

**Name:**

**Emma Britchford**

Reviewed and amended  
original policy written by  
Bev Cawston

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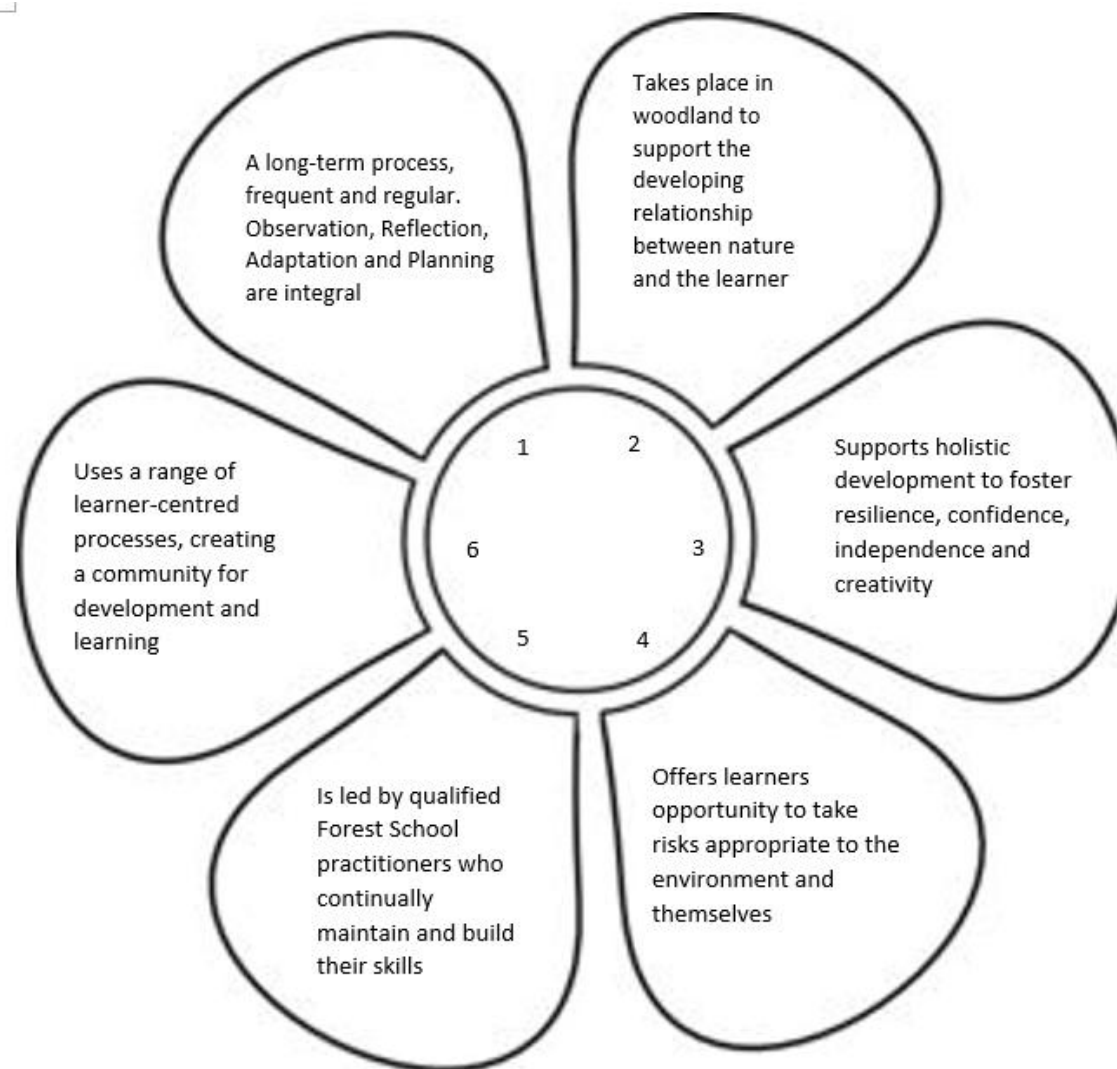
# **Level 3 Certificate**

## **Forest School Leadership**

### **Part 2**

### **Forest School Handbook**





These principles, from the Forest School Association, underpin practice and help us deliver the best Forest School

## Contents:

Part 1: The Practical Skills. (Completed during the training)

Skill 1: Ropes and Knots

Skill 2: Use of Hand Tools

Skill 3: Resources using Natural Materials

Skill 4: Shelters and Dens

Skill 5: Fire

Skill 6: Cooking

Part 2: The Forest School Handbook (completed and submitted before the pilot takes place) and comprising of

i. Policies and Procedures

ii. Benefit Risk Assessments

Part 3: Forest School Ethos and Management

i. Your Ethos

ii. Woodland Structure and Management

Part 4 Your Introduction to Forest School Programme (pilot)

i. Your Site

ii. Your Practice

iii. Your Journey

**By submitting this work, I agree to the following:**

*I understand that the piece of work submitted will be considered as a final and complete version of which I am the sole author. I understand both the meaning and consequences of plagiarism and that my work has been appropriately attributed unless otherwise stated. I have not knowingly allowed another to copy my work.*

Signed:

*E. Butcher*

Dated: 28<sup>th</sup> July 2023

PLEASE NOTE:

Your **policies and procedures** underpin all your Forest School work. These, and your **Benefit Risk Assessments**, make up your Forest School Handbook.

Assessment Criteria for the qualification are highlighted in colour. You must meet the Assessment Criteria to pass the qualification.

### Contents

#### **i. Declaration**

This shows that the Handbook has been read by all supporting adults with a regular role Declaration of review date (the date you will review your policies, procedures and risk assessments)

#### **ii. Policies and Procedures**

##### Equal Opportunities Policy and Procedure Group

- Anti-bullying
- Behaviour Management
- Inclusion and Access

##### Environment Policy and Procedure Group

- Sustainability and Woodland Management
- Landowner Agreement

##### Health and Safety Policy and Procedure Group

- Emergency and Incident
- Fire
- Food and Hygiene
- Insurance
- Medical and First Aid
- Risk Management
- Transport
- Weather and Clothing

##### Learning and Play Policy and Procedure Group

- Learning and Play

##### Safeguarding Policy and Procedure Group

- Communication
- Data Protection
- Disclosing
- Lost Child
- Staffing
- Vetting and Barring
- Visitor

##### Terms and Conditions

#### **iii. Risk Assessments**

##### **Benefit Risk Assessments**

- Branches and Sticks
- Dead Animal on Site
- Eating at Forest School
- Fires
- Mini-beasts
- Mud
- Plants and Fungi
- Ropes and Swings
- Sensory Activities (using blindfolds etc)
- Tools
- Tree Climbing

##### **Daily Site Check**

##### **Site Risk Assessment**

**Declaration;****Declaration that the Handbook has been read by all supporting adults with a regular role**

I have read this handbook and understand the contents

Name	Date

**Declaration of review date**

The content of this handbook will be reviewed as follows

Section	Review
Policy and Procedure	Annually or after an incident (add date)
Benefit Risk Assessments	3 monthly or after an incident (add date)
Site Risk Assessment	6 weekly and after extreme weather (add date)
Daily Site Check	Completed for each session

Signed *E. Butcher*

Date .....

## **Policies and Procedures**

The process of writing these will be taught on the course.

### **Equal Opportunities Policy and Procedure Group**

Guyhirn Forest School believes that the Forest School ethos nurtures and fosters resilience, creativity, confidence and independence in all learners and that all learners deserve an equal chance to be part of programmes. Our projects open to all groups and individuals on condition that they keep to the boundaries that ensure their safety. It is the responsibility of all employees, members and supporters to enforce this policy at all times.

Guyhirn Forest School welcomes all people irrespective of gender, race, culture, colour, creed, sexual orientation, age, class, religion, political belief or disability. We will not tolerate any form of prejudiced or offensive behaviour although we understand that some participants may carry prejudiced or offensive views.

<b>Anti-bullying Policy</b>	
Whilst we understand that some participants may arrive at Guyhirn Forest School holding prejudiced or offensive views, we will not tolerate behaviour that allows any member of the group, or of society in general, to feel ostracized, intimidated, or inadequate.	
<b>Anti-bullying Procedures:</b>	
<p>Guyhirn Forest School will follow the anti-bullying policy of Guyhirn Primary School and all incidents will be dealt with accordingly. Volunteers attending the session who witness or are advised of perceived bullying by a child should bring it to the attention of a staff member who will take the appropriate measures in accordance with School policy. Staff attending the sessions will make the Forest School Leader aware of the behaviour and action taken. Logging of the incident will take place by staff at the earliest possibility on the return to the main School site.</p> <p>Guyhirn Primary School staff will ensure that the Forest School Leaders are aware of any prior bullying issues and outcomes, in order to maintain consistency for those attending the sessions.</p> <p>Adults attending the sessions will model appropriate inclusive behaviour and views.</p>	

<b>Behaviour Management Policy (Conduct Policy)</b>	
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<p>Guyhirn Forest School accepts the feelings and emotions effecting conduct at Forest School and works to help learners understand, celebrate and manage those feelings as appropriate to themselves and others.</p> <p><b>Behaviour/Conduct Procedure:</b></p> <p>Guyhirn Forest School will follow the behaviour management policy of Guyhirn Primary School and all incidents will be dealt with accordingly.</p> <p>Guyhirn Primary Staff attending the session will deal with the behaviour incident in accordance with this policy. However, we recognise that the behaviour of children within the Forest School environment may not be consistent with their behaviour within the usual School environment. This may be evident for example as children react differently to the new social boundaries that Forest School works within. Adults supervising the session will therefore be mindful of uncharacteristic behaviour that may be exhibited and deal with it in an appropriate and sensitive manner. Forest School is a long term process and changes to behaviour and social structure are learnt over time.</p> <p>Volunteers attending the session who witness or are advised of an incident of unacceptable behaviour should bring it to the attention of a staff member who will take appropriate steps to resolve the issue. The Forest School Leader should be made aware of any serious incident and outcome. Staff members who deal with incidents will log as appropriate at the earliest opportunity when returning to the main School site.</p>			
<b>Summarise some of the key influences that affect the behaviour of all participants at Forest School</b>	<b>How do these influences affect behaviour?</b>	<b>Describe what you might do at Forest School to ameliorate the impact of these key influences. You can include techniques, practices, and strategies that encourage and maintain appropriate conduct at Forest School and include interventions such as diversion, de-escalation and positive handling.</b>	
<i>Eg. Weather: Some children may be unused to cold or wet weather, may be affected by the wind or feel uncomfortable in hot, dry conditions.</i>	<i>A child may present as resistant to Forest School; reluctant to put protective overalls on; may be sulky or sad or try to undermine the session.</i>	<i>Be understanding of the distress that this unfamiliarity may cause. Have a supply of extra layers or spare clothes. Use games to warm children up and fire or hot drinks and snacks as appropriate. Plan activities that promote managing the weather conditions and that bring the children together as a community.</i>	
Wearing inappropriate clothing for the weather	These factors can impact on their own and others learning and development in a number of ways. These may include (these could be impacts on all or some of the factors)	<p>All children and adults are required to dress appropriately for the weather and for the activities which take place during our Forest School sessions. This will enable them to fully benefit from the experiences offered without being concerned about feeling too cold, wet or hot.</p> <p>Below is a suggested clothing list to cover our very changeable weather! These are suggestions to ensure the weather does not impact on their time outside. We fully appreciate that clothing costs for rapidly growing children</p>	

	<ul style="list-style-type: none"> <li>• Changes in 'normal' behaviours</li> <li>• An inability to keep themselves safe and/or make decisions about their own safety</li> <li>• A lack of understanding of how their actions may negatively impact on others safety</li> <li>• Taking increased and inappropriate risks during their play</li> <li>• Not being able to fully participate with all aspects of the Forest School Ethos</li> <li>• An inability to take part in the social collaboration</li> </ul>	<p>can be excessive. So please only buy things when you would usually replace them and consider whether they would be suitable for Forest School use.</p> <p>Please note that these clothes are likely to become muddy, wet, grass stained, caught on trees and bushes. On the odd occasion clothing may as a result become torn. We would therefore ask that you do not send your child in brand new expensive clothing as it may prevent them taking part in activities for fear of ruining their clothes. Please also try to avoid clothing with loose drawstrings as these can become a health and safety risk if they are caught during activities.</p> <p>Warmer weather: Long sleeve top. Long trousers, Enclosed shoes, preferably trainers. Sun hats. Jumper or 'hoodie'. Raincoat, for our frequent seasonal showers! Sun cream (applied prior to arrival)</p> <p>Cold/Wet Weather: Long sleeve top, Long trousers, Enclosed shoes - wellies are good for keeping feet dry but don't keep their feet warm. Trainers are preferable for climbing, but will need to be dried well after it has been raining! Low cost waterproof walking boots are available, but please do not feel you need to purchase anything you would not otherwise have considered buying. Base layers, vests, additional t-shirt layers, leggings, sports layers - to add warmth</p> <p>Waterproof over trousers. Waterproof warm coat.</p> <p><i>Build a school wardrobe to help families who may struggle to provide appropriate clothing.</i></p>	
Excitement and anticipation	<ul style="list-style-type: none"> <li>• An increased sense of isolation and negativity</li> </ul>	<p>Forest School is a wonderful opportunity for children to try something new in an ever changing environment. This should always result in a sense of excitement and anticipation. These emotions however, may result in children making unsafe decisions or taking unacceptable or inappropriate risks which may affect their or others safety.</p> <p>All adults will be advised of situations to look out for. We do not wish to prevent children from taking risks as this is a fundamental part of their development in the long term process of forest school. To this end we will aim to redirect any inappropriate actions rather than telling a child to stop what they are doing. We will through careful wording encourage the child</p>	



		to think about “what might happen if...” in order to develop their understanding of the consequences of their actions.	
Family or home life issues		<p>A child’s concern over things that are happening at home can have a detrimental effect on the way they behave in their daily life. As a school Guyhirn Primary actively strives to encourage families to advise us of issues and difficulties which may impact their child. The staff at Guyhirn Primary will always do this in a non-judgemental way, our only concern being ways in which we can help to minimise the impact issues have on the children in our care.</p> <p>Guyhirn Primary will ensure that Forest School leaders are made aware of any issues which could negatively impact on a child’s time at Forest School. Guyhirn Forest School is a long term holistic process of growth and personal development and there are many ways we can encourage children to participate in order to make their time within it as enjoyable as possible. Children who are experiencing issues at home may find the informal nature of Forest School an ideal setting for them to be able to express their feelings. All members of staff will therefore ensure they take the time to listen and support them accordingly.</p>	
SEND		<p>Guyhirn Forest School is a fully inclusive setting and no child will be excluded based on their additional needs. We recognise that all children will arrive with mixed abilities but that for those children with SEN these may be more noticeable to their peers. We will aim to help all children support one another in their growth and development during their time at Forest School.</p> <p>It is important for them to be able to recognise that we are all unique, have different abilities and will achieve our personal goals at different times. Every child will be encouraged to do their best through a sense of personal accomplishment and all achievements, no matter how small they may be perceived to be, will be celebrated. We will encourage all children to develop a sense of resilience and self-worth in what they do.</p> <p>Wherever possible we will adjust our environment and the activities provided to enable all children the opportunity to be part of our social group.</p> <p>More information will be provided in additional policies : inclusion and access</p>	

<p>Lack of food to sustain them throughout the session</p>		<p>If a child is hungry or thirsty they will not have the energy or concentration levels required for safely taking part in the physical activities which take place within Forest School. In addition it can lead to disruptive behaviour, a lack of enthusiasm or an inability to listen to or follow instructions.</p> <p>All children will therefore be encouraged to bring a water bottle with them to Forest School. In addition, we will have a communal rest time during the session, when the children will sit and either consume a snack they have brought with them, or eat one which has been provided.</p> <p>During some sessions food will be prepared and cooked, either by the Forest School leaders or by the children themselves. This is an important part of their holistic development as they learn more about where our food comes from and develop the skills to prepare and cook it themselves.</p> <p>This is an important social time for the children as it gives an opportunity to develop their communication skills as they discuss what they have been doing with their peers.</p>	
<p>Previous trauma, fear or anxiety of the unknown</p>		<p>Guyhirn Forest School should be an enjoyable experience for all. Some children however may have suffered from a previous trauma or have a fear or anxiety of the unknown which may be detrimental to this experience.</p> <p>Forest School Leaders will be made aware by School staff of any child who may have suffered from trauma or have any known fear or anxiety. Forest School Leaders will therefore ensure there are ample opportunities for these children to take part in activities which are not likely to cause upset to them. No child will be made to take part in an activity that makes them uncomfortable or anxious. Adults will be supportive and listen to any concerns they may have and alternatives activities offered where necessary. Guyhirn Forest School is a long term process of holistic development and it is hoped that this process will enable these children to take small steps towards being able to deal with these issues in their own time by providing a safe, supportive and consistent environment.</p> <p>Adult will ensure that no child is made to feel that they have failed or are behind others. Forest School should not be seen as a race to achieve anything quickly, nor will we condone any behaviours by children which</p>	

		<p>suggest that their achievement is better than their peers. Encouraging such views may prevent children from developing their own ideas in favour of taking the option that they perceive to be the “correct” one. It may also cause children to take unsafe risks by trying to complete activities in a way that they are not comfortable with or physically able to do. Rewards or prizes will not be offered as a way to get children to take part in an activity or as a way to alter behaviour. At Guyhirn Forest School a child has to be intrinsically motivated to take part in an activity.</p> <p>All children will be given the opportunity to have their voice heard. This will involve adults listening to them during activities as well as encouraging peer communication. A key part of this will be our log circle time and the use of a “talking stick” where children will be made aware of listening carefully to whoever is holding it. By using a variety of methods we will ensure that everybody has a voice and is heard. Any disagreements within the group around their independent game will be discussed and supported by an adult who will act as mediator to establish clear boundaries and group agreements.</p> <p>Rules of Guyhirn Forest School:</p> <ol style="list-style-type: none"> <li>1) Stay within the red flag boundaries</li> <li>2) Listen to others</li> <li>3) Come back to the log circle when called</li> <li>4) Don't do things that will hurt yourself, others or the environment.</li> </ol> <p>Guyhirn Forest School recognises that a long term process is needed to change any perceived negative behaviours.</p>	
<b>2. 4.2 Explain how any participant's total behaviour can impact, positively and negatively, on their learning and development and that of others at Forest School.</b>			
Positive Impacts of Behaviour on Learning		Negative Impacts of Behaviour on Learning	
The children will build and develop their four R's – resilience, reflectiveness, resourcefulness and reciprocity		They could try to spoil others play/games resulting in resentment from others	

<p>They will be more creative and understand nature connection</p> <p>They will develop and learn transferrable skills</p> <p>They will understand how to take safe risks, to challenge themselves and others as well as becoming a more knowledgeable other – in turn becoming happier and healthier children</p>	<p>They may just be 'bored'</p> <p>Increased fearfulness, reluctance to join in not wanting to return to the woodland</p> <p>They could display risky behaviour which would require intervention if risk of harm to themselves or others.</p>	
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<p><b>Inclusion and Access Policy</b></p> <p>Guyhirn Forest School works with participants and their carers to ensure that all have equal access to the Forest School site and to the ethos of Forest School. The Forest School leader will work to ensure children with special educational needs are able to experience the six principles of Forest School. Forest School is an intervention and not a treat.</p> <p><b>Inclusion and Access Procedure:</b></p> <p><b>Describe how you communicate your ethos to potential participants and their carers:</b></p> <p>All participants and their carers will be given the opportunity to read the Guyhirn Forest School handbook. In addition regular updates will be given via the various communication methods used by Guyhirn Primary School.</p> <p>Our Forest School rules will be explained verbally to those attending the sessions at appropriate times and memories will be refreshed as necessary!</p> <p><b>Explain how you adapt to enable different access to the woodland</b></p> <p>Guyhirn Forest School is located on the playing field of Guyhirn Primary School, access to the site is from the school playground, along a wide level pathway covered in wood chips. The surface is hard and well drained and would be suitable for those in wheelchairs or the less physically mobile.</p> <p>The Forest School site is well drained and ground cover is currently grass. The grass is uneven and we have an active mole population. However, with support the visually impaired and any wheelchair users can be supported to access and use the site.</p> <p>Activities will be adapted in order to make them accessible to all, for example:          Craft and tool activities can be set at a suitable height for a wheelchair user          Additional support can be given to the visually impaired to enable them to use tools safely.          Lower or more stable swings can be installed for those unable to climb.</p> <p>Should a new child attend the Forest School with any form of additional need we would carry out a suitability assessment of our activities in order to find ways to adapt them to meet their needs.</p>	
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## **Environment Policy and Procedure Group**

Guyhirn Forest School works with the Forest School Principles and sustainability guidelines to care and support the environment of Forest school.

Guyhirn Forest School considers that the care and protection of the Forest School environment is the responsibility of all participants.

<b>Sustainability Policy</b>	
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The natural environment is key to Forest School. Building a connection to nature will help ensure care and respect for the earth. Guyhirn Forest School aims to maintain a robust environmental and sustainability aware teaching environment. It is of the utmost importance that Forest School is managed responsibly and that all participants are encouraged to be involved with this.		
<b>Sustainability Procedures</b>		
Assessment of the site and Activities		
<b>Aspect/Activity</b>	<b>Impact on the Site</b>	<b>Mitigation</b>
Collecting wood	Removal of wood sources, disturbing habitats, flora and fauna	Fires: Collect dead wood from the trees or if not available from the ground prior to the session that can be dried. Rotation of trees used to help with regeneration. Shelters and dens: Collect dead wood from the ground, return to the original site once finished with
Fires	Damage to the ground (heat, disturbance of habitats, flora and fauna). Risk of fire spreading, damage to surrounding wildlife	Fires will be made in safe place, in a slight clearing. The trees around the fire area will be checked to ensure there are no dead branches or animal homes above. Fires will be made either using fire pit, so no damage will be caused or in the ground they will be dug and a fire blanket used to prevent the heat damaging tree roots. Any fire's dug will be put out safely and the area will be restored to ensure the site looks like it did before following the no trace principles.
Mud play	Ground dug up. Plants and insects disturbed. Trip/fall risk (hole). Animal trap (hole). Use human made objects. Removal of mud.	Choosing a designated area, removing human-made objects after session (selecting non-breakable objects e.g. wood or metal rather than china), relocation to encourage regeneration, re-fill holes, add more soil if needed, Briefing about insects to the children to encourage them to look out for them
Mini-beast hunting	Possibly damaging habitats. Possibly hurting or accidental killing of mini-beasts.	Briefing talk – taking care of the insects, not removing them from their habitat, Create bug hotels
Cooking	Food waste may attract animals to the site or increase numbers of certain species, potentially leading to adverse changes in biodiversity.	Inform pupils of these impacts and provide a container (to be taken away) or an ecologically area for food disposal. Don't cook every week. Cook using local and sustainable food sources. Cook using organic and no-meat protein sources.
Tree climbing	Damage to trees, dislodge wildlife, removal of bark, homes disturbed	As a school we will have sourcing some tree's from the woodland trust so that more trees will begin to grow and develop over time.

		Safety talk, respect of environment. Tree selection – old, mature, smooth bark, alternate trees if possible, check for habitats.	
Ropes and swings	Damage to trees (breakage, bark removal), flora underneath rope, disturbing animal homes within the tree, compacting soil around the tree	Take down when not in use, check trees and area prior to putting up, relocate if needed, aerate soil at roots, choose a robust tree, select a thicker rope, ensure children are wearing appropriate footwear. Check trees (have a tree survey completed), change attachment spots, check for nests, branches etc.	
Shelters and Dens	Prevention of sunlight to ground, holes in ground for pegs, ropes on trees, disturbing habitats, collection of wood	Remove after use (leave no trace), take away tent pegs, choose an area where the ground is as clear as possible. Any wood collected to be taken back to where it was found,	
Collecting natural materials	Removal of natural sources which could be a habitat, disturbing flora and fauna, removal of a non-abundant plant could result in a loss of that plant	Children will be encouraged only to pick natural resources where they are in abundance or already on the ground. Materials returned to the original site of possible, checking prior to collection for obvious habitats.	
Entering and leaving the environment	Footfall can impact the site.	Boundary ribbons, ropes and shelters will be taken down at the end of each session. They can also they be rotated to different areas and tree's to prevent damage to tree's and areas of the forest school site. Every day waste will be collected and taken to the school bins daily. This also supports the leave no trace principle. We have two areas so that the site isn't being used 3 times a week to try to minimise this impact.	

<b>3 Year Sustainability Plan</b>					
Aspect/Activity	Mitigation (copy and paste from table above)	Year 1	Year 2	Year 3	
Collecting wood	Fires: Collect dead wood from the trees or if not available from the ground prior to the session that can be dried. Rotation of trees used to help with regeneration.	Buy to burn on the camp fires.	Use wood taken down when the trees are coppiced.	Source a tree surgeon to see if they are willing	

	Shelters and dens: Collect dead wood from the ground, return to the original site once finished with.			to donate wood. Create a log pile that is left only as an animal habitat.	
Fires	Fires will be made in safe place, in a slight clearing. The trees around the fire area will be checked to ensure there are no dead branches or animal homes above. Fires will be made either using fire pit, so no damage will be caused or in the ground they will be dug and a fire blanket used to prevent the heat damaging tree roots. Any fire's dug will be put out safely and the area will be restored to ensure the site looks like it did before following the no trace principles.	Monitor site  Use charcoal from fires for arts and crafts (natural painting tools)	Use a fire pit/bowl.	Relocation of fire site  Planting new trees.	
Mud play	Choosing a designated area, removing human-made objects after session (selecting non-breakable objects e.g. wood or metal rather than china), relocation to encourage regeneration, re-fill holes, add more soil if needed, Briefing about insects to the children to encourage them to look out for them	Monitor site, source mud to re-fill if needed	Relocate mud pit/site	Create bug hotels/habitats	
Mini-beast hunting	Briefing talk – taking care of the insects, not removing them from their habitat, Create bug hotels	Create mini beast areas on site and create a wild garden area.	Create bug hotels and habitats	Maintain and re-plant wildlife area, adding new flowers.	
Cooking	Inform pupils of these impacts and provide a container (to be taken away) or an ecologically area for food disposal. Don't cook every week. Cook using local and sustainable food sources. Cook using organic and no-meat protein sources.	Do not cook every week and ensure all rubbish and food sources are taken away	Create a compost area which can be used for planting	Enhance area through planting trees and shrubs which can be	



		from the area at the end of each session.		used for cooking e.g. hazel	
Tree climbing	As a school we will have sourcing some tree's from the woodland trust so that more trees will begin to grow and develop over time. Safety talk, respect of environment. Tree selection – old, mature, smooth bark, alternate trees if possible, check for habitats.	Monitor trees and regularly check for damage through daily site checks	Rotate the tree's to give them a break.	Enhance through planting new trees	
Ropes and swings	Take down when not in use, check trees and area prior to putting up, relocate if needed, aerate soil at roots, choose a robust tree, select a thicker rope, ensure children are wearing appropriate footwear. Check trees (have a tree survey completed), change attachment spots, check for nests, branches etc.	Buy new ropes, check them and keep the dry and clean.	Check the ropes for any damage and ageing.	Enhance area through - Planting new trees Replace ropes if needed	
Shelters and Dens	Remove after use (leave no trace), take away tent pegs, choose an area where the ground is as clear as possible. Any wood collected to be taken back to where it was found,	Take away tent pegs, keep up for minimum time, take what was collected back, leave no trace	Move/relocate position of shelters and dens. Only use shelters as needed. Bring in sticks from outside	Enhance the area through creation of bug hotels. Consider tree survey if one hasn't been completed	
Collecting natural materials	Children will be encouraged only to pick natural resources where they are in abundance or already on the ground. Materials returned to the original site of possible, checking prior to collection for obvious habitats.	Pick only if in abundance. Collect what is on the floor. Return to original place when finished	Bring in materials from elsewhere (if abundant)	Enhance the area through creation of bug hotels. Planting fast growing trees/wild areas	
Entering and leaving the environment	Boundary ribbons, ropes and shelters will be taken down at the end of each session. They can also they be rotated to different areas and tree's to prevent damage to tree's and areas of the forest school site. Every day waste will be collected and taken to the school bins daily. This	Use both forest school sites to ensure the impact is minimised.	Consider moving a site if necessary to give it a break.	Enhance through planting new trees, creating different areas	

	also supports the leave no trace principle. We have two areas so that the site isn't being used 3 times a week to try to minimise this impact.			which would be used e.g a mound/hill	
<b>How do you involve your participants in sustainability practice? Include nature connection routines, ID and the kinds of activities and items the learners are involved with doing and making</b>					
Food cooked on the fire during forest school will be from sustainable sources, such as using damper bread and meat free sources of protein when cooking. Where possible natural loose parts will be used to create fun learning experiences for the children to take part in during their forest school session such as using natural paint brushes and natural items for creating art or willow circles for making games such as hoopla or making a dreamcatcher etc. Regular ID activities – to know what is in our environment, to take part in recognising new or increasing wildlife and the impact our site is having. Developing a wild area to encourage new wildlife					

<b>Woodland Management Policy</b>	
Forest School must balance with the integrity of each ecosystem. Guyhirn Forest School seeks to protect, maintain and improve the biodiversity of the site.	
<b>Woodland Management Procedures</b>	
Describe the woodland management at your site including who is responsible and how is it documented.	
<p>Forest School leaders are responsible for the woodland management of Guyhirn Forest School. We will endeavour to ensure that the natural biodiversity is protected during the activities that take place during each session. Areas used for activities will be moved around to different locations each session in order to reduce long term damage from areas being overused. This will also allow the terrain a chance to regenerate.</p> <p>Tree bark will be protected where necessary by using hessian sacking or similar prior to ropes being tied.</p> <p>Guyhirn Forest School has been mapped using <a href="http://myforest.sylva.org.uk">myforest.sylva.org.uk</a> and this tool will be used to document and record all planned maintenance and information about the site.</p>	

<b>Landowner's Agreement</b>	
If you need permission to use the woodland space, include it here	

<b>N/A</b>	
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## **Health and Safety Policy & Procedure Group**

Guyhirn Forest School aims to provide a physical and emotional environment which fully supports the ethos of Forest School. Activities support appropriate risk taking and playful exploration.

<b>Emergency and Incident Management Policy</b>	
Guyhirn Forest School understands the importance of a practiced plan in the case of emergency and of notifying appropriate organisations of in the case of such emergencies or contingencies.	
<b>Emergency and Incident Procedures</b>	
<b>What your participants do in the case of an accident requiring external assistance (include the member of staff responsible for the children; the member of staff responsible for any injured or sick parties; how external assistance finds the Forest School site; the parties who need to be informed of any incident and how and when these parties are informed)</b>	
Forest school leaders will take out the school mobile phone to the site with them. This will enable staff to call upon extra staff should any emergency, incident or illness occur. This will also mean that office staff will be able to call for support from services	

<p>such as emergency services immediately. The other member of school staff will take the other children back into school should this be required and the forest school leader will support the child needing assistance. If a second member of staff is required to stay with the Forest School Leader a member of staff from the school building will come and collect the rest of the group to take inside.</p> <p>There is a vehicle access gate directly onto the field and so any emergency vehicle will be able to access the site using this. The Forest Leader will have the key and the adult not dealing with the child will be responsible for opening the gate when the rest of the group have returned to school.</p> <p>Use of What 3 Words to give the location of the gate to the emergency services.</p> <p>Additional member of staff to stand at gate to aid visibility for ambulance as it's concealed?</p> <p>Parents of anyone involved in any incidents will be contacted immediately by the office staff in school.</p> <p>Depending on the severity of the incident the Health and safety executive will also need to be contacted by the head teacher. A report will be compiled by the forest school leader and head teacher.</p>	
<p><b>What your participants do in the case of sudden illness (include the member of staff responsible for the children; the member of staff responsible for any injured or sick parties; the parties who need to be informed of any incident; how and when these parties are informed)</b></p>	
<p>Forest school leaders will take out the school mobile phone to the site with them. This will enable staff to call upon extra staff should any emergency, incident or illness occur.</p> <p>An additional adult can be called upon to help the Forest school leader as the assistant takes the child into school. Parents will be contacted at the point of Forest School Leader contacting school.</p> <p>If it is the Forest school leader then the session will immediately close and the group will return to the school building. If it is an assistant, providing the ratios are ok or another adult is available the session can continue.</p>	
<p><b>The circumstances under which a session might be cancelled</b></p>	
<p>The sessions will need to be cancelled in the absence of the forest school leader. If the site is deemed unsafe due to a daily risk assessment – e.g., the weather has led to the site being unsafe, such as the branches of trees have fallen in the wind.</p> <p>It is hoped the cancelled session may be able to take place at another time so children do not miss out on their session.</p>	
<p><b>How the cancellation of a session is managed</b></p>	
<p>If a session is cancelled the children will resume their normal curriculum activities within the school building. Parents will be informed prior to the session (if possible) via text/Facebook to make them aware that they will not require their forest school clothing. Where possible the session will be rescheduled.</p>	
<p><b>A procedure for an accident to yourself (include the member of staff responsible for the children; the member of staff responsible for any injured or sick parties; how external assistance finds the Forest School site; the parties who need to be informed of any incident and how and when these parties are informed)</b></p>	

If the forest school leader is injured the member of school staff will phone for support from school. They will then take the children back into school while school staff will support the forest school leader. The forest leader or school staff must complete the accident/incident book.	
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<p><b>Fire Policy</b></p> <p>Guyhirn Forest School believes that proper use of fire is an important part of children's learning. Fire Management Procedures form Skill 5 of your Practical Skills book and are included the Benefit Risk Assessment Section of this handbook.</p> <p><i>The children will develop transferable and possibly lifesaving skills learning how to make a safe campfire and cook simple foods on it. Children need to work as a team to collect everything that is required to light and keep a fire burning. This might often require resilience to.</i></p> <p><i>Fires will only take place when the forest school leader feels secure in the knowledge that the children in the group will listen and follow all the safety protocol required to ensure the fire safety is adhered to.</i></p> <p><i>Fires will only be lit when the weather conditions are suitable. So not when it is very windy, or when it is extremely hot and dry on the ground.</i></p> <p><i>The forest school site is on school property so we will not require permission from the land owner.</i></p>	
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<p><b>Food and Eating Policy</b></p> <p>Guyhirn Forest School believes food is an important part of nurturing community at Forest School and that food and eating are important teaching tools. Additionally, Guyhirn Forest School believes that Forest School provides a good opportunity for practising environmentally friendly behaviours. Procedures for safe eating in the Forest School are included in the Benefit Risk Assessment Section of this handbook.</p> <p><i>Children need to ensure they eat to maintain energy whilst at forest school. Children will be moving and exercising throughout the session so staying hydrated and fuelled is important.</i></p> <p><i>This can be in the form of healthy snacks such as fruits and vegetables. Getting children involved in the fire and potentially cooking of the food will be a positive way of engaging children to eat healthier foods. Making the damper bread and whittling a stick to cook it on first will make eating the bread so enjoyable and they will be learning more skills and going through more processes that just toasting a shop bought marshmallow.</i></p> <p><i>To support this further buy the foods or even growing some where possible really demonstrates where food comes from and how it is grown. Identifying the carbon footprint and distance food travels. This can be supported with PSHE, science and geography lessons. As part of the process the peelings of the fruit and vegetables etc can be added to our school composter.</i></p> <p>Children will bring their own drink bottle and a healthy snack to site. A snack break will take place half way through the session to ensure children are fuelled and hydrated.</p>	
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Food cooked on the campfire will be healthy and the forest school leader will ensure allergies, intolerances and all dietary requirements are catered for.	
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<b>Hygiene Policy</b>	
Guyhirn Forest School acknowledges the importance of good hygiene in keeping children and adults safe from infectious diseases.	
<b>Hygiene Procedures</b>	
<b>How you safeguard for infectious diseases such as Lyme's Disease and Weill's Disease</b>	
Lyme's Disease is caused by a tick bite. The risks can be minimised by wearing long trousers, and long socks with trousers tucked into them and wearing closed shoes or boots. Insect repellent could also be worn.	
Weil's Disease is from contact with animal urine, blood or tissues that can be found in water and soils. The risks of being infected by this disease can be minimised by wearing waterproof closed shoes and regular hand washing so that the infection does not enter the eyes of body.	
<b>How you manage outdoor toileting and menstrual care</b>	
The Forest School sessions at Guyhirn Forest School will be about 2 hour long sessions and as such the need for sanitary bins in the outdoor area shouldn't be required. Any girls requiring the use of the sanitary bin can use the bins in the school toilets. For children needing the toilets, as we are on the school field, they will be taken to the school building.	
<b>How you manage handwashing</b>	
Tippy taps will be placed outside for use to wash hands and hand gels will also be available. Children will be asked to thoroughly wash their hands in school with soap when they return to school.	
<b>How you protect cuts and grazes</b>	
The forest school first aid kit will contain bottled water and plasters etc to help deal with any small cuts and grazes on site.	

<b>Insurance Policy</b>	
Guyhirn Forest School understands that all Forest School session must be covered by appropriate insurance.	
<b>Insurance Procedures</b>	
<b>Your insurance provider</b>	
<b>How and when your insurance policy renewed</b>	
<b>Assurance that it covers all the activities you do and the ways in which you do them</b>	
Guyhirn Primary School is covered by the Risk Protection Arrangement (RPA) for Church Academy Trusts.	

<p>The RPA is renewed annually.</p> <p>All activities which take place as part of Guyhirn Forest School are covered through this arrangement.</p>	
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<b>Medical and First Aid Policy</b>	
Guyhirn Forest School understands that it is the responsibility of the Forest School leader to ensure that all children and adults at the Forest School sessions have access to appropriate first aid treatment. The administration of medicines is at the discretion of the Forest School leader, but this should not contradict the Equal Opportunities Policy	
<b>Medical and First Aid Procedures:</b>	
<p>The ratio of adults to children</p> <p>The staff a first aid qualification and at what level</p> <p>Emergency equipment carried</p> <p>How and when medication can be administered</p> <p>Ratio of 1 adult to 10 children.</p> <p>The forest leaders are qualified in paediatric outdoor first aid and the school staff members are all paediatric first aid qualified and First Aid at Work.</p> <p>Volunteers are unlikely to be first aid trained.</p> <p>The school mobile phone will be taken out onto the field at all times so that they can phone school should any incident or accident occur.</p> <p>A first aid kit with clean fresh water will also be taken outside for every forest school session.</p> <p>Staff will take out and store securely any medical equipment such as asthma inhalers for those children who require them.</p> <p>These will be stored in a plastic container in our tool bag which is brightly coloured and easily visible to staff members in an emergency.</p>	

<b>Risk Management Policy</b>	
Guyhirn Forest School understands that risk-taking is an essential part of holistic development, when it is appropriate to the child and the environment	
<b>Risk Management Procedures:</b>	
<p>How risk is managed at your Forest School</p> <p>How your Forest School promotes appropriate risk taking</p> <p>How this attitude to risk taking impacts on learning?</p> <p>When and how you carry out risk assessments (link this to the declaration at the start of this handbook)</p>	

<p>We take risks to build confidence, learn boundaries, build resilience, problem solve and to learn from our mistakes – risk taking promotes happier and healthier children. Risk taking is a transferrable skill – in society now it is an expectation to keep safe all of the time and society has become very fearful.</p> <p>Forest School Principle 4: Offering learners the opportunity to take supported risks, appropriate to the environment and to themselves. We will encourage and provide opportunities to take risks in a supportive and appropriate way. Children who are taking part in risky play which is not appropriate will receive intervention. This will be around talking to the children about what might happen if... It is important for the adults to avoid using phrases such as 'be careful' or stopping them just because they don't like seeing it.</p> <p>Initial agreements (not rules) will be created together as a group at the beginning of the year and reviewed or reminded of when needed (if accidents/injuries are happening frequently)</p> <p>The Forest school leader will consider rope heights and tree climbing heights. Adults will remind the children of the three point rule (three parts must be touching the tree)</p> <p>Risk Assessments. All areas of Forest School have undertaken risk assessments these are reviewed when necessary or at least annually. Any risk identified will have control measures carried out to further minimise the risk. Daily risk assessments and checks on all equipment are carried out before each session begins. Volunteers, staff, forest school leaders and the children will also carry out in the moment risk assessments at all times.</p>	
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<b>Transport Policy</b>	
Guyhirn Forest School sees strong links between environmental sustainability, health and Forest School. We walk to Forest School whenever we are able.	
<b>Transport Procedures</b>	
How you access the Forest School site	
N/A – the Forest School site is located on the school field	

<b>Weather and Clothing Policy</b>	
Guyhirn Forest School enjoys all types of weather and sees opportunities for play and learning in them. Nevertheless, the safety of participants is never compromised.	



<b>Weather and Clothing Procedures</b>	
<b>When and how the weather is checked prior to a session? Clothing and who provides it? How you manage the welfare of children during a session?</b>	
<p>Weather forecasts are checked prior to session starting</p> <p>Severe weather</p> <p>Forest School sessions will be cancelled if high winds occur which may cause risk of injury from falling branches or other objects. If lightning storms are deemed to be too close to be safely out in the open the session will be cancelled.</p> <p>If a session is taking place at the time the Forest School Leader will arrange for the children to go back into school.</p> <p>A clothing list will be sent out at the beginning of the year and reminders sent via text/Facebook at intervals throughout the year.</p> <p>The school will build a wardrobe (where possible) of clothes to help those who are not having correct clothing provided.</p> <p>During winter, the temperature will be monitored throughout the session. If children are getting cold/wet and unable to warm up through games, use of a fire etc the session may be cut short to return to the school building.</p>	

## Learning and Play Policy and Procedure Group

Guyhirn Forest School promotes the development of a relationship between the participants and the natural environment to support and transform relationships with themselves and others. The Forest School ethos follows the six Forest School principles.

Guyhirn Forest School projects promote the holistic development of the participants offering social, physical, intellectual, communication, cultural, creative, emotional and spiritual dimensions for personal development.

<b>Learning and Play Policy</b>	
Guyhirn Forest School projects are based on a learner-centred, pedagogical approach that is responsive to the needs and interest of learners. Play and choice are an integral part of the Forest School. Learning process and free play are recognized as vital to learning and development. Practitioners/supporting adults are all part of the learning community and view themselves as learners. Projects are participant driven and whilst national curricula outcomes may be met, they are not the drivers behind a specifically delivered content.	
<b>Learning and Play Procedures</b>	
Summarise how the Forest School Principles apply to your own programme.	
1. The Long-Term Principle	It's long term. Guyhirn Forest school is going to be for every year group across the school, from pre-school right through to year 6. The school has 3 mixed year group classes and a pre-school class. This means each class will have a turn each week in forest school, meaning when a child starts in preschool they could have a session in forest school almost weekly throughout the academic year. For 8 consecutive years.
2. The Nature Connection Principle	It takes place in woodland. Guyhirn Forest school has access to our own school field. The field has trees all around the edges and in some places there are more tree's planted together that create a mini wooded area. There are a range of tree's and there are enough currently to create a rope bridge, rope swing, rope ladder and still have a space for a shelter etc. There are loose parts in these areas that children can use in their play. We also have access to a pond area. The plan moving forward will be plant more tree's for the future sustainability.
3. The Holistic Development Principle	It's Holistic. Guyhirn forest school will be play based and child led, adults and volunteers will be available to offer activities and teach children skills. However, these will be available and children can choose to take part or create their own play and activities. It focus will be on the whole child and developing intrinsic skills such as confidence, self-esteem and resilience. Children will have the freedom be able to take self-calculated risks and direct their own learning experience. We recognise children grow in many and different directions as they follow their unique learning journey.

4. The Risk-Taking Principle	<p><b>Risk Assessments.</b> All areas of Forest School have undertaken risk assessments these are reviewed when necessary or at least annually. Any risk identified will have control measures carried out to further minimise the risk. Daily risk assessments and checks on all equipment are carried out before each session begins. Volunteers, staff, forest school leaders and the children will also carry out in the moment risk assessments at all times.</p>	
5. The Qualified Practitioner Principle	<p><b>Qualified staff.</b> A Guyhirn Forest we currently have three, level 3 forest school leaders. One forest school leader will always lead the session and school staff and volunteers will assist and support.</p>	
6. The Community Principle	<p><b>Community.</b> Guyhirn Forest school encourages team work and support of each other. We have school staff joining us as well as parent volunteers supporting our sessions. Forest School is play based. Play may be described as a freely chosen, personally directed and intrinsically motivated. Children determine the content and intent of their play by following their own instincts, ideas and interests in their own way. Huatthe, 2021. Longer term we have begun to involve families with the aim to possibly members of the community by inviting them to join us for special forest school sessions. It is also hoped that the community will be involved with our future tree planting plans.</p>	

Explain, giving examples, how Forest School encourages:	
<b>i. physical development</b>	
<p>Physical development - Forest school is based on developmental movement play. Physical movements are holistic, when you prevent physical movement you are preventing learning. Forest school promotes all physical movement and as it does this it is also supporting children's interceptive sense, this is how children feel internally, so hunger, pain and also emotional feelings such as pride and happiness. Tummy time or crawling can help stimulate this sense. So crawling into small dens that children have built etc. using core muscles that they haven't used before and recognising the discomfort and the fun and pride and satisfaction in achieving can help support this sense in forest school.</p> <p>It will also support the vestibular sense, this involves balance and their ears. When children use this sense that get a sense of feeling dizzy and their body releases dopamine which gives children that feel good feeling. In forest school this is supported rolling, spinning and swinging. So the ropes, the swing, rolling down hills etc will promote this sense.</p> <p>Forest school stimulates the proprioception sense where you feel your body belongs to you by extending and contracting your muscles. So gross motor skills will help support this, such as rough and tumble play, hanging and jumping etc. Forest school offers stick play, jumping off equipment, jumping in puddles, hanging onto rope bridges etc.</p>	
<b>ii. well-being</b>	
<p>Wellbeing – Children need to enjoy fresh air and be outside to support their physical, emotional and mental health. Children are allowed to be free and to enjoy playing in forest school. And as such they set themselves self-chosen challenges. As children practise</p>	

<p>skills and complete these challenges they feel happiness and pride in their achievements. This supports self-esteem and confidence to support wellbeing. Connecting with others is also a way to support wellbeing and children will develop relationships and community in forest school as they work together and support each other through the challenges and the achievements. Children will also use that vestibular sense a lot in forest school and so the body will release its natural dopamine, keeping spirits positive.</p>	
<p><b>iii. social and emotional development and well-being including: Self-esteem, Confidence, Emotional Intelligence, Resilience and Spiritual Development</b></p>	
<p>Children will develop their social and emotional development as they build relationships and develop team work skills as part of a community. They will be able to take part in some activities they wouldn't normally take part in, but it will be their choice they will be in control and they will set themselves challenges. By attempting and practising these activities and challenges they will be learning and developing their resilience as they keep trying if it doesn't work or keep trying to perfect the skill. Their confidence and self-esteem will grow as they achieve their own self set challenges and then they will move onto even more challenges.</p>	
<p>Forest school gives children to time with activities such as sit spots as well as the opportunity to reflect on their learning and achievements as well as their next steps. This time and reflection will support children with their own spiritual development.</p>	
<p><b>iv. intellectual development including: Creativity and Independent Learning</b></p>	
<p>The loose parts element of forest school allows children to be creative and use their imagination in many, many ways. Sticks can become fairy wands or sword fighting sticks. You can use sticks to create dens for people or fairies or animals. Sticks can be used for mark making tools or to build tools. The loose parts of the forest floor can take the children's imaginations wherever they want it to go. The child led element means children are encouraged to choose their own activities and ways to do things. They are able to create, play and enjoy purely to go through the process and develop the skills, there does not need to be an end product, and if there is an end product there isn't a set requirement of what this has to be or look like.</p> <p>Children can use natural resources to be creative making things such as dream catchers, using natural products to make natural paint etc.</p>	
<p>Forest school is holistic but it focuses on each individual learner following their own unique learning journey. The learner leads and directs their own path. Forest school and forest school leaders support and assist the children along their path.</p>	
<p><b>Explain the key characteristics of play and how play is supported at Forest School.</b></p>	
<p>Forest School is play based. Play may be described as a freely chosen, personally directed and intrinsically motivated. Children determine the content and intent of their play by following their own instincts, ideas and interests in their own way. Huatthe, 2021.</p>	
<p>Forest school is child centred and children direct and construct their own play and learning. They are part of a community and so they use their peers and forest school leaders and the environment as their more knowledgeable others to extend their learning within their zone of proximal development.</p>	

<p>Activities such as whittling sticks requires the more knowledgeable other of the forest school leader to help the child to learn the skills, but the child has freely chosen to take part in that activity. The rope bridges are put up by the forest school leader, but the children may watch their peers' for a few times before they freely choose to have a go themselves.</p> <p>The environment of the forest has many loose parts and opportunities for many activities and games they children can choose to take part in.</p> <p>It follows the constructivist and social constructivist play theories. The children have to use their own initiative and this helps them to develop their intrinsic motivation to learn. They reflect on their learning and then think about where they would like to take their learning next.</p>	
<p><b>Explain the concept of holistic development and how you promote it at Forest School</b></p>	
<p>Holistic development is the development of intellectual, mental, physical, emotional, and social abilities in a child so that he or she is capable of facing the demands and challenges of everyday life.</p> <p>Forest school seeks to activate all aspects of the learner by providing a planned environment and activities suitable to the children's needs at that time. These will be open ended so that the children can determine the content and intent of their play to suit their own needs. However there will be new skills to learn and challenges involved and children will be able to set themselves challenges and will often need to practise these skills within a team and develop their resilience, such as fire building, rope bridges and swings, shelter and den building. As well as creative activities and learning how to use tools.</p> <p>The loose parts element of forest school create a rich environment for children to create their own play and imagination.</p>	
<p><b>Explain how you ensure your Forest School is child led</b></p>	
<p>Each week the children will join a talking circle and every person in the session will have time to reflect on their forest school session and then discuss what activities they have enjoyed and what they would like to try/do the next session.</p> <p>As a forest school leader I would then make note of this information and then use this to plan the next session. I would also observe the children to see what they have been enjoying and then to make sure this is out again the next week and to try to extend and change this a little to increase the challenge etc.</p> <p>I would also slowly introduce new activities and skills over a period of time so that children have new things to try. Make sure these are introduced slowly and that they are available for a few sessions as it may take children a little time as well as observing others before they feel secure to have a try themselves.</p> <p>Children will have a range of activities to choose from each session and it is entirely their choice which activities they take part in. They also have a rich environment with many loose parts available for them to create their own play, games and activities.</p>	

## Safeguarding Policy Group

Abuse of children and vulnerable adults is never acceptable. A commitment to children's rights in general also means a commitment to safeguard the children and any vulnerable adults with whom Guyhirn Forest School is in contact.

<b>3. 3.1.c. Communication Policy</b>	
<p>Guyhirn Forest School is committed to clear and open communication about what goes on at Forest School. All stakeholders (staff, parents/carers, children and volunteers) are part of our Forest School extended community and are be kept informed about Forest School events, procedures and incidents as appropriate. Communication in an emergency is covered in our <b>Health and Safety Policy Group</b>.</p> <p>Some communication matters will be bound by confidentiality (see procedure).</p>	
<b>Communication Procedure</b>	
<b>How you let staff, parents/carers, children, and volunteers know what happens at Forest School</b>	
<p>All staff, volunteers, parents/carers and children will be given a leaflet with information about what happens at forest school and what clothing they are required to wear.</p> <p>All staff and volunteers will be asked to read and sign saying they have the forest school handbook.</p> <p>At the reception transition parents will be shown a forest school PowerPoint that will show children what we do in forest school.</p> <p>Once the forest school restriction are lifted it is hoped parents might come in a join a forest school session.</p> <p>As a school we use social media to share school experiences and so this can be used to share forest school to parents and the wider community.</p>	
<b>How you let staff, parents/carers, children, and volunteers know what they need to wear and bring for sessions</b>	
<p>An information leaflet is sent at the beginning of each academic year. Staff and assistants will be asked to read policies and procedures. A text reminder/Facebook reminder is sent dependant on weather forecasts.</p>	
<b>How you let staff, parents/carers, children, and volunteers know what behaviour is expected or is appropriate at Forest School</b>	
<p>All staff/parents etc to have a copy of the forest school leaflet. Forest leader to talk through principles and agreements, boundaries prior to the initial session. Adults to model appropriate behaviours.</p> <p>If inappropriate behaviours are seen, a whole group circle will be called to discuss and make new agreements if needed.</p>	
<b>Data protection (including social media) Policy</b>	
<p>Guyhirn Forest School is committed to protecting personal data. <i>Our collection and use of personal data follow the General Data Protection Regulation (GDPR) – Europe only</i> and also considers the rights and wishes of all participants whose data is collected, (photographic, video, written). The same considerations are made for the sharing of collected data, particularly on social media/for publicity. (Refer to GDPR for latest regulations: <a href="https://eugdpr.org/">https://eugdpr.org/</a> Europe only)</p>	

<b>Data Protection (including social media) Procedures</b>	
The different permissions you need to collect data from participants	
We will follow the school GDPR and confidentiality policies. Permission is sought from parents for the use of photographs of children in school. <a href="https://demat.org.uk/gdpr/">https://demat.org.uk/gdpr/</a>	
<b>The purpose of data collection (how you will collect it; who will be able to see it; where data is stored and for how long)</b>	
The data collected for school purposes will be used e.g. to identify allergies, illnesses etc Contact numbers are kept on the school system in case of an emergency	
All data is stored in the school system – it is updated annually and will be removed once the children have left the school	
<b>The person responsible for ensuring that this takes place and how they make sure everyone knows what is appropriate with regards to data protection</b>	
All staff have annual training (SMARTLOG) for data protection and GDPR – we are all responsible for adhering to correct protocols.  The Head teacher and school secretary will collate information and store in the correct secure locations.	
<b>When data will be reviewed/destroyed</b>	
Data is reviewed annually with parents asked to inform us of any changes. Data that is no longer required is destroyed e.g. if a child leaves the school, or it is inaccurate due to changes	

<b>Disclosure Policy</b>	
Participants at Forest School may feel they can trust adults enough to speak to them about abuse (physical, emotional, sexual or neglect). All disclosure is taken seriously and responded to appropriately.	
<b>Disclosure Procedure</b>	
<b>How staff are trained to respond to an incident</b>	
Staff have safeguarding training annually, they will follow the school procedure of responding and reporting incidents and concerns. Please see the school safeguarding policy: <a href="https://www.demat.org.uk/policies">https://www.demat.org.uk/policies</a>	
<b>What you do if a child discloses abuse to you or another member of your team</b>	
Staff will listen to the children and reassure them, without promising not to tell anyone. Staff will then record and report to the designated safeguarding lead and record on our school system, CPoms.	

Volunteers should alert the forest school leader, in the first instance if they have any concerns. They can also report to the designated safeguarding lead.	
<b>The nominated safeguarding Officer. How they record incidents and store those records.</b>	
<p>The school has 3 designated safeguarding leads  Karen Milnthorpe  Emma Britchford  Emily Garner.</p> <p>Each lead completes their full training every 2 years with an additional training/update each year.</p>	

<b>Lost Child Policy</b>	
The Forest School environment necessitates different boundaries to those of an indoor space. Guyhirn Forest School balances this with the need to safeguard the children.	
<b>Lost Child Procedure</b>	
<b>The strategies you have to ensure children don't get lost ('lost-proofing')</b>	
N/A – Guyhirn Forest School takes place on school premises – all boundaries are secure	
<b>What you do if a child is missing.</b>	
<b>The responsibilities of each staff member and where the other children will be</b>	
<b>When and how you contact the setting/parents/police.</b>	
<b>How the incident is reported (to whom and where are reports kept)</b>	



<b>Staffing Policy</b>	
Guyhirn Forest School has qualified Forest School leaders to run Forest school projects. Supported by additional staff and volunteers.	
<b>Staffing Procedures</b>	
<b>The role of the Forest School leader in supporting the participants; other staff members and volunteers; and the environment</b>	
<p>The Forest School Leader will observe, reflect, adapt and plan sessions.</p> <p>The leader will support participants by offering possibilities e.g. by saying today I would like to..., have areas set up with ID for example or crafts, fairy note... The leader will share ideas with assistants so that they can also offer possibilities.</p> <p>Ensuring all adults and children understanding boundaries and agreements.</p> <p>Encouraging adults to not step in too soon with conflicts.</p> <p>Identifying times when intervention is needed e.g this is the rule because..., at home/school you can... but here..., changing the dynamics e.g. stopping to play a game if the mood is low/heightened etc</p> <p>The leader will be observing the children and the environment – checking areas for damage, growth etc. Sharing knowledge and facts about nature to support nature connection. Engaging the children in greetings, games...</p>	
<b>The roles of other staff at Forest School</b>	
<p>To assist in offering opportunities for the children</p> <p>To support the children when needed</p> <p>To make observations to support the leader</p> <p>To know when to step in and recap boundaries and agreements</p>	
<b>How other staff are selected so that help is consistent</b>	
Assistants will be members of the school staff who have had some forest school training as part of the Tall Trees Project and who have had experience being out at Forest School already. They have good knowledge of the children	
<b>How you ensure adults know what is expected of them to support participants in their holistic learning and play</b>	
<p>The adults will have had access to and been asked to read and sign to say that they have understood the policies and procedures.</p> <p>Through conversation and sharing knowledge</p>	
<b>The ratios of staffing and why</b>	
1:10 minimum (more adults with the pre-school and EYFS group)	
This ensures that there will always be 2 adults out if one has to go back to school with a child	

<b>Vetting and Barring Policy</b>	
Guyhirn Forest School is committed to the safety of everyone attending Forest School sessions. Appropriate vetting and barring procedures will help to attain this.	
<b>Vetting and Barring Procedures</b>	
Which people needs these checks How and when checks are carried out Where records are kept When checks are renewed	
All members of staff and volunteers helping at the Guyhirn Forest School site will be required to undergo an enhanced DBS check which will be paid for by Guyhirn Primary School.	
A copy of the DBS document will be taken by the main school office before a volunteer can start helping at Guyhirn Forest School. Guyhirn Primary School will maintain the records of all DBS checks in line with their GDPR procedure.	

<b>Visitor Policy</b>	
Invited visitors to Forest School can enhance the Forest School community through their own skills and experiences and by joining in celebrations. Uninvited visitors are not always a threat to the safety of the participants and clear procedures are in place to ensure visitors do not disrupt sessions	
<b>Visitor Procedures</b>	
<b>What you do to welcome invited visitors to your site and session and how your team know this</b>	
Visitors will sign in at the school office, with any necessary checks made. They will be asked to wear a visitor lanyard.	
They will be welcomed and introduced to the team prior to the session starting – they will be invited to join in with the greeting and games sessions	
<b>What you do when a member of the public (uninvited visitor) enters your site</b>	
The evacuation policy will be adhered to – on three whistles the children will return to the school building and a register taken.	
The police will be contacted if deemed a threat	
<b>How you record any incidents of wanted/unwanted visitors and where these records are kept</b>	
Records will be kept on the school system	

Additionally, you may need to include:

**Terms and Conditions**

<b>How your participants book (if necessary)</b>
N/A
<b>When you cancel a Forest School session (eg. if not enough participants are booked on, unstable weather etc.)</b>
N/A - All eventualities are covered above

## ii. Risk Assessments

### Benefit Risk Assessments

Your risk assessments need to demonstrate that you have considered all the risks associated with an activity at Forest School and that you are satisfied that you are conducting the activity in a way that minimizes significant harm to the participants. The process of risk assessing will be taught on the course. Your handbook will need to include a site risk assessment and benefit risk assessments for activities likely to take place at Forest School. These will usually include:

<b>Activity Benefit Risk Assessments</b>	
Branches and Sticks	
Dead Animal on Site	
Eating at Forest School	
Fires	
Mini-beasts	
Mud	
Plants and Fungi	
Ropes and Swings	
Sensory Activities (using blindfolds etc)	
Tools	
Tree Climbing	
<b>Daily Site Checklist</b>	
<b>Site Benefit Risk Assessment</b>	

Site Risk Assessment. You will need to complete this for your own Forest School site and review it regularly.

You will also need to prepare a daily checklist for your Forest School.

Templates for writing Benefit Risk Assessments and Site Risk Assessments follow.

## Benefit Risk Assessment for Using Branches and Sticks (including den building, play props, wood collection)

Benefits of the Activity				
<ul style="list-style-type: none"> <li>• Develop fine and gross motor skills</li> <li>• Independent play opportunities</li> <li>• Learn and develop new skills, for example den building</li> <li>• Observation and knowledge, for example woodland management and identification</li> <li>• Explore and create habitats</li> <li>• Creative opportunities</li> </ul>				
Risk	Who may be affected	Risk Rating Prior to Control Measures $S \times L =$	Control Measures	Final Risk Rating
Puncturing skin	participants	$3 \times 1 = 3$	Adults to check area for any risk from overhead dead branches Explain to children how to carry large branches safely Forest school leaders to be made aware of any known allergies. Individual risk assessment will then be made to minimise risk of allergic reaction.  Children to wash hands prior to any food activity and after their time at Forest School.  Make children aware of potential risk from thorns, broken splintered wood Adults to share 'top tip' knowledge on safe activities, for example den building  Long hair and dangling clothing to be tied back  Further Measures: First aid kit and outdoor qualified first aider at activity site. Emergency plan in place. Forest School is a long term process.	3
Cuts & grazes	participants	$3 \times 1 = 3$		2
Broken bones	participants	$3 \times 2 = 6$		3
Head injury	participants	$3 \times 2 = 6$		3
Allergic reactions	participants	$3 \times 1 = 3$		3
Splinters	participants	$3 \times 1 = 3$		2

### Key to Risk Rating:

**Likelihood:** 1 – very unlikely  
 2 – neither likely nor unlikely  
 3 – very likely

**Severity:** 1 – minor scratches and grazes  
 2 – serious grazes, minor breaks  
 3 – major breaks, head injury, death

**Risk Rating:** 1,2 – minimal  
 3,4 – acceptable  
 6, 9 – unacceptable

## Benefit Risk Assessment for Dead Animal on Site

Benefits of the Activity				
<ul style="list-style-type: none"> <li>• Learning about life cycle of animals</li> <li>• New ecosystems being created</li> <li>• Developing compassion and empathy for other living things</li> </ul>				
Risk	Who may be affected	Risk Rating Prior to Control Measures $S \times L =$	Control Measures	Final Risk Rating
Some children may find it distressing to see a dead animal.	Participants	2x2=4	Small mammals and birds will be moved to a secluded edge of the site. Large mammals will be disposed of in a suitable manner prior to children's arrival on site Children will be told where the small mammal or bird has been placed and the condition of it so they can make a decision as to whether they wish to see it. A discussion will take place with those children who show an interest in the animal around not touching it due to the risk of "bad bacteria"  Further Measures: First aid kit and outdoor qualified first aider at activity site. Emergency plan in place. Forest School is a long term process	2
Risk of harm from ingesting bacteria.	participants	3x2=6		3

### Key to Risk Rating:

**Likelihood:** 1 – very unlikely  
 2 – neither likely nor unlikely  
 3 - very likely

**Severity:** 1 - minor scratches and grazes  
 2 - serious grazes, minor breaks  
 3 - major breaks, head injury, death

**Risk Rating:** 1,2 – minimal  
 3,4 – acceptable  
 6, 9 - unacceptable

## Benefit Risk Assessment for Preparing Food and Eating

Benefits of the Activity				
<ul style="list-style-type: none"> <li>• Social interaction</li> <li>• Keeping energy levels up</li> <li>• Trying new foods</li> <li>• Learning new skills, for example food preparation and cooking methods</li> <li>• Linking food to the outdoor environment, for example using items foraged from area</li> </ul>				
Risk	Who may be affected	Risk Rating Prior to Control Measures $S \times L =$	Control Measures	Final Risk Rating
Risk of ingesting dirt/bacteria from surroundings	participants	$2 \times 3 = 6$	<p>All participants to wash hands thoroughly with soap and water before touching or eating food.</p> <p>Forest school will aim to not use foods which require refrigeration prior to cooking. Where these foods are used they will be safely stored within the school fridge and brought out just before they are cooked. Adults will ensure all food is correctly cooked before it is eaten.</p> <p>Forest School leaders to be made aware of any known food allergies or intolerances.</p> <p>Explain the dangers of picking and eating things from the environment. Forest school lead to guide any foraging activities.</p> <p>Further Measures: First aid kit and outdoor qualified first aider at activity site. Emergency plan in place. Forest School is a long term process</p>	2
Risk of food poisoning	participants	$3 \times 2 = 6$		3
Risk of adverse reaction due to anaphylaxis or intolerance	participants	$3 \times 2 = 6$		3
Consumption of inappropriate/unsafe things from the environment	participants	$3 \times 2 = 6$		3

### Key to Risk Rating:

**Likelihood:** 1 – very unlikely  
 2 – neither likely nor unlikely  
 3 – very likely

**Severity:** 1 – minor scratches and grazes  
 2 – serious grazes, minor breaks  
 3 – major breaks, head injury, death

**Risk Rating:** 1,2 – minimal  
 3,4 – acceptable  
 6, 9 – unacceptable

## Benefit Risk Assessment for Preparing, Making, Maintaining and Extinguishing Fire

Benefits of the Activity				
<ul style="list-style-type: none"> <li>Confidence with lighting</li> <li>Better understanding of fire safety and associated risk</li> <li>Creates sense of community and togetherness</li> <li>Develop increased responsibility</li> <li>Cooking opportunity</li> <li>Provides warmth</li> <li>Understanding of what is needed to build a safe fire</li> </ul>				
Risk	Who may be affected	Risk Rating Prior to Control Measures $S \times L =$	Control Measures	Final Risk Rating
Minor burns	participants	$1 \times 2 = 2$	Fire safety talk with children Clearing debris from within log circle, check for no overhead risks Long hair and dangling clothing to be tied back Children only to enter log circle at invitation from adult. Fire lighting carried out on a 1:1 or 1:2 ratio dependent on ability Adults to be aware of which children are asthmatic, ensure these children are seated upwind of possible smoke Children to wear long sleeve tops and trousers Further Measures: First aid kit and outdoor qualified first aider at activity site. Emergency plan in place. Forest School is a long term process.  Equipment: 1 x fire bucket (minimum 5l of water) 1 x first aid bucket 1 x fire blanket, Fire gauntlets for handling lit wood	2
Major burns	participants	$3 \times 1 = 3$		3
Singeing hair	participants	$2 \times 1 = 2$		1
Singeing/burning clothing	participants	$2 \times 1 = 2$		2
Splinters from wood	participants	$1 \times 2 = 2$		2
Risk to asthmatics	observers participants	$3 \times 1 = 3$		3
Fire spreading to other areas	environment			

### Key to Risk Rating:

**Likelihood:** 1 – very unlikely  
 2 – neither likely nor unlikely  
 3 – very likely

**Severity:** 1 – minor scratches and grazes  
 2 – serious grazes, minor breaks  
 3 – major breaks, head injury, death

**Risk Rating:** 1,2 – minimal  
 3,4 – acceptable  
 6, 9 – unacceptable



## Benefit Risk Assessment for Finding and Identifying Mini-beasts

Benefits of the Activity				
<ul style="list-style-type: none"> <li>increased knowledge of mini-beasts</li> <li>Increased knowledge of habitats</li> <li>Increased knowledge of ecosystems</li> <li>Develop understanding and empathy to living creatures</li> <li>Potential to decrease phobias through long term process</li> <li>Develop curiosity and questioning skills</li> <li>Develop social skills and reciprocity skills</li> </ul>				
Risk	Who may be affected	Risk Rating Prior to Control Measures $S \times L =$	Control Measures	Final Risk Rating
Stings	participants	1x2=2	<p>Children to be made aware of which insects bite and sting Forest school leaders to be made aware of any known allergies. Individual risk assessment will then be made to minimise risk of allergic reaction. Children to wash hands prior to any food activity and after their time at Forest School. Share 'top tips' as to how to handle mini-beasts, for example use a leaf for them to climb on to Children to wear long sleeve tops and trousers</p> <p>Further Measures: First aid kit and outdoor qualified first aider at activity site. Emergency plan in place. Forest School is a long term process.</p>	2
Bites	participants	1x1=1		1
Allergic reactions	participants	3x1=3		3
Skin irritation	participants	1x2=2		2
Trapping fingers	participants	2x1=2		2

### Key to Risk Ratings:

Likelihood (control measure will change this):

1 – very unlikely

2 – neither likely nor unlikely

3 – very likely

Severity (will not generally change):

1 – minor scratches and grazes

2 – serious grazes, minor breaks

3 – major breaks, head injury, death

Risk Rating:

1,2 – minimal

3,4 – acceptable

6, 9 – unacceptable

## Benefit Risk Assessment for Mud Play

Benefits of the Activity				
<ul style="list-style-type: none"> <li>• Develop fine motor skills</li> <li>• Increases imaginative play</li> <li>• Develop and build on social skills</li> <li>• Develop gross motor skills for example on mud slides</li> <li>• Sensory play</li> <li>• Language development</li> <li>• Develop mathematical language</li> <li>• Opportunity for risk taking</li> </ul>				
Risk	Who may be affected	Risk Rating Prior to Control Measures $S \times L =$	Control Measures	Final Risk Rating
Sharp objects in mud	participants	1x2=2	Adult to check mud source for sharp objects. Adults to share 'top tips' about safe play boundaries Children to wash hands prior to any food activity and after their time at Forest School. Children to be made aware that they should not eat the mud or objects in it Ensure any open water source is visible to all. Appropriate clothing to be worn for using mud slides Forest school leaders to be made aware of any known allergies. Individual risk assessment will then be made to minimise risk of allergic reaction. Further Measures: First aid kit and outdoor qualified first aider at activity site. Emergency plan in place. Forest School is a long term process.	2
Ingestion of mud or other foreign objects	participants	2x1=2		2
Contamination of water	participants	2x1=2		2
Risk of drowning in water source	participants	2x3=6		3
Allergic reaction	participants	3x1=3		3
Sprains from falling in mud	participants	2x2=4		2
Breaking bones from falling in mud	participants	3x2=6		3
Eye injuries from mud or foreign objects	participants	2x2=4		2

### Key to Risk Rating:

Likelihood (control measure will change this):

1 – very unlikely

2 – neither likely nor unlikely

3 – very likely

Severity (will not generally change):

1 – minor scratches and grazes

2 – serious grazes, minor breaks

3 – major breaks, head injury, death

Risk Rating:

1,2 – minimal

3,4 – acceptable

6, 9 – unacceptable

## Benefit Risk Assessment for Managing Poisonous Plants and Fungi

<b>Benefits of the Activity</b>				
<ul style="list-style-type: none"> <li>Understanding more about the environment through plant ID</li> <li>Able to carry out close observations</li> <li>Opportunity to follow the changes to plants and fungi throughout the seasons</li> </ul>				
<b>Risk</b>	<b>Who may be affected</b>	<b>Risk Rating Prior to Control Measures <math>S \times L =</math></b>	<b>Control Measures</b>	<b>Final Risk Rating</b>
Touching plants which could sting	participants	1x3=3	<p>Make children aware of types of plants which might sting, scratch or cause irritation through games and interactions.</p> <p>Forest school leaders to be made aware of any known allergies. Individual risk assessment will then be made to minimise risk of allergic reaction.</p> <p>Children to be made aware not to eat the plants and fungi they find and not to put their hands in their mouths.</p> <p>Hands to be washed at the end of forest school activities and before eating.</p> <p>Further Measures: First aid kit and outdoor qualified first aider at activity site. Emergency plan in place. Forest School is a long term process</p>	2
Touching plants which could scratch	participants	1x3=3		2
Touching plants which could cause rashes and itching	participants	1x3=3		2
Risk of anaphylaxis	participants	3x2=6		3
Risk of minor allergic reactions	participants	2x2=4		2
Poisoning due to ingesting plant or fungi	participants	3x2=6		3

### Key to Risk Ratings:

Likelihood (control measure will change this):

1 – very unlikely

2 – neither likely nor unlikely

3 – very likely

Severity (will not generally change):

1 - minor scratches and grazes

2 - serious grazes, minor breaks

3 - major breaks, head injury, death

Risk Rating:

1,2 – minimal

3,4 – acceptable

6, 9 – unacceptable

## Benefit Risk Assessment for Ropes and Swings

Benefits of the Activity				
<ul style="list-style-type: none"> <li>• Develop fine and gross motor skills</li> <li>• Build body strength and co-ordination</li> <li>• Builds confidence</li> <li>• Develops proprioception and vestibular senses</li> <li>• Team work and social interaction</li> <li>• Opportunity for taking risk</li> <li>• Learning knots</li> <li>• Problem solving</li> </ul>				
Risk	Who may be affected	Risk Rating Prior to Control Measures $S \times L =$	Control Measures	Final Risk Rating
Rope burns & grazes	participants	$1 \times 3 = 3$	Teach 3 points of contact rule and promote the importance of having a climbing buddy Height appropriate rope Adult to check suitability of trees. Adult to check rope condition. Adult to check surroundings of rope course for potential hazards Ensure those observing the activity are far enough away to not be at risk of someone falling on them Long hair and dangling clothing to be tied back. Children to wear long sleeve tops and trousers Children to be advised not to try and lift others if they are not stood at ground level. Children to agree rules of usage, for example how many children at a time Further Measures: First aid kit and outdoor qualified first aider at activity site. Emergency plan in place. Forest School is a long term process.	2
Strangulation	participants	$3 \times 1 = 3$		3
Entanglement	participants	$2 \times 1 = 2$		2
Breaking bones, head injury, back injury from falling	participants	$3 \times 2 = 6$		3
Minor twists, sprains or grazes from falling	participants	$2 \times 2 = 4$		2
Panicking	participants	$2 \times 2 = 4$		2
Trapping fingers in ropes	participants	$2 \times 2 = 4$		2
Injuries to those observing on ground	bystanders	$3 \times 2 = 6$		3

### Key to Risk Rating:

Likelihood (control measure will change this):

1 – very unlikely

2 – neither likely nor unlikely

3 – very likely

Severity (will not generally change):

1 – minor scratches and grazes

2 – serious grazes, minor breaks

3 – major breaks, head injury, death

Risk Rating:

1,2 – minimal

3,4 – acceptable

6, 9 – unacceptable

## Benefit Risk Assessment for Sensory Activities and Games (using blindfolds etc)

<b>Benefits of the Activity</b>				
<ul style="list-style-type: none"> <li>• Able to be fully immersive in activities without the concern of mess made.</li> <li>• Possibility of whole body sensory experience for example, mud and water</li> <li>• Promote imaginative play</li> <li>• Builds resilience and resourcefulness</li> <li>• Stimulate and develop all senses</li> <li>• Develop proprioception sense (location and movement of their bodies)</li> </ul>				
<b>Risk</b>	<b>Who may be affected</b>	<b>Risk Rating Prior to Control Measures <math>S \times L =</math></b>	<b>Control Measures</b>	<b>Final Risk Rating</b>
Trips and fall during any blindfold games/activities	participants	2x3=6	Children will not be forced to take part in any activity that they do not feel comfortable doing. Forest School leaders will have checked site for any major trip hazards and flagged them or adjusted boundaries as required Adults will prompt children to think using “what if” questions if an activity that has been chosen leads to potential risk of harm to themselves or others  Further Measures: First aid kit and outdoor qualified first aider at activity site. Emergency plan in place. Forest School is a long term process.	4
Bumps and scrapes from slips and trips in mud	participants	2x3=6		4
Mud in eyes	participants	1x2=2		2
Anxiety of being blindfolded	participants	2x2=4		2
Anxiety of getting dirty/being messy	participants	2x2=4		2

### Key to Risk Rating:

Likelihood (control measure will change this):

1 – very unlikely

2 – neither likely nor unlikely

3 – very likely

Severity (will not generally change):

1 - minor scratches and grazes

2 - serious grazes, minor breaks

3 - major breaks, head injury, death

Risk Rating:

1,2 – minimal

3,4 – acceptable

6, 9 – unacceptable

## Benefit Risk Assessment for Tool Use

Benefits of the Activity				
<ul style="list-style-type: none"> <li>• Increase fine and gross motor skills</li> <li>• Learn and develop new skills</li> <li>• Build confidence and resilience</li> <li>• Opportunity for risk taking</li> <li>• Develop creativity</li> <li>• Develop self-control</li> </ul>				
Risk	Who may be affected	Risk Rating Prior to Control Measures $S \times L =$	Control Measures	Final Risk Rating
Minor cuts from sharp tools	participants	1x2=2	Ensure 'blood bubble' distance is maintained by all participants and observers Observers will be asked to leave area if they are distracting participant Activity to be carried out on a 1:1 basis Children to be instructed on safe use of tool to be used. Safe seated position to be used at all times relevant to tool used, to be demonstrated by adult Tools to be kept sharp and well maintained. Items will be checked in and out by adult. Tools to be stored in bag/box – only adult to remove them for use. Children to wear long sleeve tops and trousers. Long hair and dangling clothing to be tied back Further Measures: First aid kit and outdoor qualified first aider at activity site. Emergency plan in place. Forest School is a long term process	2
Major injury from sharp tools	participants	3x2=6		3
Stabbing injuries	participants	3x2=6		3
Eye injuries	participants	2x2=4		2
Crushing injuries	participants	2x2=4		2
Trapping fingers in mechanisms	participants	2x1=2		2
Splinters	participants	1x3=3		3
Injury from misplaced tools	participants	3x1=3		3

### Key to Risk Rating:

Likelihood (control measure will change this):

1 – very unlikely

2 – neither likely nor unlikely

3 - very likely

Severity (will not generally change):

1 - minor scratches and grazes

2 - serious grazes, minor breaks

3 - major breaks, head injury, death

Risk Rating:

1,2 – minimal

3,4 – acceptable

6, 9 - unacceptable

## Benefit Risk Assessment for Tree Climbing

Benefits of the Activity				
<ul style="list-style-type: none"> <li>• Develops confidence</li> <li>• Builds muscles</li> <li>• Increase gross motor skills</li> <li>• Develop proprioception</li> <li>• Different viewpoint on the world</li> <li>• Opportunity for taking risk</li> </ul>				
Risk	Who may be affected	Risk Rating Prior to Control Measures $S \times L =$	Control Measures	Final Risk Rating
Breaking a large limb from falling	participants	$3 \times 2 = 6$	Teach 3 points of contact rule to aid climbing and promote the importance of having a climbing buddy Children to wear long sleeve tops and trousers. Long hair and dangling clothing to be tied back Teach children how to test for safe branches Daily check of tree and surroundings including weather Set climbing height boundaries as appropriate  Further Measures: First aid kit and outdoor qualified first aider at activity site. Emergency plan in place. Forest School is a long term process	3
Cuts and grazes from small branches and bark	participants	$1 \times 2 = 2$		1
Head or back injury from falling	participants	$3 \times 2 = 6$		3
Impaling self or other on sharp branch	participants	$3 \times 1 = 3$		3
Twists or sprains from landing awkwardly	participants	$2 \times 2 = 4$		2
Allergic reaction to tree pollen, bark or insects in tree	participants	$3 \times 1 = 3$		3
Panicking from being stuck in tree	participants	$2 \times 2 = 4$		2
Eye injury from spikey stick or debris	participants	$3 \times 2 = 6$		3

### Key to Risk Rating:

Likelihood (control measure will change this):

1 – very unlikely

2 – neither likely nor unlikely

3 – very likely

Severity (will not generally change):

1 – minor scratches and grazes

2 – serious grazes, minor breaks

3 – major breaks, head injury, death

Risk Rating:

1,2 – minimal

3,4 – acceptable

6, 9 – unacceptable

## Benefit Risk Assessment for Activity:

Benefits of the Activity				
Risk	Who may be affected	Risk Rating Prior to Control Measures $S \times L =$	Control Measures	Final Risk Rating

### Key to Risk Rating:

Likelihood (control measure will change this):

- 1 – very unlikely
- 2 – neither likely nor unlikely
- 3 - very likely

Severity (will not generally change):

- 1 - minor scratches and grazes
- 2 - serious grazes, minor breaks
- 3 - major breaks, head injury, death

Risk Rating:

- 1,2 – minimal
- 3,4 – acceptable
- 6, 9 - unacceptable



## Daily Site Check

Make a list of the features requiring a daily check each time the Forest School site is used

To check	How	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
General Site Condition: Rubbish, glass shards, cans etc.	Do a sweep of site on the morning of forest school session						
Check boundaries: Hazards tape in place at specific locations –, dodgy branch, back boundary	Put tape out in specified locations prior to each forest school session						
Trip hazards – check no branches have come down in weeks gap	Sweep of site – check for new large trip hazards						
Check seats are in position and in good condition	Move if needed, replace if needed						
Check kit list- first-aid, basin & water, tools etc.	Have kit list needed for forest school						
Canopy, Shrub, & Ground Layer, fallen branches, stinging plants – nettles, brambles etc.	Remove obvious ones in way of where activities will take place. Talk with children about hazards						
Equipment in place, rucksack with gear present	Prior to set up ensure everything ready to take over to the field						

Name:	Signature:
Mobile Signal:	Date:

## Site Risk Assessment

Benefits of using the Site				
<ul style="list-style-type: none"> <li>The site used forms part of Guyhirn Primary School playing field, as such it is only a short walk away from the school. It has no public access or right of way.</li> <li>Equipment will be stored on site to minimise transportation issues.</li> <li>The playing field has chain link fence or wooden fencing to all boundaries There is one pedestrian access gate leading to the main school premises and one locked vehicular access gate which has right of access through a neighbouring property to the road.</li> <li>The site is large, flat and well drained</li> <li>There are a number of large mature trees, as well as some smaller ones. In addition there are some hedgerows around the site.</li> <li>The area is larger enough to enable the forest school boundaries to be moved to enable different activities to take place within the sessions.</li> <li>It will be possible to further develop the site in the future by planting additional trees and hedgerow.</li> </ul>				
Risks in Area of Site	Who may be affected	Risk Rating Prior to Control Measures $S \times L =$	Control Measures	Final Risk Rating
<p>Boundaries (roads, rivers, footpaths, large areas of woodland)</p> <p><b>Hazard</b></p> <p>Low level vehicular gate through neighbouring property is a potential access by members of the public</p> <p><b>Risks</b></p> <ul style="list-style-type: none"> <li>Children could be taken</li> <li>Forest school site damaged</li> </ul>	<ul style="list-style-type: none"> <li>All participants including leaders and adults could be hurt</li> <li>The site (damaged)</li> <li>Members of the public</li> </ul>	$3 \times 2 = 6$	<p>Gate is kept locked and there is a further gate at the other end of the neighbour's property bordering the road. Children are made aware of what to do should a member of the public enter the site uninvited. FS leader will speak to visitor and take further action as required.</p> <p>School has an invacuation policy which is practised half termly</p>	3

<ul style="list-style-type: none"> <li>Unknown members of the pupil could be onsite</li> </ul>				
<p><b><u>Hazard</u></b> Animals such as deer entering site and running into children</p> <p><b><u>Risks</u></b></p> <ul style="list-style-type: none"> <li>Children/Adults could be hurt by the animal</li> <li>Children could become fearful of animals making them not want to participate in Forest School</li> <li>Risk of disease spread by animals – bites/scratches</li> </ul>	<ul style="list-style-type: none"> <li>All participants (children and adults)</li> </ul>	2x2=4	Children will be made aware of the “act cool” pose to stand still until the animal has left the area.	2
<p><b><u>Hazard</u></b> Children wandering off from the main forest school site</p> <p><b><u>Risk</u></b></p> <ul style="list-style-type: none"> <li>Children being lost</li> </ul>	<ul style="list-style-type: none"> <li>Participants (children)</li> </ul>	2x2=4	Forest school area will be marked by red “flags” at regular intervals around the site to act as a visual prompt of the boundaries. Children will regularly play games that help them remember to look out for them. Adults on site will remind children as needed.	2
<p><b><u>Hazard</u></b> Canopy Layer (tree types, bird activity, dead wood)</p> <p><b><u>Risks</u></b> Major head injury from falling dead wood</p>	<ul style="list-style-type: none"> <li>All participants (children and adults)</li> </ul>	3x2=6	Site will be checked by Forest School Leader prior to every session for any dead wood in trees. Where necessary and possible this will be removed prior to the session. If this is not possible boundary markers will be placed in order to ensure children do not play underneath them.	3
<p><b><u>Risks</u></b> Minor head injury from falling small tree debris</p>	<ul style="list-style-type: none"> <li>All participants (children and adults)</li> </ul>	2x2=4		2

<b>Hazard</b> Shrub Layer (lower branches, small trees, shrubs) <b>Risks</b> Twist or sprain injuries from tripping over low level hazards such as tree stumps	<ul style="list-style-type: none"> <li>All participants (children and adults)</li> </ul>	2x2=4	Forest School Lead to check site for any new potential hazards prior to session.  Where a potential new trip hazard is present children will be advised when arriving on site. However it will not be removed as new natural obstacles are an important part of children learning to safely negotiate their environment.	2
<b>Risks</b> Minor limb breaks from falling over low level trip hazards	<ul style="list-style-type: none"> <li>All participants (children and adults)</li> </ul>	2x1=2	Children to be taught the importance of being observant in their surroundings.	2
<b>Risks</b> Major limb breaks from falling over low level trip hazards	<ul style="list-style-type: none"> <li>All participants (children and adults)</li> </ul>	3x1=3	Games will be played to help children identify potential plant hazards such as nettles.	3
<b>Risks</b> Nettle stings or bramble puncture wounds.	<ul style="list-style-type: none"> <li>All participants (children and adults)</li> </ul>	1x2=2	Identification activities planned to help identify hazards	1
<b>Risks</b> Eye injury from protruding objects	<ul style="list-style-type: none"> <li>All participants (children and adults)</li> </ul>	2x2=4		2
<b>Hazards</b> Ground Layer (clearings, ground cover, ferns, animal habitats, mosses, fungi, leaf mould) <b>Risks</b> Minor limb breaks from falling over low level trip hazards	<ul style="list-style-type: none"> <li>All participants (children and adults)</li> </ul>	2x1=2	Forest School Lead to check site for any new potential hazards prior to session.  Where a potential new trip hazard is present children will be advised when arriving on site. However it will not be removed as new natural obstacles are an important part of children learning to safely negotiate their environment.	2
<b>Risks</b> Major limb breaks from falling over low level trip hazards	<ul style="list-style-type: none"> <li>All participants (children and adults)</li> </ul>	3x1=3	Children to be taught the importance of being observant in their surroundings.	3

<b><u>Risks</u></b> Twist or sprain injuries from slipping on ground cover or falling down holes	<ul style="list-style-type: none"> <li>All participants (children and adults)</li> </ul>	2x2=4	Games will be played to help children identify potential plant hazards such as nettles, fungi etc.  Identification activities planned to help identify hazards	2
<b><u>Hazards</u></b> Other (ponds, streams, ditches, seating, overhead cables, public access)  <b><u>Risk</u></b> Drowning risk from pond on site	<ul style="list-style-type: none"> <li>All participants (children and adults)</li> </ul>	3x3=9	Pond area is kept locked and will only be accessed with adult supervision.	3
<b><u>Risks</u></b> Bumps or bruises from falling off seating	<ul style="list-style-type: none"> <li>All participants (children and adults)</li> </ul>	2x2=4	Adults to model how to sit on log circle and children will be reminded as necessary that there is no back.	2
<b><u>Risks</u></b> Infection risk from animal faeces	<ul style="list-style-type: none"> <li>All participants (children and adults)</li> </ul>	3x2=6	Children will wash their hand at the end of Forest School sessions and prior to eating. They will also be reminded not to put their fingers or other objects in their mouths	3
Any other Issues				