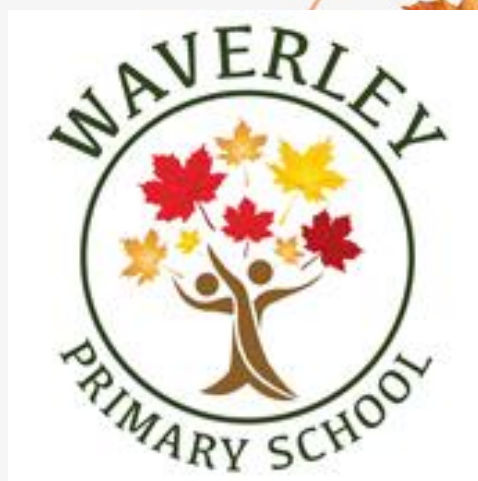


Forest School Handbook





FOREST SCHOOL HANDBOOK CONTENTS

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What is Forest School?

Forest school is a unique outdoor learning experience that uses a holistic approach to learning that engages children with the outdoors enhancing engagement, communication skills, teamwork and physical activity. Children will be given opportunities to find success through the development of their confidence, self-esteem, awareness and resilience through hands on learning, play and achievable activities set on a regular basis. The school curriculum can be directly linked by aspects of science, geography, history as well as art and technology.

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

Children will work with tools, play, learn and begin to understand the boundaries of behaviour, both physical and social. Children will use their experiences of forest school to understand and respect the importance of our natural surroundings and local environment.

Waverley's forest school encourages children to:

- Develop personal and social skills
- Work through practical problems and challenges
- Use tools to create, build or manage
- Discover how they learn best
- Pursue knowledge that interests them
- Learn how to manage failures
- Build confidence in decision making and evaluating risk
- Develop practical skills
- Understand the benefits of a balanced and healthy lifestyle
- Explore connections between humans, wildlife and the earth
- Regularly experience achievement and success
- Reflect on learning and experiences
- Develop their language and communication skills
- Improve physical motor skills
- Become more motivated
- Improve their concentration skills
- Improve their communication
- Explore the world through all the senses available to them



What happens at Forest School?

Throughout the school year children will be given the opportunity to participate in an outdoor learning programme on a regular basis through all four seasons and all-weather conditions, ensuring it is safe enough to do so. Children will participate in sessions that involve hands on practical activities and play which aim to build upon skill, ability, resilience and confidence session by session.

The programme is designed and led by the school's forest school practitioner. The sessions are designed to strongly encourage children to lead their own learning and make their own choices. Each week the children will be given more responsibility and freedom to explore their interests and build upon their own confidence and skill ability.

Imagination, creativity and investigation will be stimulated by all-natural materials. Activities can include:

- Woodwork using tools
E.g. Jewellery, musical instruments
- Bug Hunting
- Exploring and tree climbing
- Learning and making knots with rope
- Outdoor natural art
- Camp fire cooking and fire lighting
- Shelter building using natural materials and tarpaulin shelters
- Creating habitat homes
- Collecting and sorting natural materials
- Flora and Fauna identification
- Team games
- Animal hunting

What are the benefits of Forest school?

Forest school is designed for all age groups which means year by year children will be given opportunities and activities that develop them as a whole person.

Forest school aims to develop the physical abilities of children and help keep participants healthy and active. Heighten self-awareness and improve emotional and social skills. Broaden knowledge and understanding of the natural environment which will foster care, appreciation and respect for the wildlife and woodlands. Forest school will encourage children to manage risk and help take care of others as well as themselves and promote co-operative teamwork using clear communication and understanding.

As forest school is set in the outdoor environment it is especially beneficial for children who struggle to learn in an indoor environment. The small achievable activities set at forest school develops confidence, awareness, resilience and can have a positive effect on attitude to learning in the indoor environment as they find that learning can be fun and enjoyable. This new positive outlook can be transferred to the classroom.



Our vision statements

At Waverley we recognise the importance of outdoor education as a holistic tool to allow children to instigate, investigate, test and be curious of the environment around them and to enhance language, science, geography and other areas of the curriculum.

We would like to enable children to learn through discovering aspects of the natural world that they cannot replicate in the classroom. Children will engage in motivating and achievable tasks and activities throughout the year and all weathers. Children will work with tools, play, learn boundaries of behaviour, both social and physical, grow in confidence, develop their listening and communication skill and build upon their self-esteem whilst developing knowledge of their natural surroundings.

We believe in children's need to play, and the need to access and experience the outdoors. Pupils should be exposed to controlled risk and the reality of the natural world. Although adults assess risk and inform children of potential hazards children will develop and manage their own risk and develop ideas to communicate these to others.

Our lessons always have aims and objectives based on engagement, behaviour, social interaction and enjoyment and encourage independence. Learning is collaborative with regular feedback from the children and is often reflexive and child led.

We want our children to inspire a sense of wonder and respect for the natural world.

The role of the Forest School Leader

The role of a forest school leader has many factors to it. The first factor is to ensure the health and safety of all participants from the beginning to the end of every session this includes: -

- Risk assessing the site
- Continuing to assess any risk on the site throughout the session
- Assess the risk-benefit of every activity
- Follow all safety procedures and have access to any policies in case of an emergency
- Ensure the first aid kit is full and accessible at all times
- Ensure all participants are accounted for throughout the session
- Maintain tools and ensuring a checklist is followed when using them so all tools are accounted for
- Providing safe and appropriate resources
- Take in consideration any specific needs of the group and ensure there is support available where needed
- Set a base up and have boundaries



The leader should ensure there are consistent sessions that run on a regular basis and should ensure participants are experiencing varied weathers and seasons this will help with their development, knowledge and understanding of the natural environment.

The forest school leader should have a plan for every session this plan will be very vague ensuring there is a choice yet have activities and play that will support the development of each participant throughout each session. Each plan should follow on from each other and have a link that moves forward to encourage the development of confidence, resilience and skill. The role of the leader isn't to directly teach but to facilitate the learning of the participants through these open activities where children can choose to take part, play or observe. The leader then can evaluate and observe the group as a whole but more importantly as individuals and this is how a leader should assess the development of each individual.

The Leader should encourage the progression of the safe use of tools, encourage the use and practise of knots throughout sessions and the introduction of new resources. Children should be encouraged to use their imagination and be creative when taking part in activities and play.

The leader should also set an example to the participants modelling the behaviour that is expected from the group so they can observe and copy the correct way we should treat our surroundings and share knowledge on how to respect, maintain and sustain the natural environment around us.

The site should always be checked and maintained properly after the use of the forest school. This is the leader's job to ensure that the woodland is sustained, maintained and assessed on a regular basis to ensure that the woodland isn't at risk of pollution, compaction, corruption or denudation. The leader will need a long-term ecology plan in place.

Jessica Cowling – Level 3 Forest school Trained

The role of a Forest School Assistant

All assistants and staff must read the Forest School handbook, any risk assessment/s appropriate for the session/s they are attending and all policies and procedures in relation to forest school and this includes policies that the school uses that may not be in the Forest School handbook. They must sign to say they have done this.

All Staff and assistants taking part in Forest School must adhere to rules in order to keep themselves and the children safe.

To support the Forest School Leader the assistant should understand the content of the session and understand any activities that will take place during the session. The assistant will help gather resources and help set the session up as well as assisting in clearing the resources away. An assistant will help in the assessment and management of health and safety of the session including setting boundaries and



observing that the children adhere to them. They will assist children in activities and support the leader when children are playing.

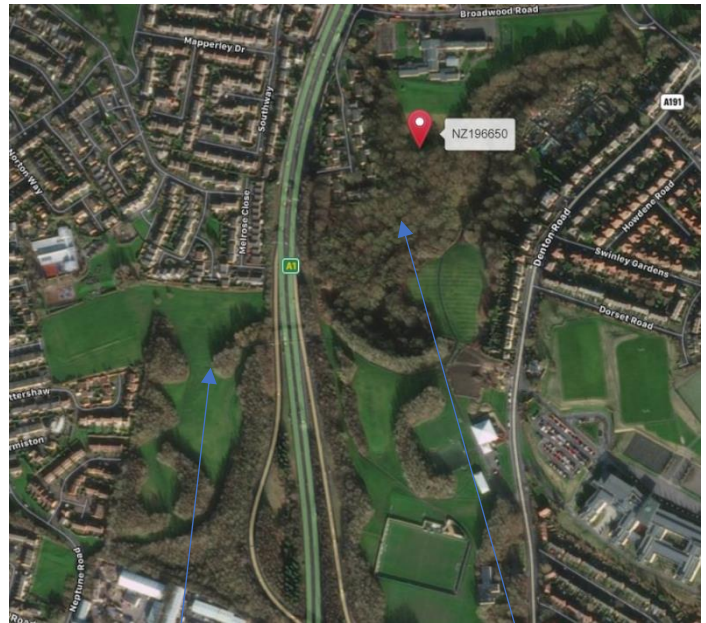
Our Forest School Site

Name of the site: Denton Dene – site number CN005

Grid Reference: NZ196650

Size and layout of the site: 9.8ha
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There are two parts to Denton Dene the South and the North. Denton Dene North which has been labelled on the map is a series of fields that inter link with several small patches of woodland. We use this side of the Dene on some occasions during forest school. The other side is called Denton Dene South again labelled on the map which is an ancient woodland. We use this side of the woodland more frequently. We take a short walk to the woodland where we find a network of paths that lead us through various parts of the woodland where we undertake a range of forest school activities, play and explore. There is an abundance of wildlife to be found within the Dene.



Denton
Dene North

Denton
Dene South





Environmental considerations

Encouraging children to care for the environment is an essential part of forest school which is linked to the forest school principle, promote environmental awareness and encourage sustainability.

The children will be taught about respect and their responsibility for the world around them. Anybody who participates in forest school will be encouraged to respect their environment and to show awareness of conservation issues within the woodland around them.

Children attending forest school will always leave the site they are using tidy and will be taught not to cause harm to anything growing within the woodland surrounding them. Children will be taught to only collect resources that have fallen and loose on the ground level and to always leave the site how it was found on arrival to the site. This is done in order to achieve and encourage the respect the environment around them deserves.

Landowner's/Land Manager's Agreement

The agreement between Waverley Primary school and the Landowner of Denton Dene woodland is as follows.

- **The use of the woodland is allowed at any given time to practise Forest School**
- **No Permit required**
- **An Activity sheet should be filled out prior to entering the site to ensure that the rangers have checked the site prior to us entering**



Cowling, Jessica

Good afternoon I am the forest school leader at Waverley primary school, and I have to do some research on a local woodlan...

Mon 2/8/2021 2:40 PM



Info | Urban Green Newcastle <info@urbangreennewcastle.org>

Mon 2/8/2021 4:47 PM

To: Cowling, Jessica

Hi Jessica,

Thanks so much for getting in touch and for your interest in studying the woodland in Denton Dene.

I've forwarded your e-mail on to our rangers so they can provide some of the information you're looking for. We're a small team so it may take them a couple of weeks to find time to provide this, I hope that's ok for your plans?

In terms of activities taking place in the dene you're more than welcome to come in and run your forest school sessions. It would be great if you could fill out an activity form on our website to let us know when you plan to be on site, that way we can make sure there's no disruptive work going on at those times etc. You can find the forms on our website <https://urbangreennewcastle.org/events-and-activities>

All the best,
Ali

...

Ecological Impact Assessment

Activity	Area									
	Ground layer	Field layer	Shrub layer	Understorey	Canopy layer	Deadwood	Nesting birds	Pathways	Other habitats	
Exploring	All year - Very High	All year - High	All year - High	All year - Moderate	All year - High	All year - High	All year - Low	All year - very High	All year - Medium	
Camp fire lighting	All year - High	All year - High	All year - Low	All year - Low	All year - Medium	All year - Very High	All year - Medium	All year - Low	All year - Medium	
Den building	All year - High	All year - High	All year - High	All year - High	All year - Low	All year - Very High	All year - High	All year - Medium	All year - Medium	
Woodcraft	All year - Low	All year - Low	All year - Low	All year - Low	All year - Low	All year - High	All year - Medium	All year - Low	All year - Medium	
Environmental art	All year - High	All year - High	All year - High	All year - High	All year - Medium	All year - Medium	All year - Medium	All year - Low	All year - High	
Habitat creation	All Year - High	All year -	All year - Medium	All year - Medium	All year - Low	All year - High	All year - Medium	All year - None	All year - High	
Measures to maintain or improve ecology	Teach and advise children to watch where they walk to avoid damaging flora	Rotate base to explore, build dens and forage	Only pick leaves or flowers that have fallen from shrub layer instead of picking. Pick when in abundance rather than something that is on its own/Rare	Only use trees that are strong enough for den building to stop trees and branches breaking or falling	Do not break branches off dead trees that have fell from canopy layer for woodcraft instead of cutting down trees	Reserve areas for deadwood conservation as fungi, insects and mini beasts use it as a habitat	When having a fire be mindful of canopy layer where birds nest may be to stop smoke polluting them or causing any disturbance	Vary Routes into woodland Have a main route that should be used always instead of compacting several areas	Avoid areas where there may be a high biodiversity or a rare species may habitat	

	Denudation (removal of woodland materials)	Compaction (increase in soil density, decrease in air volume)	Pollution (materials, smoke, noise)	Corruption (alter the site)
Exploring / Collecting natural materials	<ul style="list-style-type: none"> - Removing flora, - Depleting habitats - Reduction of biodiversity if acorns, seeds and nuts are removed 	<ul style="list-style-type: none"> - Pathways that are consistently used - Footfall can cause loss of species such as bluebells 	<ul style="list-style-type: none"> - Bringing in materials that could be left e.g. rope - Damaging surfaces e.g. not walking on pathways - Damaging Flora 	<ul style="list-style-type: none"> - If the same location is consistently disturbed, explored or resources were collected it won't grow back. - Removal of flora/fauna
Campfire lighting	<ul style="list-style-type: none"> - Burning wood – leaving insects with nothing to feed on or live in - Diminish supplies 	<ul style="list-style-type: none"> - Compacting soil around fire - Smoke can decrease air volume - Risk of setting woodland alight 	<ul style="list-style-type: none"> - Smoke pollution and burnt waste has to be discarded - Half burnt wood - Food waste or litter 	<ul style="list-style-type: none"> - PH level of soil changes - Mineral depletion - Ash can be harmful to plants - Food waste can attract fauna to the site changing the number of species which will adverse changes in biodiversity
Den building	<ul style="list-style-type: none"> - Removing wood to build den - Disturbance - Manage wood used 	<ul style="list-style-type: none"> - Disturbing a large area when building several dens - Footfall can compact soil - Soil being removed or moved can change how it behaves 	<ul style="list-style-type: none"> - Food waste - Noise pollution - Unnatural materials left - Broken trees 	<ul style="list-style-type: none"> - Digging up soil - Dens left up and not returned to where you found the wood and flora - Flora damaged due to children picking flowers and leaves that haven't dropped
Woodcraft	<ul style="list-style-type: none"> - Taking the finished woodcraft out of the woodland on a regular basis can impact the woodland and that tree growing there - Benefits children when taking the woodcraft home 	<ul style="list-style-type: none"> - Wood shavings compacted into soil - Leaving tree stumps or work stations in the same place will compact soil - Footfall on a regular site when foraging for resources will compact soil 	<ul style="list-style-type: none"> - Noise disturbance from tools - Leaving unnatural materials behind - Leaving tools behind that could hurt fauna - Leaving rope or cord behind that doesn't rot and can cause harm to for a or fauna 	<ul style="list-style-type: none"> - Damaging habitats - Cutting down trees to use wood for woodcraft - Not leaving the site how you found it e.g. not removing wood that was collected/used or cut or leaving tree stumps instead of putting them back where you found them.
Measures to maintain ecology	<ul style="list-style-type: none"> - Don't have a fire every session this will reduce the amount of wood that gets burnt. - Wood management plan – rotate base, wood type, activity 	<ul style="list-style-type: none"> - Stick to some pathways and explore other places - Manage large groups - Rotate exploring patches - Explore different areas to give other areas time to rest and restore itself 	<ul style="list-style-type: none"> - Take out what you bring in - Dispose of waste appropriately - Keep noise to a minimum - When using materials for crafts ensure it is natural and safe for the woodland. 	<ul style="list-style-type: none"> - Use some fire spots to maintain damage - Ensure base rotation - Have clear areas for habitat creations and that are cannot be touched so habitats can be left undisturbed - Clear litter

Woodland Management Plan

Site: Denton Dene				
Aim: sustainable use and enhanced biodiversity				
Vision: To create a safe place for children to have an opportunity to develop and learn in a way that respects and protects the natural environment of the Dene. The aim is to promote respect for wildlife and nature, which will be achieved through environment education and careful reference to the woodland management plan and ecological impact assessment. When appropriate, woodland management techniques will be used to ensure the sustainability of the dene through coppicing, litter picking, fauna and flora identification surveys, creation of habitat piles such as bug hotels and the replanting of trees. Children will be taught to respect their local environment and to be aware of conservation issues within the Dene. The vision is to work alongside the Rangers to help support the management of the Dene and ensure it is achieving an improved natural environment that will protect, maintain and enhance the biodiversity.				
Maintenance and development tasks, Mitigating impact, Involvement of Forest School participants, Monitoring	Year 1	Year 2	Year 3	Anticipated use of the site
<p>Stinging nettles Site has areas which is covered in stinging nettles making areas hard to use for forest school.</p> <p>Target – Children to choose an area of the Dene where we have nettles and harvest them for things such as nettle soup.</p> <p>Managed – Children will work out what area is best to keep nettles and will maintain and manage the other areas to remove nettles.</p> <p>To maintain a wide variety of healthy trees Woodland has many trees that have overgrown and that have died, which could make it dangerous for forest school participants.</p> <p>Target – Healthy trees surrounding the Dene, which are maintained and have been coppiced. Have a wide variety of resources available.</p> <p>Managed – Review with children. However, coppicing and the removing of trees will be reviewed with the Dene rangers where we will work together to achieve the target.</p>	<p>Old nettles cut back and dug up in areas access required. Use the nettle branches to make natural twine/ string. In spring harvest young shoots / leaves.</p> <p>Plant flower buds in their place.</p> <p>Monitor trees for any sign of disease and vandalism. Use a survey or a map to mark down any worries so it can be referred back to. Refer any worries to site rangers who could remove limbs or whole tree.</p> <p>Split Dene into 3 sites for coppicing and coppice each</p>	<p>Old nettles cut back and dug up in areas access required. Use the nettle branches to make natural twine/ string. In spring harvest young shoots / leaves.</p> <p>Monitor flower buds. Plant more if necessary.</p> <p>Monitor trees for any sign of disease or vandalism. Refer back and update survey from year 1.</p> <p>Coppice site 2</p> <p>Maintain spindly and dead trees.</p>	<p>Repeat year 2.</p> <p>Manage trees for any signs of disease or vandalism. Refer back and update survey from year 2.</p> <p>Coppice site 3</p> <p>Maintain spindly and dead trees.</p>	<p>Weekly visits to the nettle area and other areas that need monitoring.</p> <p>As we rotate sites we will visit each area on a 2-3-week cycle.</p> <p>Site rangers visit sites weekly.</p>

<p><u>Deadwood</u> The dene has many fallen and dead trees and lots of deadwood lying around which could be dangerous or covering pathways. Target – to encourage an increased range of mini beasts, moss and fungi to the site. Increase biodiversity within the Dene using deadwood to create animal habitat such as bug hotels and bird houses. Use fallen trees as a place to explore ensuring it is safe and try and keep it within the Dene for habitats. Managed – Children will help review the site and choose where is best to place bug hotels and bird houses. Children will help move deadwood from pathways. Rangers will review fallen trees and ensure they are safe.</p>	<p>site annually on a rotation. Start with site one. Assist rangers. Remove all spindly or dead trees for safety. If appropriate leave deadwood to provide habitat. Review site and choose suitable and protected areas to create habitats by producing dead wood piles and making bug hotels. Leave random deadwood on the floor but clearing pathways to help moss and fungi grow. Monitor deadwood collected for fires and ensure deadwood is put back when den building. Monitor any fallen trees and review safety. Set a pathway through the Dene to avoid trampling. Rotate site where children explore on a regular basis. Set 3 sites up to explore this will help the ground cover to recover end regrow. Litter pick</p>	<p>Survey the dene to establish what mini beasts. Birds. Moss and fungi live there. Split site into 3 and survey each site. Maintain bug hotels and bird houses. Keep pathways clear of deadwood. Monitor and safety check any fallen trees.</p>	<p>Survey each site and see if there is an increased range of life within the Dene. Maintain and observe bug hotels, bird houses and deadwood. Keep pathways clear of deadwood. Monitor and safety check any fallen trees.</p>	<p>Surveys annually Site visits will be on a regular weekly basis. Rangers will visit site weekly.</p>
<p><u>Ground cover</u> The Dene is a big site and has many sites to visit within the woodland. Target – To maintain a healthy ground cover, free of litter, set pathways and places and a rotation of sites to explore and a variety of healthy flora growing freely. Managed – Children will monitor and review each site. Monitor trampling and set the use of pathways to avoid this.</p>	<p>Review site and choose suitable and protected areas to create habitats by producing dead wood piles and making bug hotels. Leave random deadwood on the floor but clearing pathways to help moss and fungi grow. Monitor deadwood collected for fires and ensure deadwood is put back when den building. Monitor any fallen trees and review safety. Set a pathway through the Dene to avoid trampling. Rotate site where children explore on a regular basis. Set 3 sites up to explore this will help the ground cover to recover end regrow. Litter pick</p>	<p>Survey the dene to establish what mini beasts. Birds. Moss and fungi live there. Split site into 3 and survey each site. Maintain bug hotels and bird houses. Keep pathways clear of deadwood. Monitor and safety check any fallen trees.</p>	<p>Survey each site and see if there is an increased range of life within the Dene. Maintain and observe bug hotels, bird houses and deadwood. Keep pathways clear of deadwood. Monitor and safety check any fallen trees.</p>	<p>Surveys annually Site visits will be on a regular weekly basis. Rangers will visit site weekly.</p>
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<p>Wildlife There are no recent wildlife surveys for the Dene, so the wildlife within the Dene is unknown. Target – To encourage a variety of wildlife to live in the Dene, increasing biodiversity. Complete regular wildlife surveys. Use natural resources to create habitats. Monitor known locations of bird's nests. Managed – Children will help manage wildlife surveys and monitor and observe locations of bird's nests.</p>	<p>Monitor bird nests on a regular basis whilst walking to our various sites within the Dene. Mark out on a map where large amounts of nests are. Create habitats using deadwood to make bug hotels, hedgehog houses, bird boxes, deadwood piles to encourage new wildlife. Set areas for activities and areas for habitat houses to be placed this is to stop any disturbance towards wildlife. Observe wildlife and monitor sightings regularly.</p>	<p>Complete a wildlife survey to see if there is an increase in the variety of wildlife. Monitor the bird nest map and observe to see if there are more nests in other locations and observe the locations what have been marked already and see if there are any changes. Add any sightings to the list of sightings over the year. Maintain new habitat homes.</p>	<p>Complete a wildlife survey and observe and increase or decreases of wildlife. Act appropriately. Monitor bird nest locations and mark any changes on the map. Add any further sightings onto the list of sightings. Build upon the habitat houses and improve them to see of you can further increase the range of wildlife.</p>	<p>Surveys annually Site visits are regular and on a weekly basis Rangers will visit site weekly.</p>
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Health and Safety Policy

At Waverley our school aims to:

- Provide and maintain a safe and healthy environment
- Establish and maintain safe working procedures amongst staff, pupils and all visitors to the school site
- Have robust procedures in place in case of emergencies
- Ensure that the premises and equipment are maintained safely, and are regularly inspected

Forest school has a curriculum that supports children to develop responsibility for themselves and their surroundings. Risk management strategies will be encouraged to ensure that young children start to consider the impact of their actions on themselves, others and their surroundings. A risk assessment has been carried out on the site and a copy is kept in the school office at all times along with all other policies we use at forest school.

The forest school leader holds up to date certificates in ITC Paediatric First aid and a Forest School First aid certificate. A fully stocked first aid kit is taken on every forest school session. In the case of an accident requiring further assistance emergency contact forms are kept for all participants in the office and a mobile [hone is carried on all sessions. The school will contact parent/guardians. The use of tools and fires are a valuable part of the forest school experience and will carried out in accordance to the procedures put in place. You will find these procedures in the handbook.

The full Health and Safety Policy can be accessed at:

<https://www.waverley.newcastle.sch.uk/policies/>



Safeguarding Policy

Forest School sessions are carried out and led by a trained forest school leader, supported by members of staff.

Everybody involved in Forest School is fully briefed on health and safety, risk assessment of sites and activities. All Waverley staff have been CRB checked.

Any concerns regarding a child's physical or mental well-being during forest school will be shared with the schools designated safeguarding officers and a cause for concern form will be filled in at the earliest occasion. Following on from that the Safeguarding policy will be followed. Confidentiality will be maintained at all times. Any concerns will only be shared with those who need to know such as the class teacher so that the correct channels are informed.

The School's full safeguarding policy can be accessed at: <https://www.waverley.newcastle.sch.uk/policies/>

Waverley's designated safeguarding officers

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	W Leeming	Wendy.leeming@waverley.newcastle.sch.uk
Deputy DSL	K Sample K Leadbeater S Selkirk	Karen.sample@waverley.newcastle.sch.uk Kirsten.leadbeater@waverley.newcastle.sch.uk Sharon.selkirk@waverley.newcastle.sch.uk
Head Teacher	W Leeming	Wendy.leeming@waverley.newcastle.sch.uk
Named Safeguarding Governor	A Tinning	Angela.tinning@kenton.newcastle.sch.uk
Chair of Governing Body / board of trustees	A Tinning	Angela.tinning@kenton.newcastle.sch.uk

Checking criminal records

Waverley have a fully trained level 3 Forest School leader and all staff assisting are fully CRB checked according to the Schools 'SAFER RECRUITMENT & SINGLE CENTRAL RECORD POLICY'.

Full access to this copy can be accessed at:
<https://www.waverley.newcastle.sch.uk/policies/>



Equal opportunities and Accessibility policy

During Forest school all persons are treated equally and are provided with a secure environment in which they can flourish. All contributions are valued equally.

Our school's aims statement values the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter.

This Equal Opportunities Policy extends to adults: staff, parents and carers.

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

The full equal opportunities and accessibility policy can be accessed at:
<https://www.waverley.newcastle.sch.uk/policies/>

Disability Discrimination Policy

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not disadvantaged compared with nondisabled children.

The school is committed to providing an environment that allows disabled children and adults full access to the school premises and to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.

The full Disability discrimination policy can be accessed via the Equal opportunities and accessibility policy And in the Equality information and objectives policy

at: <https://www.waverley.newcastle.sch.uk/policies/>



Special educational needs policy

Forest school means forest school for all. All activities are designed to be achievable and produce success and enjoyment. The Forest environment is an environment to which we are all entitled and we strongly believe that the experiences we will have there will remain in the memory for years to come.

Children with special educational needs will be assisted so that they can take part fully in each Forest School session. Those children with challenging behaviour will be risk assessed and may need one to one supervision, but their entitlement to participate in Forest School remains the same.

Waverley Primary school aim's:

- To value all the pupils in our school equally.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- To recognise that it is the responsibility of all teachers to identify and meet the SEN of pupils. In this they can draw on the resources of the whole school.
- To provide advice and support for all staff working with pupils with Special Educational Needs.
- To know that every child is entitled to have his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To maximise the opportunities for pupils with special educational needs to join in with all the activities of the school
- To consider Special Educational Needs in all curriculum areas and all aspects of teaching and learning.
- To understand that good special needs practice is good practice for all pupils.
- To recognise that any pupil may encounter difficulties in school at some stage.
- To ensure that pupils and parents are fully engaged and involved in decision making.
- To seek the views of the child and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.
- To work collaboratively with outside agencies to ensure that children requiring a higher level of support receive appropriate and necessary intervention.
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014

The full Special Educational Needs Policy can be accessed at:

<https://www.waverley.newcastle.sch.uk/policies/>



First Aid procedures

The Forest school leader holds up to date certificates in ITC paediatric first aid and Forest school first aid. A fully stocked first aid bag is carried on every session and is accessible at all times. An emergency mobile device is always carried on the forest school leader in case an accident needs further assistance. All minor accidents are reported in the school's accident report book and the earliest opportunity and a letter or a message will be sent home.

Further information on First aid can be found in the health and safety policy at: <https://www.waverley.newcastle.sch.uk/policies/>

Accident and emergency procedures

If an accident requires further assistance such as a hospital trip or an ambulance then an accident/near miss form is filled out and sent to the local authority where they will decide whether the incident needs referring to RIDDOR. Emergency contact numbers for all forest school participants are held in the school office and the office will make contact if needed. The forest school leader will call for further assistance off the emergency mobile phone.

Further information on accident and emergency procedures can be found in the health and safety policy at: <https://www.waverley.newcastle.sch.uk/policies/>

Intimate care policy

In the event of a child soiling themselves a Teaching Assistant will change the child. Soiled clothing will be double bagged and returned to the parent/carer at the end of the day. Staff should wear disposable gloves. If the child is distressed then all attempts will be made to settle the child. If all else fails then the parent carer will be contacted. If at any time a staff member is concerned about any marks/injuries whilst changing a child then the Child Protection Officer (the Headteacher) should be informed. In her absence then the deputy head. If the intimate care policy needs enforcing during a forest school session a member of staff will come to collect the child who will be changed back on the school site following the above procedure.

The full intimate care policy can be accessed at: <https://www.waverley.newcastle.sch.uk/policies/>



Supporting pupils with medical needs policy

Forest school is inclusive which means everybody can participate. All medical needs will be considered prior to any forest school session and the correct procedures will be followed. Pupils with medical conditions will have an IHP which will be taken with us on a forest school session this will clearly set out what needs to happen in case of an emergency.

For further details regarding supporting pupils with medical needs you can see the full policy at: <https://www.waverley.newcastle.sch.uk/policies/>

Behaviour Policy

At Waverley All stakeholders are responsible for behaviour of the pupils at our school. For example, with all teachers (as part of appraisal) it is expected that ‘positivity of disposition is observed within the general behaviours around school and to all aspects of school life’. Similarly, we expect parents to be supportive of the school and to reinforce the work of teachers.

Staff and Governors	Pupils	Parents
To lead by example.	To support and care for each other.	To be aware of the school’s value and expectations.
To be consistent in dealing with children.	To respect each other’s property and work.	To support the values and expectations of the school.
To encourage the aims and values of the school among the children.	To listen to others and respect their opinions.	To ensure that children attend school regularly, arrive on time each day and are collected at the correct time.
To have high expectations of the children.	To take responsibility for their own actions and behaviour.	To keep children at home when they are ill.
To meet the educational, social and behavioural needs of the children.	To do as instructed by all members of staff (teaching and non-teaching).	To provide the school with a written explanation of the reasons for any absence.
To provide an appropriate curriculum.	To observe ‘Our Golden Rules’ at all times.	To provide the school with an emergency contact number.

To see Waverley’s full Behaviour Policy, it can be accessed at: <https://www.waverley.newcastle.sch.uk/policies/>



Forest school Code of Conduct

At Forest school we expect all participants to adhere to the school's behaviour policy, we also ask participants to:

- Respect the environment and leave things to grow
- Leave the site how you found it
- Listen and follow instructions and stay within set boundaries following the 3,2,1 rule. Boundaries are clearly set using red ribbon.
- Be kind and considerate to others
- Look after school property
- Try your best and enjoy yourself

Daily operating procedures

Before the Session

The Forest school Leader will visit the site and thoroughly check it for any vandalism, damage or hazards before any of the weekly sessions. A first aid kit will be fully stocked including any medication such as Inhalers. Hand sanitizer and wipes will be packed for hygiene purposes. A rucksack with an emergency mobile phone, any IHP forms if necessary and the forest school handbook will be ready prior to the session this will be carried by the Forest school Leader. Any resources needed such as tools and rope will be checked for maintenance and safety and packed accordingly.

Prior to the session all children will be toileted and waterproofs and wellies will be put on. The forest school leader will remind the children of the code of conduct. Children will get into pairs and this is how they will walk to the site.

During the session

On arrival of the site children will routinely help the leader put up a temporary shelter where all belongings will stay. A hygiene station will be set up by the children next to it.

Children will participate in a number of inclusive activities which are designed for all ability levels. Practical hands on activities will be taught which will enhance woodland skills this will include the use of tools which is tightly supervised on a 1:1 basis and introduced gradually and in small steps.

Children are encouraged to listen attentively throughout the session and follow instructions. Children are made aware of their decisions and are asked to take responsibility for their actions. Games are designed to help and achieve this and to also encourage respect for the environment.

Children are shown boundaries when exploring which are marked out by red ribbon, children are asked to listen and stay within the boundaries and when they hear 3,2,1 and a whistle they are to return to the base camp. Before the session ends and



activities come to an end child will engage in a reflective moment with the leader and discuss their thoughts on the session.

Children will assist the leader and help put resources away such as the shelter this will be completed as a team. Children will then return to school walking in their pairs and wellies will be removed upon entering the classroom.

After the session

The forest school leader will wash and clean any tools or rope or other resources used in the session and store it safely and appropriately. Waterproofs and wellies will be stored away and left to dry.

Missing Child Policy

In the unlikely event of a child going missing Waverley has procedures in place to deal with the incident. It is the responsibility of all staff to read the policy and act at all times according to its guidance. During Forest school the Procedures in place that reduce the risk of a child going missing are as follows:

- Thorough risk assessments and adequate staff/pupil ratios are provided when pupils leave the school premises.
- Adequate communication contact and a list of pupils/groups to be taken on visits out of school.
- Mobile phones taken on every visit and mobile contact numbers left at school

In the event of a member of staff fearing that a child has gone missing while off school premises and participating in a Forest school Session:

- Forest School Leader must ensure safety of remaining pupils.
- One or more adults should immediately start searching for the child.
- Forest school Leader should contact school to alert them.
- If the child is not found within 5 minutes Forest school Leader must contact police by phoning 999.
- Forest school leader should alert school that the police have been contacted and school will make arrangements to notify parents, after which procedures above to be followed

Full access of the Missing Child policy can be found at:

<https://www.waverley.newcastle.sch.uk/policies/>



Off site visits and Activities policy and guidelines

This policy has been produced to help make visits enjoyable, rewarding and as safe as possible. It is not intended that the policy will reduce the number or range of educational visits and outdoor learning opportunities but will instead encourage continued safe practice by all those involved.

Schools should have adequate arrangements in place to:

- Ensure staff with key roles are appropriately trained, experienced and competent in relation to their roles
- Assess the risks
- Implement sensible, proportionate control measures to reduce risks to an acceptable level. Residual risks should be acceptable based on benefits likely to be gained.
- Provide adequate levels of supervision
- Communicate arrangements to all parties
- Identify emergency support arrangements
- Record, investigate and report accidents and incidents.
- Check and monitor that assessment, planning and control arrangements are implemented
- Review outcomes and consider lessons learnt.

Visits should be available to all children and young people regardless of background or abilities. Schools must ensure that their provision meets the requirements of the Equalities Act 2010 and Special Educational Needs and Disability Act 2001.

For further information regarding off site visits and activities policy and guidelines, access can be found at: <https://www.waverley.newcastle.sch.uk/policies/>

Parental Consent and confidentiality

Waverley sends every Parent/Guardian an annual data collection booklet which is filled in prior to the new school year. There is a consent form within the booklet that gives their child consent to participate in forest school throughout that school year also giving the child permission to leave the school site and walk to the local forest school site.



Personal protective equipment

The Forest School leader will always take an emergency bag with them. The contents of the emergency bag will vary depending on the time of year and weather conditions and the site being used. There are of course also essential items that should be carried out for every session.

- **Hi-vis vests** – Particularly for younger participants to make them more visible. These can also be used for Tool activities so it is clear to see who is working with tools and other users will know to stay clear of that particular area.
- **Safety Gloves** – Particularly important when working with tools. The tool procedure should be checked to see when gloves should be worn. Gloves can also be used when clearing areas. Fire and heat gloves are needed when a camp fire is taking place.
- **Safety Goggles** – These can be used when clearing areas and using tools in particular this will protect participants eyes from any harm.
- **Fire blanket** – Access to a fire blanket should be easy when a fire is lit.
- **Water bucket** – a bucket with water should also be accessible when a fire is lit
- **First aid kit** – Fully stocked every session
- **Sun cream** – Handy to have in hot weather if participants do not have their own, children can apply themselves.
- **Tarpaulin and pegs** – shelter for rainfall and for eating under
- **Hygiene facilities** – Bowl, water, hand gel and wipes



Forest school Dress code

Participating in Forest school has certain clothing requirements. Parents/Guardians should bear in mind children are going to be participating in activities that may get them muddy. Weather conditions should also be considered on the morning of their Forest school session as parents/Guardians may want to alter clothing dependant on rain, snow or sun.

No person will be permitted to go to Forest School without appropriate clothing that will protect them from extremes of heat or cold, keep them covered to reduce the likelihood of cuts and scrapes and that fits appropriately for comfort.

The following clothing requirements are essential to everyone attending a forest school session at any point of the year.

- A warm waterproof coat / jacket (preferably with a hood)
- Jumper / Fleece
- Wellies / Walking boots or shoes
- Warm socks and a pair of socks
- Hair bobble to ensure long hair is tied back
- Full length trousers

The following clothing items and accessories should be altered dependant on the season and weather conditions.

- Woolly hat, scarf and gloves
- Sun hat
- Sun cream

Other items that Parents/Guardians may want to consider for Forest school.

- Waterproof trousers
- All in one waterproof

We do have a selection of spare clothing but this will need to be matched to the child prior to the session and checked for suitability.



Tool Procedures

At Forest school activities will be designed to use tools. A risk – benefit sheet is completed prior to any activity taking place to determine whether the benefits outweigh the risk if this is the case then the potential risks will be taken into consideration and closely monitored yet the activity will still go ahead.

The Forest school leader will have a storage base where all tools are to be kept safely and with their covers on when they are not in use.

All tools are counted out and back in at the beginning and end of each session in which they are used. When not in use in the Forest they are kept with their blades secure and covered with a casing or covering on. Before each tool is to be used it will be checked for damage and working order by the leader.

We use a checklist to count tools out in a session and ensure that same number is returned back at the end of the session.

Tools are stored in their own personal container or bag which keeps them safe and secure and out of the way of harm when been transported to and from the site. Children must never be allowed to help themselves and will always have adult supervision when collecting, transporting and using tools.

Tools are used for a specific purpose. The purpose of each tool will be modelled prior to any child been allowed to use it. When a child does use the tool, they are supervised by an adult on a 1:1 basis. A Hi-vis vest should be worn by participants when using a tool to ensure others know that a tool is clearly in use and to keep their distance from the area. Tools should be used two arm lengths and a tool length away from any other person.

Before a participant transports or stores a tool, the correct way should be modelled beforehand by the forest school leader, the participant should then demonstrate this technique back to the leader. When transporting a tool, the participants are only permitted to walk.

When the tools are back on school site the Forest school leader will check to ensure the tools case coverings have been correctly placed over the blade, check the blades for any damage or to see if they need any maintenance and then store them in a safe and secure locked place until the next session.



Tool Checklist

The Tool Checklist is used to count tools and rope In and out during sessions to ensure all equipment is returned.

<u>Date</u>						
	<u>Start</u>	<u>End</u>	<u>Start</u>	<u>End</u>	<u>Start</u>	<u>End</u>
<u>Bow Saw</u>						
<u>Knife</u>						
<u>Crook Knife</u>						
<u>Peeler</u>						
<u>Billhook</u>						
<u>Folding saw</u>						
<u>Secateurs</u>						
<u>Loppers</u>						
<u>Scissors</u>						
<u>Mallet</u>						
<u>Gimlet</u>						
<u>Hand Drill</u>						
<u>Large Rope</u>						
<u>Short Rope</u>						



Bow Saw rules

- Bow saws must have a blade guard on when not in use
- Supervision ratios are 1:1
- Bow saws are used to cut anything larger than a 2 pence piece
- A glove must be worn on the helping hand (children and adult sizes are available)
- Wood being sawn must be supported on a safe cutting bench
- The crossed hands method must be used to start sawing

Lopper & Secateurs rules

- Supervision ratios are 1:1
- Loppers are used to cut anything smaller than a 2 pence piece
- Loppers are used with bare hands

Knife rules

- Knives must have a sheath on when not in use
- Supervision ratios are 1:1
- Knives are always used on the outside of the body and away from the body
- A glove must be worn on the helping hand (children and adult sizes are available)

Billhook rules

- Billhooks must have a sheath on when not in use
- Supervision ratios are 1:1
- Billhooks are used to split wood
- Billhooks are used with bare hands



Campfire and campfire cooking procedures

Location of site and safety

Waverley primary school site – Built up fire pit site which includes built in wooden seating in the shape of a circle which consists of two heights. The fire pit is clearly marked using stones which indicates the fire safety circle. This is a distance of 1.5 metres away from the seating. This site is the only area we hold a campfire and it is free from low overhanging trees and bushes, the ground is level and there is access to water.

Before we allow a fire session to take place a site risk assessment and activity risk-benefit assessment are both completed to ensure the session is safe and beneficial to take place. Sessions are planned in such a way as to introduce higher risk activities to children over a period of time. This allows Leaders to get to know the children in the group and for the children to learn how to behave responsibly and to build knowledge and understanding of the activity.

Prior to the session the children will be briefed on the safety rules for the fire and all children will be checked to ensure that all long hair is tied back and there is no danger clothing such as toggles and scarves that may get caught near the fire.

- Children do not enter the fire circle
- Children walk the edges the seating area and take a seat
- Do not Jump from the higher seating area
- Only move when supervised by an adult

Safe lighting and management

The first step in lighting a fire is finding the fuel that will maintain the fire and keep it alight. Piles of wood should be collected and sorted into thickness. We should have four piles after this is complete: Matchstick, Pencil, thumb, Wrist.

To successfully start the fire, create the fire triangle which consists of fuel, oxygen and heat. The fire should be lit safely and maintained using the collected fuel starting with the thinnest pile of deadwood. Only a forest school practitioner should light the fire and this is their sole responsibility throughout the session.

The fire should be tended to with one knee on the ground to avoid losing balance. Be mindful of the wind change and try to avoid inhaling smoke move if the wind changes direction.

Movement should be to a minimum when the fire is a light, children should stay seated unless they are told to move by an adult who will tightly supervise this movement.

A bucket and fire blanket will be close and easily accessible at all times during the campfire.



Safe extinguishing

Do not put any extra wood on if it isn't necessary and think about finishing the fire 30 minutes before you need to leave this will give the wood on the fire to burn down to ash leaving minimal waste. The fire should be put out before leaving the site and the cinders spread and soaked with water.

Campfire Cooking

When cooking on a campfire all food will be prepared in the science hub where we have access to a kitchen, sink and all essential utensils. The prepared food will be transported in a container out to the fire. The food will be cooked on the fire using all the correct equipment and led by the forest school leader.

Normal food hygiene rules and standards apply when preparing and serving food during Forest School sessions. This includes any cooking done over an open fire.

Food and drink procedure

Nil by mouth policy (No lick, no pick) for anything found in the area, unless this activity has been specifically planned for during the session. Children must be reminded not to put their fingers or hands in their mouths or noses.

Plates and cutlery are available when children are eating and all children will have access to hand sanitizer and wipes before handling any food.

Drink will be provided by school and plastic cups will be taken to the site.

All food and drink waste will be taken home in a bin liner or bag and the site will be left how it was found.

Hygiene policy

A hygiene station will be set up at all times during any forest school session. The hygiene station will consist of: -

- Washing up ball
- Water
- Hand sanitizer
- Soap
- Wipes
- Nappy bags
- Tissues
- Toilet roll



Toileting Procedures

All children participating in the forest school session will be asked to attend the toilet before leaving the classroom.

However, in the case of an emergency the following procedure will fall into action.

An adult will supervise the child to an allocated private and well covered area within the boundaries yet away from the activity to relieve their needs. The supervising adult should also be in the eyeline of another adult.

A hole of approx. 6-8 inches is dug for faeces. Children are told that they can use a stick if they have missed the hole. Earth is replaced after completion. There will be emergency toilet roll and nappy bags. All toilet roll waste will return back to school site. Children will sanitize their hands with hand gel.

Weather Policy

We will not go to Forest School if the conditions are deemed dangerous such as in high winds, during thunder storms, or during periods of extreme cold. We will use the BBC weather online forecast to make judgments about the expected conditions. The Forest School Leader will make the decision to continue with Forest school or postpone due to bad weather.

If there are high winds the forest school leader will use the school's anemometer.

If the forecast indicates wet weather or if it is raining a shelter will be built on the immediate arrival to the site by the forest school leader providing shelter for all children if and when needed throughout the session.

If the session can't go ahead on the forest school site we will adapt the activity and adjust it to work on school site.



Site Risk Assessment

Completed by – Jessica Cowling

26-02-2021

The Forest School leader will carry out various risk assessments including;

- A general site Risk assessment (Below) this includes the site that we use for forest school and the walk to the site. This will be reviewed updated termly.

Hazard (activity/equipment or garden feature)	Benefit	Risk	Who is at risk?	Likelihood	Severity	Risk assessment	Control Measures	Person responsible
Paths/uneven ground	Children improve balance and strength, learn to negotiate uneven ground	Tripping/falling and cutting hands, knees or bumping heads	All mainly children	3	2	6	Ensure children have appropriate footwear Encourage children to walk until they are familiar with the site	Session leader All adults
Glass or other sharp objects in Dene	Children learning to look out for sharp objects	Cuts to hands, knees	All, mainly children	2	2	4	If adults see glass or other sharps they should carefully remove	Session leader
Bushes/trees	Providing a natural environment, opportunities for climbing and hiding, habitat for wildlife, enhancing children's mental wellbeing.	Puncture wounds (especially to eyes), scratches, bumps	All, mainly children	2	2/3	4/6	Encourage children to walk until they are familiar with the site	Session leader All adults
Trees: tree climbing	Improving strength, coordination, balance, judgement. Fun and sense of achievement.	Falling out of trees	All, mainly children	2	4	8	For tree climbing, only allow children to climb as high as their own head height. Ensure ground under tree is clear of stones and other hazards. Children to have 3 points of contact with the tree at all times. If climbing is a planned activity a separate risk assessment will be carried out	Session leader
Nettles, brambles and other plants	Habitat for wildlife, materials that can be used for making things. Children learning about plants and their properties.	Stings and scratches	All, especially those who do not know what a nettle looks like	3	1	3	Identify stinging plants and ask to be aware of these plants during activities	Session leader All adults
Bees, wasps and other insects	Important part of the ecosystem. Opportunities for children to observe and learn about nature.	Stinging (allergic reaction)	All	2	4/5	8/10	Find out from school of any known allergies. If children are known to be allergic, ensure extra care is taken (long sleeved tops and trousers, tuck trousers into socks, insect repellent if appropriate)	Class teacher Session leader
Ponds	Important habitat for wildlife. Opportunities for children to interact with, observe and learn about nature.	Drowning in pond	All, mainly children	1	4/5	4/5	Children to remain in forest school area. If visiting the pond always accompanied by an adult	Session leader All adults
Soil	Great medium for creative play, learning about properties of materials. Important part of ecosystem.	Soil borne diseases (especially toxoplasmosis)	All, especially pregnant women	1	4	4	If children/adults have cuts on their hands they should wear gloves Ask everyone not to put hands in mouths/eyes/noses when in garden, wash hands before eating	Session leader All adults
Members of the public	Children seeing other people enjoying time spent outdoors.	Attack or abduction by people within the Dene	All	1	4	4	Children to remain in forest school area If they leave the area must be accompanied by an adult Staff to be vigilant and aware of who is in the vicinity. Take a register and carry out regular head counts. Challenge anyone who seems to be lingering unnecessarily in the area	Session leader All adults
Weather	Children experiencing different types of weather. Exhilaration. Children learning how to dress and look after themselves in different weather.	Becoming too hot (heat stroke) or too cold in the garden. Sunburn in hot sun	All, especially children and vulnerable adults	2	3/4	6/8	School staff to ensure appropriate clothing (sun hats and light clothes in hot weather; warm clothes and shoes, hats, scarf and gloves in cold weather; waterproofs coats in rain) All staff to monitor children to check they are not getting too	School staff



							hot/cold. School to ask parents to apply sunscreen if appropriate.	
Tarpaulins and string	Opportunities for developing fine motor skills, cognitive skills, problem solving, sharing learning.	Risk of strangulation with string around neck Loss of blood supply to limbs due to string Suffocation under tarps	Children	2	4	8	Children work in sight of adults	Session leader All adults
Children leaving the Dene unaccompanied	None	Road traffic accident or abduction	children	2	4	8	Regular head counts Assess whether children likely to abscond and decide whether suitable to attend trip or staffing ratio required.	All adults, designated 121 support if required
Remote location, inaccessible to vehicles	Children experience natural environment and freedom of space	Delayed access to emergency help if required – staff may need to carry injured party to vehicular access	All	1	5	5	Be aware of any health conditions in advance and assess if appropriate. Staff to hold Outdoor First Aid Qualification	Session Leader Class teacher
Dogs and dog faeces	None to dog faeces Children see animals enjoying the Dene.	Disease from dog faeces Dog bites	All	2	2	4	Advise children not to go near Dogs within the Dene. Ask dog owners to keep dogs away from children if they seem threatening. If dogs are running towards children, ask children to remain, clam, place hands under arms and look to the sky	Session leader All adults
							Look out for any dog faeces before session and clear/mark as necessary Advise children of the dangers and ask them to look out for dog faeces and point any out to an adult If children do touch dog faeces, clean as much as possible with wet wipes and hand sanitiser.	

Hazard - What is the thing that could cause harm?

Risk - what is the harm that could happen? - e.g trips, falls, cuts, burns.

Who is at risk - who would be harmed, e.g. public, staff, students, clients etc.

Likelihood: 1. Will hardly ever happen or will only happen in extraordinary circumstances 2. Will happen rarely 3. Will happen occasionally 4. Will happen most times the activity is undertaken 5. Will happen <u>every</u> time the activity is undertaken	Severity 1. No adult intervention beyond reassurance 2. First Aid on site 3. Non-emergency hospitalisation 4. Emergency hospitalisation 5. Fatality
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To find out how risky something is:

1. Decide how likely it is to happen
2. Then decide if this did happen how severe would it be
3. Multiply these two numbers together

Ex: if it will happen occasionally =3 if it would require non emergency hospitalisation =3 so this would have a risk rating of 9 (3x3=9)

1-5	5-12	12 and above
Acceptable risk	Acceptable risk, however consider ways to reduce risk	Unacceptable risk unless mitigating circumstances. Consider ways to reduce risk

Control Measures – how can the risk be reduced

Notification to or Action by - this section identifies who should carry out any actions to eliminate, reduce, inform or control the risk



- A Daily risk assessment prior to the session starting on the site, the below form will be filled out prior to the session. The Risk assessment forms will be filed in an accessible folder together after each session.
- An activity Risk-benefit assessment will be carried out for any activity that takes place during the forest school lesson. The below template will be used.
- Each form will be filed away after the session

Site: Denton Dene

Completed by: Jessica Cowling

Date completed:

Hazards	Risk	Who might be harmed	Action

Supporting notes:



Declaration of review date

	Date last reviewed	Review date
Safeguarding policy		
Disability Discrimination policy		
Equal opportunities and diversity policy		
Checking criminal records policy		
Special educational needs policy		
Missing child policy		
Health and safety policy	1st Feb 2021	Feb 2023
Accident and emergency procedures		
Intimate care policy		
Supporting pupils with medical needs policy		
Behaviour policy		
Daily operating procedures		
Emergency and serious incident procedure		
Off site visits and activities policy and guidelines		



Communication strategy

Action	Date action by	Success criteria	Date achieved
Parent Permission to participate in FS and leave school site to attend FS site Review annually	September 7 th 2020	All children have permission to attend FS	
Activity forms filled out in advance for use of site. Review Termly	March 1 st 2021	A form will be admitted to site owners on a termly basis for all forest school sessions that term	Start of each term
Plan regular sessions and put them on the calendar so parents can be told what dates their children will be attending FS.	March 1 st 2021	Specific dates sent to all parents highlighting what dates they need to send their child ready for FS	
Insurance – speak with business manager ensure it is in date, if there are any restrictions we need to adhere to. Review annually	September 7 th 2020	Ensure insurance is in place for first FS session	
Staff Child/Staff ratio is to the correct standard Ensure staff know where they need to be on FS day	1 week prior to sessions	Staff and child ratio to correct standard and a staff list of who is attending FS	Day before FS sessions

