreme Weather

Forest Schools gives children an opportunity to experience nature first hand, which includes different weather. Sessions will therefore take place in most weathers, including rain. However, a dynamic risk assessment will take place before each session to determine if there is too great a risk, including:

High winds (30+ mph), which could cause hazards from dead wood and branches.

Extreme cold: if temperatures are below zero, an assessment will be made and extra PPE clothing/blankets taken or a decision made to postpone.

Extreme heat: if temperatures are above 40 degrees.

See Appendix 2 for full Beaufort Weather scale.

Sun protection

To ensure that children and staff are protected from skin damage caused by the harmful ultra-violet rays in sunlight the Forest school leader will:

- Encourage pupils to wear hats when outside - Ensure pupils are wearing sun protection in sunny weather
- Staff will supervise while pupils self- administer sun cream.
- Encourage pupils to drink water and ensure there are regular breaks for them to do so.
- Encourage children to stay in the shady areas when it is very hot.
- Assess if it is too hot and if sessions need to be cancelled.



(6e) Fire

Forest School is an ideal way to introduce fire in a safe, controlled and rewarding way. Fires at Forest school serve the purpose of heating water, cooking and keeping warm. Fires will only be lit by a level 3 trained Forest School leader, when it is deemed that the children are ready and can follow safety rules.

There are two types of fire that may be lit at Forest School:

1. Open fire-pit
2. Kelly/Storm kettle

The fire-pit is located in the middle of the base camp circle, with log seating at a 1.5meter distance. The area is flat and away from trees and other flora.



Sometimes a Kelly/Storm kettle will be used as an activity to boil water. This will be used in an area away from trees and other flora.





At Selborne Forest school we follow the *Leave no trace* rule and any ash left over from fires will be disposed of responsibly.

Fire Safety Equipment

Before any fire activity, the following equipment will be checked and made easily available, next to the fire site.

- Fire Blanket
- Bucket of water
- Heat resistant gloves
- Burns kit

Fire safety rules

- Fires will be supervised by an adult at all times
- Fires will not be set up without safety equipment present
- When the fire is lit children are not permitted within the fire circle, unless invited by an adult.
- When inside the fire circle, children and adults must be in the “respect” position (one knee down and other knee up).
- Children are not permitted to throw anything onto the fire.
- Long hair, scarfs or any item of clothing dangling should be secured away.
- Hands never go over the fire.
- No plastics are burnt.

Children will be advised about the appropriate way of dealing with smoke: turn bodies/heads to one side; place hands across face; close eyes and count to 30. They will be taught how to change seats by standing and stepping backwards and walking around the outside of the logs. Several games and fake fire, practise sessions will take place before a real fire is lit.

Fire lighting

- Only trained adults are permitted to light the fire, unless children are under direct supervision of the Forest School leader.
- Fires are lit using cotton wool in scallop shells and fire steel.
- No flammable liquids or firelighters are used to accelerate fires.
- Sticks/wood must be placed, not thrown into the fire.

Fire Extinguishing

- All fires must be extinguished at the end of the session.
- Whenever possible, fuels should be burnt off to ash
- The fire must be doused with water and stirred until all smoke and steam have ceased. Water is poured at the side of the pit to minimize spitting.
- Forest School leader will check that all heat is gone from the fire.
- All traces of the fire should be removed.



(6f) First Aid

The Forest School leader, Ms Bowen has ICT Level 3 Award in Paediatric and Forest School First Aid (copies of certificates can be found in the appendix). This qualification will be renewed every three years. *(See Appendix 1 for certificates)*

Next renewal date: 10.07.25

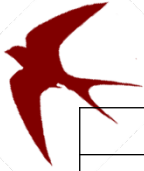
All LSA's accompanying the Forest School leader are also first aid trained.

The Forest School Leader will assess the situation, the nature and extent of the injury/ accident. They will ensure the rest of the group are safe from danger and adequately supervised. Most minor first aid will be administered in the Forest School site. The first aider will always wear gloves to help prevent infection. An accident form will be completed later.

The first Aid bag is hung on the inside of the Forest School shed. It will be checked half termly by Ms Bowen for contents:



Content	Amount
Clean up waste bags and paper towels	3
Disposable gloves	3
Disposable Gloves	6 pairs
Clean up waste bags	3
Paper towels	wad
Eye pad	1
Finger dressing	2
Flat large dressing	1
Flat medium dressing	1
Foil blanket	1
Instant ice-pack	3
Sterile Alcohol free Moist wipes	7
Antiseptic wipes	4
Resuscitation face shield	2
Small rolled bandage 5cmx4m	1



Medium Gauze bandage 10cmx4m	2
Large Dressing 18x18cm	1
Triangular bandage	1
Surgical tape	1
Safety pins	6
Scissors	2
Selection of plasters	-
Adhesive dressing	3
Thermometer	1
Sterile Saline solution	5
Antibacterial hand gel	1

(6g) Insurance

The Forest School is covered by the school's Public Liability and Employer's Liability Insurance Policy.
Insurer: RPA

Insurance Policy Number: 101886

Renewal Date: 01 April 2022 to 31 March 2023

Limit of indemnity: UNLIMITED

This document will be reviewed annually by the Forest School Leader.

(6h) Manual Handling

Manual handling applies to both children and adult in the Forest School site. At Forest School we want to minimise any injury that may occur due to carrying out tasks and operations that involve lifting, carrying or transporting. Forest School can be a very physical environment and we encourage children to take supported risks appropriate to the environment and to themselves. Children and adults may be transporting large, heavy or potentially dangerous objects or equipment, such as logs, branches, tarps, tools etc. The lifting and moving of heavy objects should always be done by mechanical devised wherever reasonable and practical. We have one adult and two child wheelbarrows kept on site.

Adults and children should adhere to the following safety rules:

- The load to be lifted or moved should be inspected for sharp edges and wet patches.
- The route over which the load is to be lifted should be inspected for obstructions.



- Do not attempt to lift or move anything which is too heavy to manage comfortably. Children will be taught the rules: *If it's bigger than you, it takes two* and *Large sticks/branches to be dragged on the ground behind you.*
- When lifting an object off the ground you should assume the squatting position, keeping the back straight. You should then straighten the knees, not the back.
- The transportation and passing of any tools should only be done after and in accordance with appropriate safety "tool talk".
- Seating logs are to be rolled rather than lifted and carried.



(6i) Tools

A variety of tools may be used during Forest School session. These tools will be checked half termly by K. Bowen and an equipment maintenance record kept (see appendix 10). Tools we have at Selborne Forest School:

Rubber mallet 	Small hammer 	Spades 	Hand gardening tools 
Vegetable peelers 	Secateurs 	Sheath blade 	Billhook 
Bow saw 	Loppers 	Palm drill 	Child Scissors 



General tool rules:

- No one should use a tool without permission and “tool talk” training by Forest School leader.
- Tools are only to be used in the designated tool area. Everyone using the site will know where this is and not to enter, without permission.
- After briefing, tools should only be used under supervision of the Forest School leader and if the child is deemed responsible enough.
- Gloves are to be worn when appropriate on both or *helping hand*. Children will always wear appropriate clothing, and sturdy footwear to protect their bodies.
- Two arms and a tools length will always be given between others when using tools.
- Correct ratios for tool use should be adhered to (see separate tool risk assessments).
- After use, tools should be counted back in to ensure none are missing.
- Tools should be stored safety in Forest School shed and if appropriate locked box.
- Tools will be regularly checked and maintained by Forest School leader. *See Appendix 3 for Tool check sheet*

Risk management for individual tools:

Tool	Safe Use	PPE	Adult/child ratio	Storage
Vegetable peelers	For whittling wet wood. Be aware peeler blade is sharp. Hold stick pointing down, beside legs. Whittle downwards, away from the body. Two arms and a tools length from others.	Glove on “helping hand”.	1:2	Dry blades before putting away. Check blades for rust and replace when necessary. Peelers stored in lidded box.
Bow Saw	For cutting large logs and branches larger than 50p coin. Only remove the guard when ready to start and replace when finished. Two arms and a tools length from others. Use “respect position”, with legs out of the way of the blade. Rest the wood off the ground on a flat, secure surface. Three starter cuts before you begin.	Glove on “helping hand”. If someone is holding the wood steady, they will wear a glove on both hands.	1:1	Check blade for rust. Replace blade when necessary. Store in locked shed.



	<p>When adult supporting, child hold the handle and adult the opposite end. Child indicates when they are ready to begin.</p> <p>When no sawing, place on the ground with cover on, blade towards you.</p>			
Secateurs	<p>For cutting less than 1p diameter.</p> <p>Keep fingers away from open blades.</p> <p>Stand in steady position, both feet on the ground.</p> <p>When cutting off the plant, check wood is not weight bearing.</p> <p>“Helping hand” to hold stick which is being cut, so it does not fall after being cut.</p>	Glove on “helping hand” only.	1:1	<p>Keep in locked closed position when not using.</p> <p>Dry blades before putting away.</p> <p>Check blades and springs regularly. Store in lidded box, in shed.</p>
Palm drill	<p>For making small holes in wood.</p> <p>Be aware the drill bit is sharp.</p> <p>Place wood for drilling on a hard, stable surface.</p> <p>Hold wood steady and press down firmly with drill and twists. Reverse twist to remove drill.</p> <p>Check progress of hole to avoid drilling surface underneath.</p>	Glove on “helping hand” only.	1:2	<p>Dry drill bits before putting away.</p> <p>Check regularly for rust.</p> <p>Store in lidded box, in shed.</p>
Loppers	<p>For cutting less than 2p diameter.</p> <p>Keep fingers away from open blades.</p> <p>Stand in steady position, both feet on the ground.</p> <p>When cutting off the plant, check wood is not weight bearing.</p>	No gloves. Gloves to be worn by anyone holding wood being cut.	1:1	<p>Dry blades before putting away.</p> <p>Check regularly for rust. Store in locked position in shed.</p>
Sheath knife	<p>For whittling or splitting small pieces of wood with mallet.</p>	Glove on “helping hand”.	1:1	Knives to be numbered.



	<p>Only remove sheath when knife is in use. Replace sheath fully, until you hear a click. When not using, put it down with the handle facing forwards and blade facing in. Carry down the side of the body, blade down. Pass sheath first or place on ground.</p> <p>Whittling- Cut away from the body and to the side or onto a stable, level surface. Keep legs closed.</p> <p>Splitting- Place the knife into the wood and hit with a mallet. Do not hold the stick, this gets held up by tension of the knife.</p>	No glove if using with a mallet.		<p>Dry blades before putting away.</p> <p>Check blade regularly to see if it needs sharpening.</p> <p>Sharpen using a wet stone. Store in locked box.</p>
Billhook	<p>For splitting wood with a mallet. Place wood on a stable, level surface. Place billhook into wood and hit with mallet. Do not hold wood. When no using, put it on the ground with handle facing forwards and blade facing in. When finished, replace the cover.</p>	No gloves	1:1	<p>Billhooks to be numbered.</p> <p>Dry blade before putting away.</p> <p>Check cover is on and store in locked shed.</p>
Mallet	<p>For tent pegs, use with sheath knife and billhook.</p> <p>Use small taps.</p> <p>Sit in kneeling or "respect position". Keep hands and fingers away.</p> <p>Use on a stable, level surface.</p>	Glove on "helping hand".	1:2	Store in dry, lidded box.



<p>Small hammer</p>	<p>For nails.</p> <p>Use small taps.</p> <p>Sit in kneeling or “respect position”. Keep hands and fingers away.</p> <p>Use on a stable, level surface.</p>	<p>Glove on “helping hand”.</p>	<p>1:2</p>	<p>Dry before storing and check regularly for rust.</p> <p>Store in dry, lidded box.</p>
<p>Scissors</p>	<p>For cutting paper, leaves, string etc.</p> <p>Right and left handed scissors available.</p> <p>Use while sitting or kneeling.</p> <p>Hold item to be cut in helping hand and cut away from the body. Keep fingers away.</p>	<p>No gloves required.</p>	<p>1:6</p>	<p>Dry blades after use.</p> <p>Store in dry. Lidded box.</p>
<p>Gardening tools</p>	<p>For digging, raking, planting, weeding.</p> <p>Select the right tool for the right job.</p> <p>Long handled tools used standing up. Never swing by the handle. Children to be aware that there is still a sharp, hard edge which can cause injury.</p> <p>Use away from the body.</p> <p>When not using, leave in upright position.</p>	<p>Gardening gloves.</p>	<p>Long handled tools- 1:4</p> <p>Small tools- 1:6</p>	<p>Inspect tools for defects or damage including splintered handles, dulled heads and blades, worn teeth or broken joints.</p> <p>Store in shed.</p>



(6j) Risk Management

One of the 6 principles of Forest School is to *offer learners the opportunity to take supported risks appropriate to the environment and to themselves.*

At Selborne Primary School we strive to teach children how to take responsibility for their personal safety, in a supported and controlled environment. As Forest School is a natural setting, there are potential hazards that children need to learn to be aware of. To help children manage some of these risks, we have a set of safety rules, which are displayed in the site and will be recapped at the beginning of each session.

Our Forest School safety rules:

Look, listen, think

No picking, no licking

No running or jumping around base camp

Be careful with sticks

123, where are you?



Children
they must never
Forest School site

understand that
enter or leave the
unless



accompanied by an adult. The site will be pad-locked when not in use. The pond area will remain pad-locked throughout sessions and children are never allowed in un-supervised. Children understand that any area with a blue rope must not be crossed.

The Forest school leader will complete:

- Site risk assessment (see appendix) before each session.
- Activity risk assessment
- Dynamic risk assessment
- Individual children's risk assessment (for SEND)

See appendix 4 and 5 for daily and termly risk assessment sheets

Dynamic risk assessment takes place during the sessions and at any time the Forest School leader can stop or intervene if they feel something has become unsafe. Children will be taught to respond to the call:

123 where are you? (Children stop what they are doing, make themselves visible to the adult and respond) 123 I am here.

(6k) Risk benefit Analysis

See Separate Risk Benefit Analysis - Appendix 6

(6l) Transport

Selborne Forest School sits within the main school site. Children will be walking from their classrooms to the site, across the school playing field. Children will change into outdoor weather clothes and welly boots before going outside. During winter months the playing field can get muddy. Whilst walking from changing rooms to the Forest school, the following procedures will be followed:

- A head count will be done before setting off and on arrival, both to and from the Forest School.
- Children will walk in a line until reaching the field. They will be reminded about safe walking.
- The Forest School leader will assume a position at the front and any accompanying adult to the rear of the line.
- Once on the field, children may be given some opportunity to run/let off steam before entering the Forest School site.
- On entering the site, children will walk one at a time through the gate.

(6m) Welfare including clothing, PPE, toileting, food and drink

Toileting



There is no toilet in the Forest School site. Children will be reminded to go to the toilet before setting out for the session.

During the Forest School session, if children need to go to the toilet, they will be escorted back by LSA or other DBS checked adult to the main building to use the nearest changing room toilets.

Clothing and PPE

Children wear school uniform. Clothes listed, are in addition to this.

Forest School situation	Clothing, PPE needed
Winter	Fleece or thick jumper, thick socks or two pairs of thin ones. Water proof over trousers, water proof jacket, hat, scarfs, wellington boots, work gloves.
Spring/ Autumn	Weather dependant: Long sleeved top, jumper/fleece Long trousers Water proof jacket and trousers Wellington boots or sturdy footwear
Summer	Long sleeved t-shirt Long trousers Good footwear
Collecting natural materials	Work gloves, long sleeved top and trousers to protect arms and legs. Sturdy footwear.
Tool use	Work gloves to be worn according to individual risk assessment.
Camp fire cooking	Non-flammable clothing preferable. Any flammable clothing should be kept well clear of fire. Long hair tied up and dangling, loose clothing secured. Fire gloves to be worn by anyone tending to the fire.
Mud kitchen	Waterproof jacket and trousers, wellington boots.
Digging area	Work gloves, waterproof trousers, wellington boots.

Food and Drink

Also see Cooking and Hygiene Policy.

Children will bring their individual water bottles to Forest School to allow for hydration during sessions. Children will also have access to fresh water brought onto site and clean cups.

During cold weather we may provide warm drinks from a flask. The temperature of the liquid will be checked before being given out to children. This will be provided in cups.



(7)Safeguarding policy

The Designated Safeguarding Lead for child protection is Mrs Julie Yates - Internal telephone extension No. 207

In her absence the Headteacher (Mrs Kerry Shilling) assumes full responsibility for child protection issues- Internal telephone extension No. 206

Ms Nicola Windsor- Deputy Designated Child Protection Officer/Deputy Headteacher- Standards - Internal telephone extension No. 237

Mrs Pamela Trofa - Deputy Designated Child Protection Officer/Deputy Headteacher- Inclusion - Internal telephone extension No. 259

If the Designated Safeguarding Lead or Deputy's are not on school site, staff may contact them at any time on the school mobile phone – 07594671790

Safeguarding Governor – Mr I. Winton

(Please see Appendix 7 for Designated Safeguarding Staff Photos)

ECIRS 'no name' consultation line 020 8825 5236

Ealing's LADO- Paul Andrews 020 8825 8930

EHAP Support Worker Rachel Smith – Ssmith@ealing.gov.uk 020 8825 6656

Any member of staff who has concerns about a child must inform the Designated Safeguarding Lead immediately. A note should be made about the concerns. The recording must be factual and precise on the school's proforma, copies of which are on 'staff shared' and on the wall outside of the office and the Staff room Safeguarding notice board. *(Please see appendix 8 for a copy of Selborne Primary School Record of Concern sheet)*

IF CONCERNED

Discuss your concerns with the Designated Safeguarding Lead or Headteacher. Never try to take any action (e.g. asking parents about injuries) without prior discussion. Always remember that the safety of the child is our prime responsibility and maintain an attitude of "it could happen here" where safeguarding is concerned.

DEALING WITH DISCLOSURE

If a child discloses that he or she has been abused, the member of staff will:

- listen to what the child says without displaying shock or disbelief.
- accept what the child is saying and take all allegations seriously (including Child-on-Child abuse and harmful sexual behaviour).
- allow the child to talk freely.



- reassure the child but not make promises which may not be possible to keep or promise confidentiality.
- reassure the child what has happened is not their fault and that they were right to tell someone.
- listen but not ask direct or leading questions.
- do not criticise the alleged perpetrator.
- explain what will happen next and who has to be told.
- make a formal record and pass this onto the designated teacher.
- be aware that the child may not be fully ready to talk about their experiences.

(7a) Anti-bullying policy

At Selborne Primary School, we are aware that pupils could be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and wellbeing of our pupils. We recognise that bullying can happen anywhere, including Forest School.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to feel safe and secure during Forest School sessions.

Forest School is a place where all children have the right to play, feel nurtured and gain confidence. Forest School strives to create an ethos where we all support each other.

Our Forest School Ethos and Rules of behaviour:

We respect each other and nature.

We are polite and listen to each other.

We are kind and play happily with others.

We value curiosity and support each other's Forest School journeys.

Please see below the school Anti-bullying policy:

https://www.selborne.ealing.sch.uk/docs/POLICIES/Anti-bullying_Policy_-_September_2020.pdf

(7b) Confidentiality policy

Selborne Primary School is committed to protecting the privacy and security of personal information.

The schools holds the following data:



- Personal information such as name, pupil number, date of birth, gender and contact information
- Emergency contact and family lifestyle information such as names, relationship, phone numbers and email addresses
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance details (such as sessions attended, number of absences and reasons for absence)
- Performance and assessment information
- Behavioural information (including exclusions)
- Special educational needs information
- Relevant medical information
- Special categories of personal data (including, ethnicity, relevant medical information, special educational needs information)
- Images of pupils engaging in school activities, and images captured by the School's CCTV system
- Information about the use of our IT, communications and other systems, and other monitoring information;

Please see below for a link to the school's full Privacy Notice for Pupils and Parents:

https://www.selborne.ealing.sch.uk/docs/POLICIES/Privacy_Note_for_Pupils_and_Parents_-_January_2021.pdf

(7c) Child protection policy

Selborne Primary fully recognises its responsibilities for Safeguarding and Child Protection. Our school promotes the welfare and safety of its pupils and works to create a culture of security; so all feel valued, listened to and know that their wishes and feelings are respected. This policy applies to all staff, governors and volunteers working in the school and all staff members will maintain an attitude of "it could happen here" where Safeguarding and Child Protection are concerned. At Selborne Primary we take a child centred and co-ordinated approach to Safeguarding and recognise that safeguarding and promoting the welfare of children is everyone's responsibility.

Please see below for a link to the school's full Child protection policy:

https://www.selborne.ealing.sch.uk/docs/POLICIES/Safeguarding_and_Child_Protection_Policy_-_June_2022.pdf

(7d) Data protection and handling/ICO

The General Data Protection Regulation (GDPR) ensures a balance between an individual's rights to privacy and the lawful processing of personal data undertaken by organisations in the course of their business. It aims to protect the rights of individuals about whom data is obtained, stored, processed



or supplied and requires that organisations take appropriate security measures against unauthorised access, alteration, disclosure or destruction of personal data. The School will protect and maintain a balance between data protection rights in accordance with the GDPR. This policy sets out how we handle the personal data of our pupils, parents, suppliers, employees, workers and other third parties. This policy does not form part of any individual's terms and conditions of employment with the School and is not intended to have contractual effect. Changes to data protection legislation will be monitored and further amendments may be required to this policy in order to remain compliant with legal obligations. All members of staff are required to familiarise themselves with its content and comply with the provisions contained in it. Breach of this policy will be treated as a disciplinary offence which may result in disciplinary action under the School's Disciplinary Policy and Procedure up to and including summary dismissal depending on the seriousness of the breach.

Please see below for the school's full Data Protection policy:

https://www.selborne.ealing.sch.uk/docs/POLICIES/Data_Protection_Policy_including_SAR_appendix_-_January_2021.pdf

(7e)Lost or missing child

Selborne Forest School sits within the grounds of Selborne Primary School. Children will be collected directly from class and walked to the Forest School. The Forest School site is sectioned off by a picket fence. It is possible for children to climb over this fence and leave the Forest School, however, gates to the main school are kept locked and CCTV cameras are installed at both entrances.

In order to minimize the risk of a missing child:

- A head count will be done before setting off and on arrival, both to and from the Forest School.
- The Forest School leader will assume a position at the front and any accompanying adult to the rear of the line.
- The children will be counted at regular intervals during the session with the use of "123, where are you?"
- Children will be told to stay within the site at all times and not to climb on or over the fence.
- Particular care will be taken for SEND children. Adults to be briefed and appropriate supervision provided.

In the unlikely event of a missing child, the following procedures will take place:

- Recall remaining children to base camp, using *1,2,3 back to me*
- Inform all other adults present. Who is missing? When were they last seen? What are they wearing?
- Shout the child's name, remembering that they may be in undergrowth or unresponsive.
- Allocate adults to search for missing child and one to remain with the group.
- Leader to note the time of incident.
- Call for further assistance from Selborne staff.



- The incident needs to be recorded and parents informed.

(7f) Social media

Selborne Primary School has a website and a Twitter page. The school likes to upload photos, to show parent's what their children have been doing during the school day and to celebrate special events.

All parent/carers fill out a consent form at the beginning of the year, for photos and social media. Information about consent can be accessed by staff members on SIMs. Before any photos are shared on social media, consent will be checked by the Forest School leader.

Selborne has a strict policy regarding the use of personal mobile phones and cameras. Only school cameras or i-pads will be used for taking photos of children.

Below is the link to the school's e-safety policy:

https://www.selborne.ealing.sch.uk/docs/POLICIES/E-Safety_Policy_-_September_2022.pdf

(7g) Staff ratio/ roles/ responsibilities and DBS

Groups of 15 children will be taken to Forest School with an adult child ration of 2:15. This will include a level 3 Forest School leader and one other adult. The number of adults during a session may increase with SEND children who are allocated 1:1 support or any other children are identified as needed extra supervision. It must be made clear that these other adults are there to support their individual children and not the group as a whole.

The role of adults at Forest School:

- Provide a positive role model for all children at all times.
- Allow children time to discuss issues or concerns and engage them in setting rules.
- Set small achievable tasks which do not set children up to fail.
- Give verbal praise for good behaviour, team work and cooperation.
- Take into account children's different learning styles.
- Be mindful of the need to maintain safety at all times
- Be consistent with behaviour management.

Forest School leaders roles and responsibilities:



- To plan and lead all Forest School sessions.
- To ensure the safety of all children and other adults within the site, including completing risk assessments for all planned activities, as well as dynamic risk assessments on the day and during the sessions.
- To ensure that other adults know and understand their responsibilities.
- To provide all staff with an updated and complete handbook.
- To review the handbook and policies on an annual basis.
- To have an up-to-date first aid certificate (every 3 years).
- To take into account the personal needs and abilities of all children participating.
- To ensure effective communication with staff in regard to any changes that may be needed to be made during each session.
- To provide appropriate resources for each session.
- To make sure equipment and tools are stored appropriately and kept in good condition.

All staff and helpers at Selborne Primary School are required to have DBS clearance. Below is a link to the schools safer recruitment and selection policy:

https://www.selborne.ealing.sch.uk/docs/POLICIES/Safer_Recruitment_and_Selection_Policy_-_July_2020.pdf

(7h) Visitor protocol

All visitors to the school have to sign in electronically at the school office. Visitors are not usually permitted, without prior arrangement. Their photo is taken, as well as personal details collected. Any visitors are escorted around the school and are not left to wander by themselves.

Any visitors to the Forest School will be greeted at the main office by Ms Bowen, FS Lead, who will make sure they have been correctly sign in before escorting them to the Forest School. They will be supervised around the site and escorted back to the office after their visit.

Below is a link to the schools Behaviour or Parents, carers and visitors policy:

https://www.selborne.ealing.sch.uk/docs/POLICIES/Behaviour_of_Parents_Carers_and_Visitors_on_School_Site_Policy_-_January_2021.pdf



(8)COVID policy

Selborne Primary School follows the government guidelines around Covid 19.

The following actions for staff and pupils contribute to reducing the likelihood of COVID-19 transmission:

- Ensuring that if staff, pupils (or anyone in their household) develop symptoms of COVID-19, they stay at home, get tested and follow guidance on household isolation, and ensuring that if staff or pupils are identified as a close contact of someone who has tested positive for COVID-19 by NHS Test and Trace, they stay at home and follow guidance for people of contacts with confirmed coronavirus
- Ensuring that face coverings are used in recommended circumstances
- Keeping occupied spaces well ventilated
- Promote and engage in lateral flow testing
- Promote and engage with the NHS Test and Trace process
- Promote and engage with the NHS Covid-19 vaccination programme
- Minimising contact between individuals and maintaining social distancing wherever possible
- Washing hands frequently for at least 20 seconds, using soap and water or using hand sanitiser where soap and water are not immediately available
- Coughing or sneezing into tissues before binning them
- Avoiding touching the eyes, nose or face
- Cleaning and disinfecting regularly touched objects and surfaces using regular cleaning products
- Minimising contact between individuals and maintaining social distancing wherever possible

Below are links to the school's Covid policy and risk assessments:


<https://www.gov.uk/government/publications/what-parents-and-carers-need-to->

https://www.selborne.ealing.sch.uk/docs/COVID_19/COVID_RA_March_re-opening_2021.pdf

https://www.selborne.ealing.sch.uk/docs/COVID_19/COVID_RA_March_re-opening_2021.pdf



Appendix 1: First Aid training certificates




This is to certify that
Karina Bowen
 has successfully passed
ITC Forest School First Aid

Forest School First Aid - 2 Days



This certificate is valid for 3 years from the date of issue

Centre Details: React First Ltd
 Venue: Shadwell Basin Activity Centre, London

Certificate Number: WBQX1U17
 Date of issue: 10/07/2022
 Expires: 10/07/2025

Signed: 
 Bernie Hartshorn
 (ITC Awards Manager)

To check the validity of ITC certificates please visit www.itcfirst.org.uk/certificates

This is to certify that
Karina Bowen
 has successfully passed
ITC Level 3 Award in Paediatric First Aid

Qualification Accreditation Number: 601/3327/2 Qualification Credit Value: 2


The learner has been awarded credit(s) for the following unit(s):



Unit Title	Code	Level	Credits
Emergency Paediatric First Aid	Y/617/3908	3	1
Managing Paediatric Illness, Injuries and Emergencies	R/617/3910	3	1

This certificate is valid for 3 years from the date of issue

Centre Details: React First Ltd
 Venue: Shadwell Basin Activity Centre, London








Certificate Number: WBJZV563
 Date of issue: 10/07/2022
 Expires: 10/07/2025

Signed: 



Beaufort Scale

Description	Mean Wind Speed	Appearance of Wind Effects		
		<i>On a Tree</i>	<i>On Land</i>	
Calm	< 1 knot < 1 km/h	Still	Smoke rises vertically	
Light Air	1 – 3 knots 1 – 5 km/h		Smoke drifts, wind vanes are still	
Light	4 – 6 knots 6 – 11 km/h	Leaves rustle	Wind felt on face, vanes begin to move	
Gentle	7 – 10 knots 12 – 19 km/h	Leaves and small twigs move	Flags flap	
Moderate	11 – 16 knots 20 – 28 km/h	Small branches move	Dust and loose paper lifted	
Fresh	17 – 21 knots 29 – 38 km/h	Small trees in leaf begin to sway	Flags fully extended	
Strong	22 – 27 knots 38 – 49 km/h	Larger branches shake	Whistling in wires, umbrellas become difficult to use	

Taken from: <https://www.tekportal.net/beaufort-scale/>



Fire Safety Equipment



Fire blanket



Water bucket



Fire gloves



Burns kit



Other Equipment



Dragons sneeze



Cotton wool



Scallop shell



Different size
kindling
(matchstick size, pencil size thumb
size)



Dry fuel



Bucket of water



Fire pit/Kelly
kettle



Fire poker



Before we start

Clothes

Outdoor shoes
Long sleeves and trousers
Hair tied up
No loose garments e.g. dangling scarfs



Area prep/Fire circle

Flat area away from trees and other flora
Clear ground around from leaves
Seating 1.5 m distance away

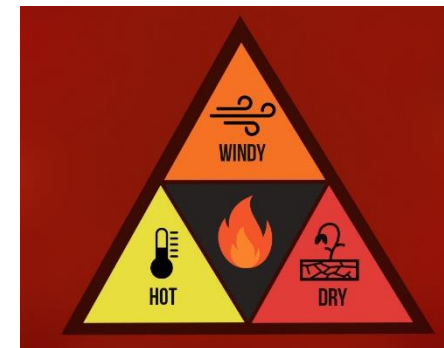


Respect position



Weather considerations

Think about wind direction





The rules:

DO NOT step into the fire circle without invitation.

Use Respect position when inside the fire circle.

DO NOT throw anything into the fire (fuel is placed, not thrown in).

Hands never go over the fire.

Walk around the outside of the fire circle.

Face you head and body away from smoke.





After the Fire

All fires must be extinguished



Burn off as much as possible



Douse with water



Stir until all smoke and steam has gone



Scan area for embers



Leave no trace





Forest School Tool Check sheet

Term _____ Date _____ Checked by _____

Tools will be checked for:

- Rust
- Cutting edge sharpness
- Any mechanisms, such as springs
- Loose parts, screws etc.

Tool	Checked (tick)	Actions/Recommendations
Bow saw		
Sheath knife		
Secateurs		
Loppers		
Palm drills		
Spades		
Hand garden tools		
Mallets		
Small Hammers		
Vegetable peelers		
Bill hook		
Scissors		



Appendix 5: Daily Site assessment

Daily Site Assessment

A safety sweep of the Forest School and field leading up to the site will take place before each session to identify any hazards and document any steps taken to reduce risk. This will be done by the Forest School Leader and communicated with other adults as necessary.

Dynamic risk assessments will continue throughout every session and for any individual activity.

Date:	Weather:	
Time:	Forest School Leader:	
Checklist		Comments
Fallen branches		
Low branches		
Protruding thorns		
Roots or stones		
Brambles/nettles		
Slippery areas		
Broken glass/needles		
Wildlife risks		
Vandalism/intruders		
Weather effects		
Standing water		
Boundary line in place		
Base camp prepared		
Tool area demarcated		
First Aid kit		
Session equipment prepared		
Handwashing prep		
Other hazards identified:		
Action taken:		



Termly Site assessment Sheet

Term _____ Date _____ Checked by _____

Three level risk check: Define Hazard	Risk Severity	Action	Risk Severity after action	Review Date
Canopy layer- Branches:				
Canopy layer – Other:				
Shrub layer- Branches:				
Shrub layer- Other:				
Ground layer – Obstacles:				
Ground layer – Other:				

Risk Severity 0-5 (0 being no risk, 5 being high)



Selborne Primary School

Risk Benefit Assessment Form

Location	Selborne Primary School, Forest School
Assessor	Karina Bowen
Date	20.10.22
Review date	20.10.23

Your overall risk rating – low, medium or high – is based on your judgement about whether the BENEFITS of the activity or opportunity outweigh the RISKS.

ACTIVITY	How will young people BENEFIT from this activity?	Possible hazards	Who is at RISK?	PRECAUTIONS in place to reduce the risk of injury	Risk RATING: L/M/H
Pond dipping	Learning about eco-systems and habitats. Physical development (using long nets)	Slips, trips and falls. Cuts, grazes and abrasions. Drowning.	Children and adults	<ul style="list-style-type: none"> - Banks shallow and planted to prevent accidental entry. - The whole pond area is fenced off and pad-locked. It will only be used under adult supervision and in small groups of 6 or less. - Deepest area is centre of pond – keep to edges. - Pond rules are explained to children before entering area e.g. keep away from the edge, no running around the pond. 	Low



<p>Fire pit</p>	<p>Providing warmth to the group on cold days.</p> <p>Team building skills e.g. working together to keep the fire going.</p> <p>Helps raise awareness of risk management and self-regulation.</p> <p>Science- learning about heat, elements, changes.</p>	<p>Burns, smoke inhalation, fire on site</p>	<p>Children and adults</p>	<ul style="list-style-type: none"> - Seating will always be no less than 1.5 meters from the fire. - Fire safety equipment will be on hand at all times: bucket with water; fire gloves; fire blanket; burns, first aid kit. - The ground space under and around fire will be cleared from leaves, rocks and any other hazards. - Children will be briefed on safety rules e.g. no crossing the boundary lines. - There will be a minimum of 2 adults. FS lead will supervise the fire at all times. - FS lead will assess wind speed and direction before any fires are lit. 	<p>Low</p>
<p>Hammock</p>	<p>Relaxation, mediation, reflection time.</p>	<p>Falls, bumps, bruising, head injury.</p>	<p>Children</p>	<ul style="list-style-type: none"> - FS lead to check hammock material and ropes regularly for condition. - Space underneath hammock will be cleared. - Canopy above hammock will be checked for falling tree branches. - Hammock will either be erected by adult or under supervision and knots checked. - Children will be taught safety rules for getting in and out. 	<p>Medium</p>
<p>Mud kitchen</p>	<p>Sensory play</p> <p>Social and communication skills</p> <p>Imaginative play</p>	<p>Bacterial infection; mud in eyes, open wounds, vomiting or tummy upset if eaten.</p>	<p>Children</p>	<ul style="list-style-type: none"> - Children will be fully clothed in waterproof, outdoor weather clothes. - Children will be reminded not to touch their face, eat mud or throw. - Children will always wash their hands with clean water and soap after playing in the mud kitchen. - If children have any small cuts to their hands, they will wear gloves. 	<p>Low/medium</p>
<p>Digging area</p>	<p>Physical development, coordination skills</p>	<p>Injury from tools; spade, trowel, fork.</p> <p>Cuts, bruising, stabbing.</p>	<p>Children and adults</p>	<ul style="list-style-type: none"> - Children are only allowed to dig in the designated area. - Tool talk: children are taught how to use digging tools safely. - Only 6 children at a time in digging area. - Children must wear gloves when digging. 	<p>Medium</p>



		Trips, falls on uneven ground, into holes.			
Sticks	Exploring nature, texture Craft activities Creative/Imaginative play	Skin injury (broken skin, embedded into skin), eye injury, through poking, tripping.	Children and adults	<ul style="list-style-type: none"> - Safety rule about stick carrying are communicated to children and adults; if it is bigger than you, it takes 2; always transport stick pointing to the ground; big sticks to be dragged, never run with a stick; don't point with a stick. - Children need to understand that sticks can cause harm. 	Medium
Collecting natural materials/foraging	Exploring nature, senses Craft activities, creative Seasons	- Allergic reaction, poisoning	Children and adults	<ul style="list-style-type: none"> - Session should be led by tutor. - Area risk assessed prior to activity, checking for glass, animal faeces etc. - Ecological survey completed. FS lead to be aware of any poisonous plants, fungi. - Learner's medical forms double checked before activity for allergies. - First Aid kit and first aid procedures in place. - No picking, no licking rule reinforced. - Tutor should focus only on flora they are able to identify. 	Low
Den building	Team building, physical skills, perseverance, language and communication	Injury from sticks, branches: Skin injury (broken skin, embedded into skin), eye injury through poking, tripping.	Children and adults	<ul style="list-style-type: none"> - Session to be led by a tutor. - Stick and branch safety rules recapped beforehand and enforced throughout. - Children are encouraged to communicate intent before moving or placing a stick/branch. - Leader to assess integrity and size of den 	Medium
Ropes/cord	Physical skills, perseverance,	Rope burn, strangulation	Children and adults	<ul style="list-style-type: none"> - Session to be led by a tutor. - Children to be instructed how to use string to make dens and tie sticks together. Close supervision. 	Low



<p>Outdoor Cooking</p>	<p>Knowledge and understanding Social skills Physical, fine motor skills Communication and language Confidence</p>	<p>Burns, scolds, smoke inhalation, scolding tongue/mouth from hot food/drink. Food contamination, allergic reaction</p>	<p>Children and adults</p>	<ul style="list-style-type: none"> - Food will be only be eaten after children have washed their hands using fresh water and soap. Antibacterial gel also will be available. Children will be reminded about the importance of not putting their hands in their mouths and of hand washing. - Good hygiene to be maintained. Hand washing before and after. Utensils cleaned, dried and stored in air tight container. - Long hair to be tied up and loose clothing tucked in. - All medical records must be checked to ensure that no food item or ingredient is given to any child or adult with an allergy to it. - Any food/ingredients for cooking will be stored at correct temperatures prior to the session and checked to make sure they are still in date and not subject to contamination by pests, mould etc. A cool box will be used to transport and store foods requiring refrigeration. - No meat/fish products will be consumed or taken into the Forest School site. - All cooking utensils, crockery will be checked before use. They will be washed, dried and stored away properly after using. - Waste fruit will be composted. Other foods will be disposed of promptly, off site. - Cooked food will not be re-heated. - Food will be served at a temperature and consistency which is safe for children. - Children and adults taking part in any cooking must have their hair tied back and loose clothing secured - A designated food preparation area will be used to prevent contamination and for safe tool use. 	<p>Medium</p>
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<p>Kelly/Storm Kettle</p>	<p>Knowledge and understanding, social skills, physical, communication and language, confidence.</p>	<p>Burns, scolds if kettle falls over or spills when pouring., smoke inhalation,</p>	<p>Children and adults</p>	<ul style="list-style-type: none"> -Led by Forest School lead - Use kettle in line with manufacturing safety instructions. - Long hair tied back and loose clothing tucked in -Means of extinguishing kept nearby at all times. -Children to be instructed on how to feed wood into kettle safely. Let wood fall in, rather than throwing in. -Pouring at arm's length -Pour using the bung chain -Kettle used on level surface -Location of use to be identified beforehand. Check for overhanging branches and sweep ground clear of leaves etc. -Advise that the receiving cup to be elevated where possible -Heat proof gloves available 	<p>Medium</p>
<p>Whittling, carving wood using sheath knife.</p>	<p>Physical, confidence, creative, risk taking</p>	<p>Deep cuts, loss of blood, sepsis, death</p>	<p>Children and adults</p>	<ul style="list-style-type: none"> - All tools to be cleaned, dried and stored appropriately when not in use. Tools to be numbered and counted back in after use. - Forest School Leader to be in charge of maintenance. - Children to be fully briefed with <i>Tool talk</i>- name parts, including cutting edge, how to hold it, carry it, use it, pass it, store it safely. - Forest Leader to demonstrate how to whittle wood using the knife. - Use under 1:1 direct supervision with Forest School leader. - Safe zone to be clearly demarcated. - Safe distance (2 arms and a tools length) - Wear a glove on helping hand. - Always whittle on level ground. Whittle away from the body on a flat surface or to the side of the body. 	<p>Medium</p>



Billhook	Physical, confidence, resilience, risk taking	Deep cuts, loss of blood, amputation, death	Children and adults	<ul style="list-style-type: none"> - Use under 1:1 direct supervision with Forest School Leader only. - Leader to be in charge of tool maintenance. Check before and after use. - Leader demonstrates safe usage and tool talk. - Designated tool area to be used, away from paths. - Safe distance (2 arms and a tools length). - Everyone to use "Respect position" - Wear a glove on helping hand. - Blade cover on when not in use and return to the locked tool box. 	Low
Bow saw	Physical, confidence, resilience, risk taking	Jagged cuts, loss of blood, sepsis	Children and adults	<ul style="list-style-type: none"> - Use under 1:1 or 2:1 direct supervision with Forest School Leader only. - Leader to check bow saw before and after use. - Leader demonstrates safe usage and tool talk. - Designated tool area to be used, away from paths. - Safe distance (2 arms and a tools length). - Everyone to use "Respect position" - Wear a glove on helping hand. - Keep it straight and use the whole length of the blade. - One person designated the leader whose instructions are to be followed. They will use "to me" to communicate the direction of travel. - Keep blade straight and grip wood through blade to prevent danger of lacerations. - Put blade cover on when not in use and return to the tool box. 	Low
Loppers	Physical, confidence, resilience, woodland management	Cuts, loss of blood, sepsis	Children and adults	<ul style="list-style-type: none"> - Use under 1:1 or 2:1 direct supervision with Forest School Leader only. - Leader to check loppers before and after use. - Leader demonstrates safe usage and tool talk - Stand in steady position, both feet on the ground. - When cutting off the plant, check wood is not weight bearing. 	Low



Secateurs	Physical, confidence, resilience, woodland management	Cuts, loss of blood, sepsis	Children and adults	<ul style="list-style-type: none"> - Use under 1:1 direct supervision with Forest School Leader only. - Leader to be in charge of tool maintenance. Check before and after use. All tools to be cleaned, dried and stored appropriately when not in use - Children to be fully briefed with <i>Tool talk</i>- name parts, including cutting edge, how to hold it, carry it, use it, pass it, store it safely. - Glove to be worn on <i>helping hand</i> 	Low
Hammers and Mallets	Physical, confidence, resilience, assembling shelters	Bruising, crushing fingers/ hand.	Children and adults	<ul style="list-style-type: none"> - Use under 1:2 direct supervision with adult. - Children to be fully briefed with <i>Tool talk</i>- name parts, how to hold it, carry it, pass it, store it safely. - Glove to be worn on <i>helping hand</i>. - Reminders to keep helping hand away and use small taps, rather than large whacks. - Leader to check hammers/mallets before and after use. 	Medium

ENVIRONMENTAL RISK	How will young people BENEFIT from this	Possible hazards	Who is at RISK?	PRECAUTIONS in place to reduce the risk of injury	Risk RATING: L/M/H
Weather	Experiencing different weathers/seasons/ changes/senses	Exposure to extreme weather e.g. cold/hot. Sunburn/ hypo or hyperthermia/dehydration Injury from falling branches due to high winds.	Children/adults	<ul style="list-style-type: none"> -Forest School leader to assess weather conditions before each session. Sessions to be cancelled if conditions are considered too extreme e.g. heat/wind. -Appropriate clothing for weather conditions. -Children to bring water bottles to each session. Fresh water available. - Children asked to wear sun cream in Summer. Sun cream provided by the school and can be administered after parent permission received. - Talk about weather conditions with children at the beginning of each session so they are self-aware. 	Low
Slippery/muddy/uneven paths	Physical development, confidence, risk taking.	Slipping, falling	Children/adults	<ul style="list-style-type: none"> - Forest School leader to do daily site risk assessment. - Children taught how to move around the site safely and reminded at the beginning of each session. - Forest School leader to check for protruding tree stumps. 	Medium



				<ul style="list-style-type: none"> - Main pathways to be wood barked each year. 	
Animal/wildlife risks	Animal tracks, identification, habitats	Animal attack: bite, sting Animal faeces	Children/adults	<ul style="list-style-type: none"> - Forest School leader to do daily site assessment to check for animal faeces, holes etc. - Children taught how to deal with fauna on site e.g. do not touch, stand still with arms to your chest. - All child allergies checked and appropriate medication brought with us. - First Aid kit on site and checked half-termly. - Forest School leader keeps a record of all recorded fauna on site, throughout the seasons. 	Medium
Poisonous/harmful plants	Flora identification, exploring nature	Poisoning from consumption of harmful plants, berries, mushrooms. Thorns, stings	Children/adults	<ul style="list-style-type: none"> - Children are taught <i>No picking, no licking</i> rule. - Forest School leader has identified all flora on site and potential harm to participants. - FS teacher to teach children to identify main plants to be aware of e.g. nettles, bramble. Flora identification sheets available for children. - Any foraging activities to be done under direct supervision on FS leader. 	Medium
Low/fallen branches	Collecting sticks for activity use,	Injury from branches/sticks. Skin injury (broken skin, embedded into skin), eye injury, through poking, tripping.	Children/adults	<ul style="list-style-type: none"> - Forest School leader to complete daily and termly site assessment. Action taken when identified e.g. large fallen branches removed, low branches cut back. - Children reminded of safety rules at the beginning of each session- How to move around the site safely, stick safety. 	Medium
Boundary line to alleyway (vandalism/ intruders/ rubbish)	Urban setting, living alongside nature, human relationship to the environment.	Injury from broken glass, needles, other hazardous substances etc.	Children/adults	<ul style="list-style-type: none"> - Forest School leader to do daily site assessment, taking particular care to check along the boundary line to the alleyway. Any identified items to be removed safely, with use of gloves and litter picker. - Advise to be gained if any hazardous substances are identified. 	Medium



				- Structural integrity of fence to be checked termly to make sure intruders cannot enter.	
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Appendix 8: Designated Safeguarding Staff

Designated Safeguarding Staff



Mrs J. Yates
Designated Child Protection Officer
/ Deputy Headteacher - Inclusion



Mrs K. Shilling
Deputy Designated Child Protection Officer
/ Headteacher



Ms N. Windsor
Deputy Designated Child Protection Officer
/ Deputy Headteacher - Standards



Mrs P. Trofa
Designated Child Protection Officer
/ Deputy Headteacher - Inclusion



Mr I. Winton
Safeguarding Governor





Record of Concern

<u>Child's Name:</u>				
<u>Class:</u>	<u>M / F</u>	<u>DOB:</u>	<u>SEN:</u> Y / N	<u>EAL:</u> Y / N
<u>Date of concern:</u>		<u>Time of concern:</u>		
<u>Your account of the concern:</u> <ul style="list-style-type: none">• what was said, observed, reported and by whom• child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)• distinguish between fact, opinion and hearsay				
<u>Additional information:</u> context of concern/disclosure				
<u>Your response:</u> what did you do/say following the concern				



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<u>Your name:</u>	<u>Your signature:</u>
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<u>Your position in school:</u>	<u>Date and time of this report:</u>
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ACTION & RESPONSE

Action and response of DSP/Headteacher

<u>Feedback given to member of staff reporting concern:</u>	<u>Information shared with staff? - Name:</u> <u>What information was shared?</u> <u>What was the rationale for this?</u>
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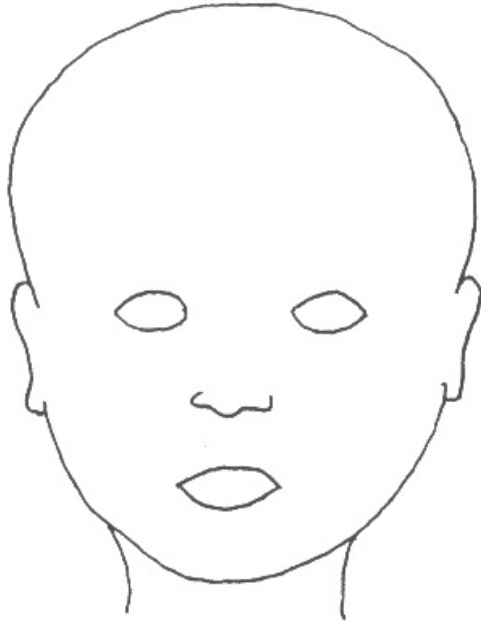
Name: Signature Date:.....



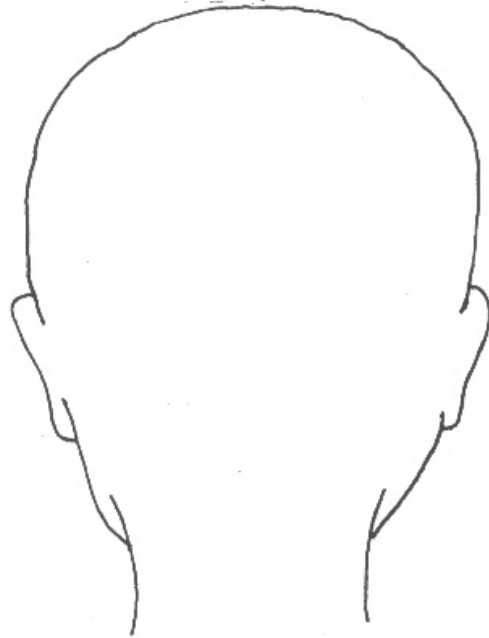
Body Chart 1

First Name:

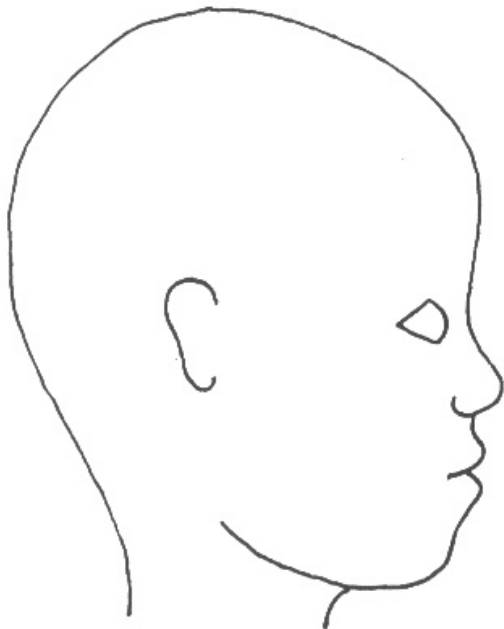
Last Name:



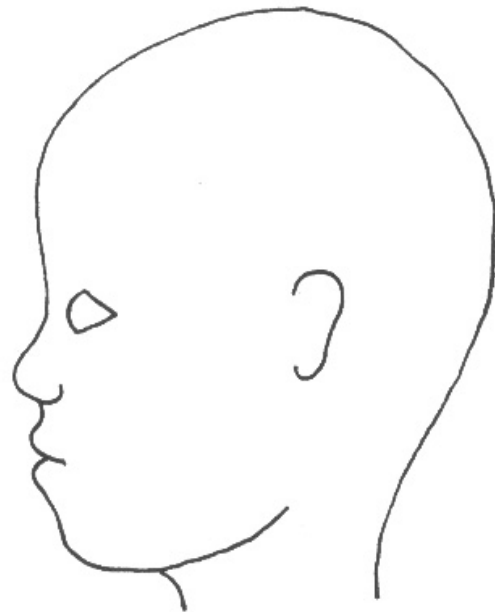
FRONT



BACK



RIGHT



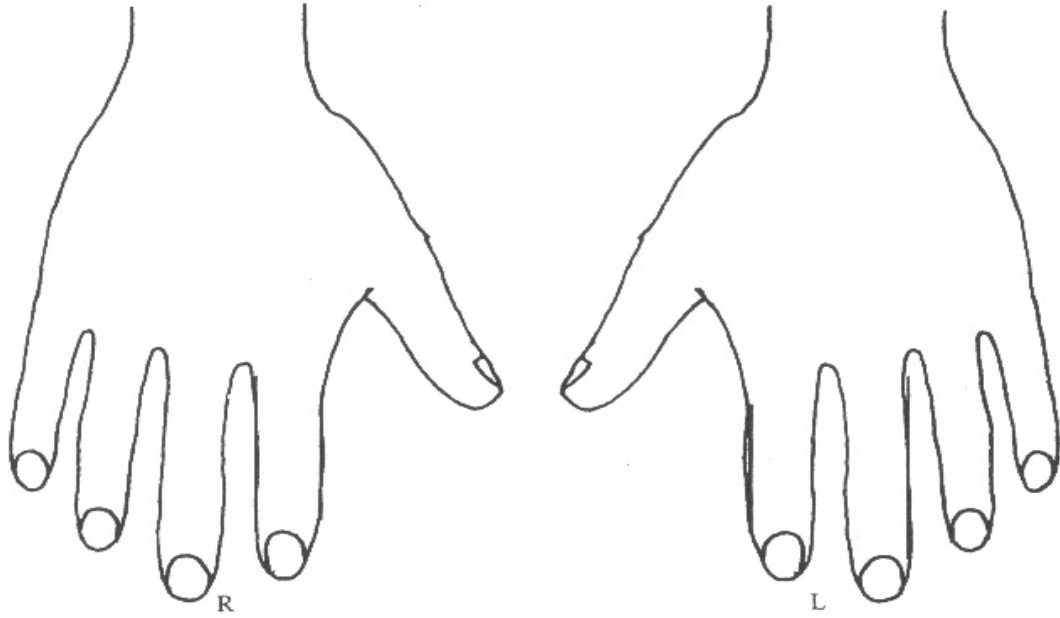
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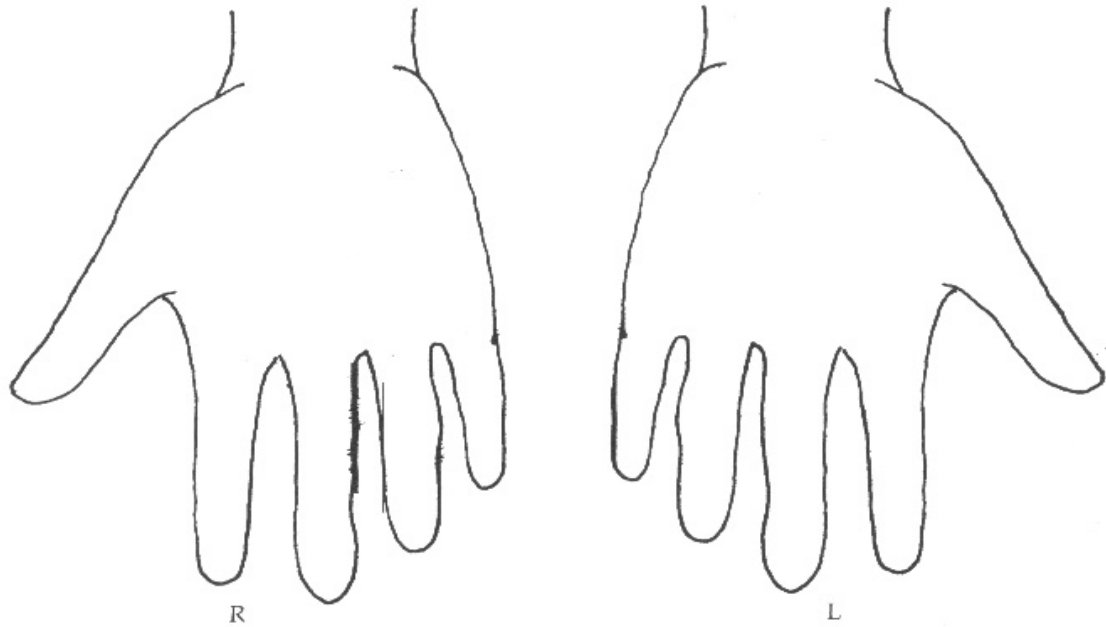
Body Chart 2

First Name:

Last Name:



BACK



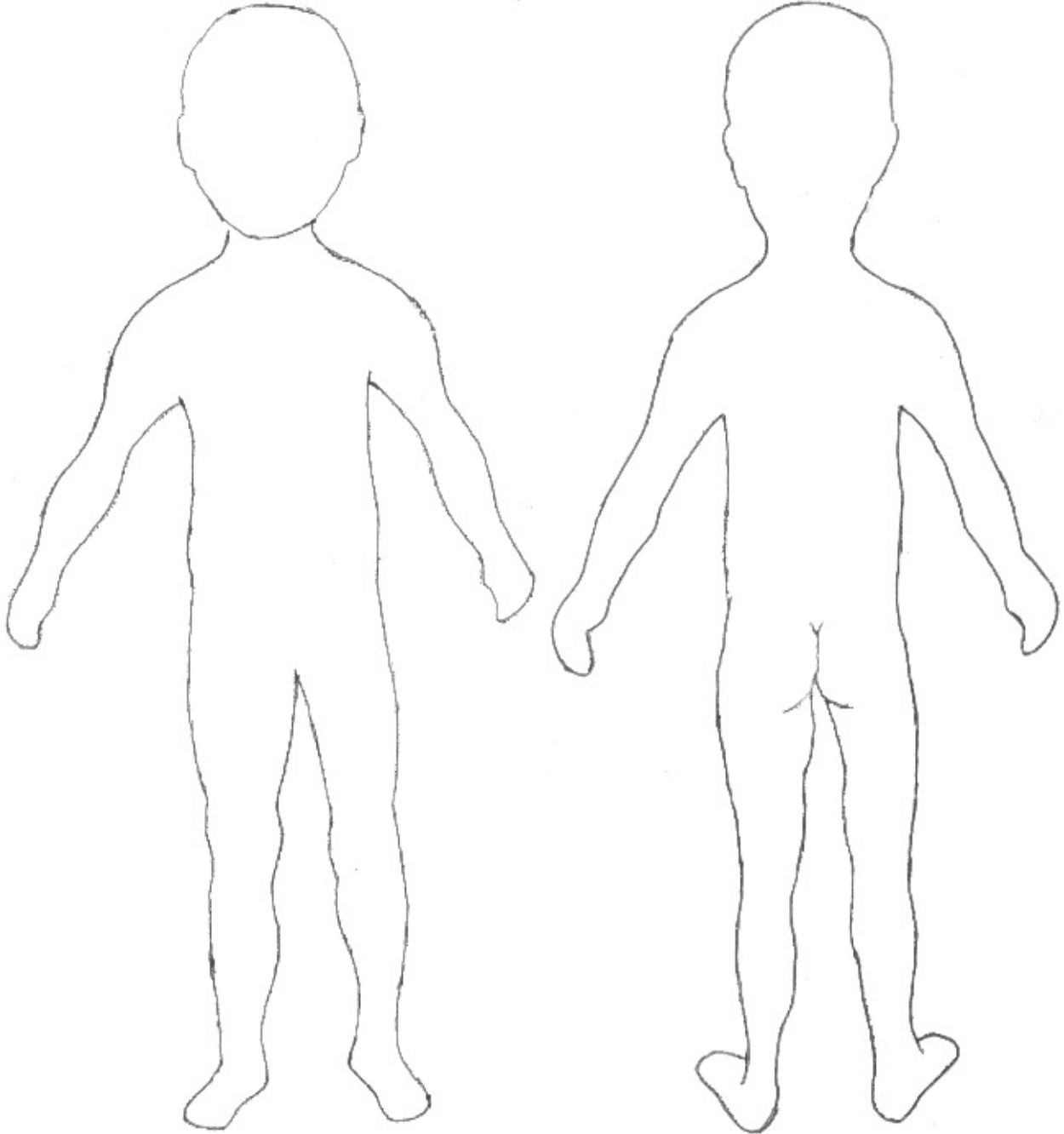
PALM



Body Chart 3

First Name:

Last Name:





Selborne Primary School Equipment Maintenance Record

At the end of every half term it is important to undertake a maintenance check of all equipment.

Name of Forest School Lead:	Date:	Signature:
Checklist	Checked and maintained	Comments
Bow saws		
Sheath Knives		
Secateurs		
Loppers		
Palm drills		
Mallets		
Hammers		
Peelers		
Spades		
Other gardening tools		
Rope		

