

Giffnock Nursery Class



Forest School Handbook

Revised August 2020

Signed : M Bradley

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1. Forest School

"Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees." (Forest School Association)

At Giffnock Nursery we are passionate about the benefits of outdoor learning as a vital tool in the holistic development of our children. Our Forest Nursery visits, and our adoption of Forest School principles and practice, are a means of extending our commitment to learning outdoors and developing all aspects of the children's learning. Giffnock Primary's School Improvement Plan 2014-15 outlines our commitment to outdoor learning and is available on the school website.

In essence Forest School:

- is a long-term process of regular sessions, rather than a one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
- takes place in a woodland or natural environment to support the development of a relationship between the learner and the natural world.
- uses a range of learner-centred processes to create a community for being, development and learning.
- aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
- offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
- is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

(Forest Schools: Principles and Practice, Forest School Association)

At Giffnock Nursery, it is our aim to enable children to become successful learners, effective contributors, responsible citizens and confident individuals, the four capacities at the heart of Curriculum for Excellence. Forest Schools have an important role to play in the development of these attributes.



2. Policies and Procedures:



Risk assessment:

In line with East Renfrewshire Education Department guidelines adherence to Standard Circular 48 is required at all times. This provides procedures and guidelines for school excursions and educational visits and is available on request.

A **site risk assessment** is undertaken in advance of any trip and is dynamic which means it can be updated and amended as required. A copy of our site risk assessment is included in this handbook (see Appendix 1) and must be approved by a member of the management team before any trip can go ahead.

In addition to our site risk assessment, **activity risk assessments** are completed for specific activities (eg tool use). These are updated as required and are included in this handbook (see Appendix 2).

Parental consent will be sought before any trips are undertaken and consent forms, which include contact details, will be carried to our site in case of an emergency.

As educators we have a duty of care towards our children but that does not mean wrapping them in cotton wool. Taking appropriate risks in a safe environment provides children with valuable life skills.

"When children are given a chance to engage freely in adventurous play they quickly learn to assess their own skills and match them to the demands of the environment. Such children ask themselves—consciously or unconsciously—"how high can I climb", or "is this log across the creek strong enough to support me?" They become savvy about themselves and their environment. Children who are confident about taking chances rebound well when things don't work out at first. They are resilient and will try again and again until they master a situation that challenges them—or wisely avoid it, if that seems best." (Joan Almon: co-founder of the Alliance for Childhood and an advocate for play for all ages and in all arenas.)



Staff/helpers qualifications, training and responsibilities:

The nursery teacher is a member of the General Teaching Council for Scotland and has achieved her Level 3 accredited Forest School Leader's qualification. She holds a PVG (Protection of Vulnerable Groups) certificate and is trained in outdoor paediatric first aid and child protection procedures.

The Child Development Officers are members of the SSSC (Social Services Workers and Employers) and are trained in first aid and child protection. They hold a current PVG certificate.

The nursery students have a PVG certificate and are currently undergoing training towards a childcare qualification.



First aid provision:

Staff carry a first aid kit with them at all times

One staff member will be responsible for maintaining, administering and recording first aid matters involving the first aid kit/emergency bag.

The nursery teacher and child development officer are first aid trained.

Staff will be aware of any children's health problems and an "administration of medicines" form will be completed and taken to our site if required, along with any medication. This will be stored securely.

Contents for emergency bag

- Contents list!
- First Aid Kit - regularly checked and re-stocked, should contain the following items:
- Gloves and nappy sacks for the disposal of soiled items; Swabs; Bandages (cotton, in various sizes); Plasters; Micro-pore tape
- First Aid manual;

- Medical information and emergency contact details for all in group, including adult helpers and leader of sessions;
- Mobile phone - adult helpers should all carry a mobile phone and numbers have to be exchanged amongst adults prior to session;
- Sterile water (for washing out wounds or eyes); D
- Designated first aid water for different purposes (0.5 litre of fresh tap water);
- Spare clothes;
- Wet wipes and loo roll;
- poo bags for disposal of solid matter;
- Inventory list for tools if required (child friendly version with pictures);
- a squistle (squeeze whistle) to gain attention of alert children to possible danger,
- script to be used in the event of an emergency.



Emergency and incident management:

Vehicular access for the emergency services: the main entrance to Huntly Park via Huntly Avenue (G46 6LW)

If a child has an accident the first aider will assess and treat the injury. If no other action is required an accident book entry will be made upon the return to nursery and the parents/carers notified in line with nursery practice.

In the event of a serious accident, the first aider will assess and treat the casualty and the emergency services will be called. If necessary another adult will walk to the vehicular access point to direct the emergency services to the spot. Other adults will stay with the casualty and the other children.

Upon return to nursery the head teacher will complete an Appendix 6f Emergency Procedure form in line with Council Policy.

Staff will use disposable gloves (personal protective equipment) to avoid contact with bodily fluids.



Cancellation

We will keep an eye on local weather conditions. If East Renfrewshire Council issues a severe weather warning to schools or if there is an **Amber** alert we will not go.

We can access the weather forecast at www.bbc.co.uk/weather

If we have already arrived at the woods and the weather takes an unexpected turn we would leave if we think branches may come down (if the sway of the trees is greater than from 11 to 1 on a clock face!) or if there is a potential danger from falling temperatures, for example.

The children will be wearing appropriate clothing but if they begin to become noticeably cold, damp or uncomfortable we will try warming up through exercising. If all else fails we will return to nursery ☺

On the rare occasion that there is staff illness the trip may have to be cancelled.

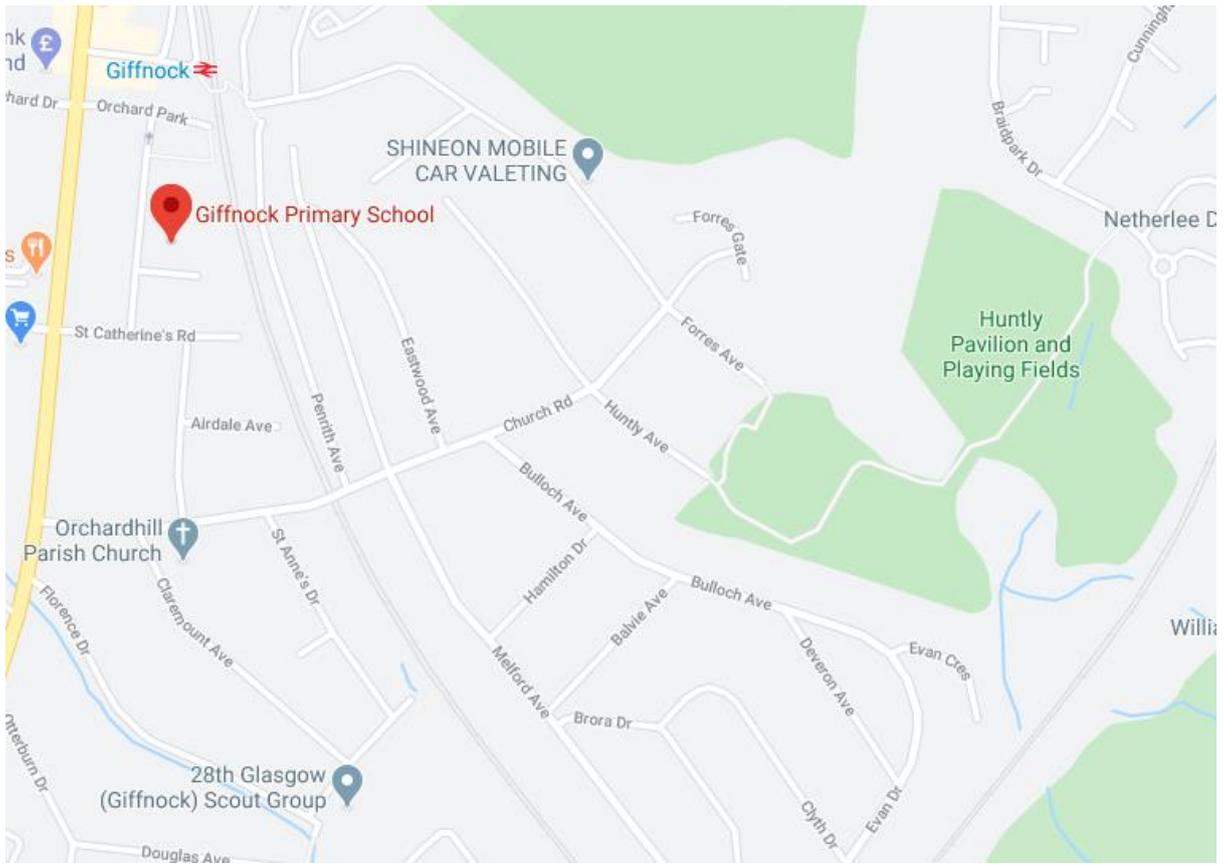


Transport:

We will walk to Huntly Park following the procedure in our risk assessment.

The maps show the route (See Appendix 3).

- **Walking Route to Huntly Park:**



- Leave Nursery and turn left into Academy Road
- Turn left into St Catherine's Road then right into Rosslea Drive
- At top of hill turn left into Church road
- Cross at Zebra Crossing and walk along to Huntly Avenue on right, crossing various side roads



Tool use:

Trained staff member will be responsible for the transportation, safe usage and maintenance of any tools that are being used.

Specific activity risk assessments will be carried out when tools are involved (attached)

Tools will be counted at the beginning and end of each session (see inventory)

Children and adults will be given explicit instruction about the use/supervision of tool use for example how to pass tools safely to another person etc

Tools will be used under strict supervision and with a 1:1 staff/child ratio.

A sample of tools which may be used:



Potato peelers for stick whittling



bowsaw for sawing logs/branches



Mallet and axe for chopping



Toileting Procedure:

Children will be asked to use the toilet or at least try before leaving the nursery.

In the event of a child having to use the toilet in an emergency, they will use a "pee tree" which is located on our site. Toilet paper and wipes are available to staff helping children. Staff will wear disposable gloves.

If it is not just a pee staff will dispose of the solid matter using poo bags and place in bins which are located throughout the park.

Staff and children will clean hands thoroughly using anti bacterial wipes which will also be disposed of hygienically.

Only nursery staff will assist children when toileting.



Outdoor clothing requirements:

On Forest Nursery days children should wear appropriate clothing when coming to nursery.

We recommend warm jackets.

Layers of clothing are effective eg a vest, t-shirt and fleece as layers can easily be peeled off if the child becomes too warm.

Wellingtons or strong waterproof boots (and maybe 2 pairs of socks as wellies keep out the rain but not the cold!)

Hats, scarves and gloves.

In wet weather the nursery will provide waterproof jackets and trousers and wellington boots if required.

In hot weather please apply suncream to your child before bringing them to nursery or when dropping them off and provide a sunhat.

Please do not dress your child in something that you don't want to get dirty because they will!



3. Safeguarding children at Forest School



Child Protection:

Giffnock Nursery Class follows East Renfrewshire guidelines on child protection (Standard Circular 57) and staff are trained in these procedures.

To summarise: No un-PVG'd staff member or parent helper will work unsupervised with children. Any Care and Welfare concerns should be recorded upon return to nursery in the Care&Welfare book according to school procedure or referred to the head teacher (our Child protection Coordinator) as soon as possible.

If a child discloses information of a personal nature or that raises concern, the adult should listen but refrain from asking leading questions and deal with this upon return to nursery. Confidentiality: it is important to impress upon all adults before setting off the importance of confidentiality when dealing with matters of a sensitive nature.

Use of photographs and digital recording media:

In line with East Renfrewshire Council policy, parents will have signed a consent form when their child starts nursery giving permission for their child to be photographed. Staff will ensure that all children have a consent form.

Parents should not use mobile phones to record children on Forest Nursery visits. **Staff only** will take photos of nursery children to put in Learning Journals or to Tweet 😊

Ratios:

Adult:child ratios will be 1:5 on Forest Nursery trips.

Lost or Missing Child Procedure:

When first in the woods clear and marked boundaries are always established using ribbons. This may be relaxed when the children become familiar with the boundaries. However, children must always stay within eye sight of adults. If the squistle/whistle is blown children must gather round adult. In the event of a suspected lost or missing child the squistle is blown three times. A five minute interval is immediately timed and the group leader will decide if the staff ratio permits for another adult to search the immediate area.

Once the five minute interval has expired an adult will contact emergency services following the script contained in the emergency bag. This should contain a clearly identified nearest vehicular access and location of site.

Parents will be notified if and after an initial search has proven unsuccessful.

4. Learning and development at Forest School



Learning at Forest school is a child- led, responsive and multisensory experience which aims to develop the *whole* child, fostering self esteem, resilience and independence.

"The core values of Curriculum for Excellence echo the key concepts of outdoor learning: challenge, enjoyment, relevance, depth, development of the whole person and an adventurous approach to learning." (Education Scotland)

Play and choice are at the heart of the Forest School process. It is through play that children learn about themselves and others and about the world around them.

Children are provided with carefully planned, high quality learning opportunities through which they can acquire new skills, enter into meaningful dialogue with their peers and other adults and build positive relationships. As the children become more independent so the leader becomes more of a facilitator of the learning letting the learners lead. At Forest School there is no right or wrong answer. There is a climate of enquiry and investigation, of exploring and trying new things. Problem solving and cooperative play can lead to a mutual sense of success and achievement. Self esteem and confidence are boosted. The Forest School leader makes observations about the children's learning and learning styles and tailors next steps accordingly.

Planning and observation:

Learning intentions are made explicit and expectations are shared with learners before setting off. During the session (including en route there and back) children's comments are noted and a meaningful dialogue takes place about what has been learned. There may be discussions about what the children would like to do next week. Photos are taken of the learning experiences as they happen and recorded in our big Forest Fun book. Children can comment on their learning and this is also shared with parents and carers. Wall displays are an effective way of sharing the learning. Links with the curriculum can be a useful planning tool, linking the experiences and outcomes with the learning opportunities provided at Forest School.

Assessment and recording:

Assessment is formative at Forest School. It is a combination of different types of evidence, for example: children's comments, adult observations, photos of children at play and things they have made and what they would like to learn/find out about. Learning experiences will be recorded in the children's Learning Journals. Forest visits will be tweeted to share.



5. Equality within Forest School

Positive Behaviour/Anti-Bullying Policy:

Giffnock Nursery Class follows the school's anti-bullying policy which adheres to East Renfrewshire Council guidelines.

East Renfrewshire is committed to the Scottish Government's vision of anti-bullying. "Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults." *A National Approach to Anti-Bullying for Scotland's Children and Young People, Scottish Government, November 2010*

Staff expectations of children's behavior will be made clear at the beginning of each session and shared with all accompanying adults. Many of the rules will be the same as within the nursery (kind hands, good walking to and from site, good listening, respect for others).

The wellbeing of *all* children is at the heart of Forest School practice and is at the heart of the Scottish Government's strategy *Getting It Right For Every Child (GIRFEC)*. The *GIRFEC* approach is child-centred and aims to meet the needs of *all* learners. *GIRFEC* principles feed directly into the core values of Curriculum for Excellence and our staff are experienced in promoting the wellbeing indicators (safe, healthy, active, nurtured, achieving, responsible, respected and included).





6. Environmental sustainability at Forest School

An important aspect of Forest School is to teach children to respect their natural environment. Forest school leaders must be good role models and conduct an ecological impact study of the area being used in order to minimise any potential damage to the woodland.

Identify the types of trees, plants and wildlife common to your area. Be aware of the native species and never introduce invasive ones. Be aware of habitats and respect them. Seasonal effects (eg hibernation time) might mean avoiding an area. Be aware of any protected species which may inhabit your site eg bats. You may want to encourage them by building bat boxes. A logpile house (an excellent bug hotel!) is a good way of attracting insects or small mammals. You may want to put up bird houses. Permission may be required.

If removing anything from the site (eg leaves, nuts or berries in Autumn) make sure they are in plentiful supply. When collecting sticks or branches find ones that are already on the ground.

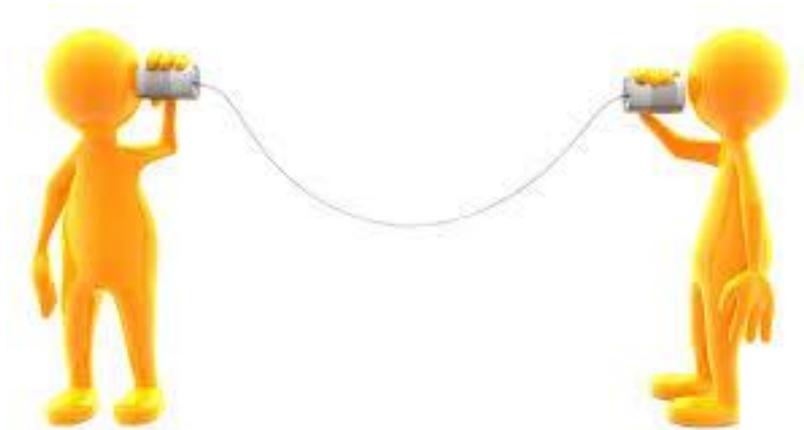
If the paths you use regularly are becoming worn change your route for a while. If you are having a bug hunt always return the bug to where you found it. Photographs or drawings are a good way of taking them back to nursery!

Coppicing activities may be undertaken as a way of stimulating regrowth by pruning trees hard down to the stump. This is not suitable for all trees and may not be permitted in your woodland area.

Finally be aware of any sites of special scientific interest (SSSI).

7. Communication about Forest School

- Nursery Induction meeting- an opportunity to introduce the subject of Forest School
- Information Sessions for parents whose children will be involved
- Nursery newsletters
- Displays of photos/Big Book in Parent Area and within playroom.
- Involvement of parents as helpers
- Emails and group texts to update parents or notify of changes in arrangements
- Assemblies and children's presentation of their learning experiences
- Children's Learning Journals containing photos and children's own comments
- Nursery Twitter feed <https://twitter.com/GiffnockNursery>



8. Appendices

Appendix 1 – Site Risk Assessment

EAST RENFREWSHIRE COUNCIL EDUCATION DEPARTMENT ACTIVITY RISK ASSESSMENT FORM

Visit to	Huntly Park	Date of Visit	VARIOUS
Brief Description of travel arrangements and planned activities: PARK AND FOREST VISITS – OUTDOOR LEARNING ETC			
Party Leader	Nursery Teacher	Date of Assessment	
Persons considered in the Assessment (E.g. Who might be harmed)	Staff, parent helpers, nursery children.		

OTHER DOCUMENTS REQUIRED TO SUPPORT THIS RISK ASSESSMENT

- Standard circular 48 must be adhered to at all times. This will indicate what documentation is required for each type of trip.

DEFINITIONS

- **Hazard**

A hazard is anything that may cause harm,
(such as chemicals, electricity, equipment, work practices, working from ladders, an open drawer etc)

- **Risk**

The risk is the chance, high or low, that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

- **Risk Assessment**

Risk assessment is the process of evaluating risks to employees' safety and health from workplace hazards. It is a systematic examination of all aspects of work that considers,

- what could cause injury or harm
- whether the hazards could be eliminated and if not what preventive or protective measures are, or should be, in place to control the risks.

- **Risk Controls**

Are the measures taken to eliminate, reduce or control health and safety hazards.

THE 5 STEPS TO RISK ASSESSMENT *(Must be followed in order to complete this assessment)*

Step 1 – Identify the hazards.

Step 2 – Decide who might be harmed, and how.

Step 3 – Evaluate the risks and decide on precautions.

Step 4 – Record the findings and implement them.

Step 5 – Review the risk assessment and update if necessary.

RISK MATRIX

		MOST LIKELY SEVERITY OF HARM		
		MINOR ⁽¹⁾	MODERATE ⁽²⁾	MAJOR ⁽³⁾
LIKELIHOOD OF HARM OCCURRING	UNLIKELY	LOW	LOW	MEDIUM
	POSSIBLE	LOW	MEDIUM	HIGH
	PROBABLE	MEDIUM	HIGH	HIGH

(1) MINOR – Injury requiring first aid or minor medical treatment not resulting in more than 3 days absent from work

(2) MODERATE – More serious injury eg fracture of major bone, injury resulting in more than 3 days absence from work etc.

(3) MAJOR – Loss of eye/limb, permanent disability, fatality etc or moderate severity to a large number of persons in single incident

NB. Risks should be rated with existing controls in place

RISK ASSESSMENT TABLE

Specific Activity	Hazard <i>(List the hazards of the activity)</i>	Risk Rating <i>(This is the risk without control measures. See Risk Rating Evaluation Table.)</i>			Control Measures Required <i>(This column should explain all the control measures required to be implemented to minimise the hazard.)</i>	Risk Rating <i>(This is the risk with controls measures in place. See Risk Rating Evaluation Table.)</i>			Additional Control Measures Required <i>(This column should identify and record any additional controls that are required to reduce the risk further)</i>
		H	M	L		H	M	L	
Journey/walk	Traffic Risk of being hit by a car			✓	<ul style="list-style-type: none"> Children to stick to pavements and wait for adult to cross road at zebra crossing Ratio 1:5 Party leader will select appropriate route and areas to cross the road (traffic lights). Staff will position themselves between the pavement and the road. Awareness of street furniture Parked cars – wing mirrors can catch a nursery child on the head/face. Hi-viz vests to be worn in winter or in poor weather conditions 			✓	
	Stranger Danger Risk of abduction			✓	<ul style="list-style-type: none"> Children spoken to in advance about not speaking to strangers and alerting a known adult: “Yell and Tell” Pupils supervised at all times. Regular headcounts. Removal of name badges before setting off so children cannot be identified. 			✓	
	Lost Pupil		✓		<ul style="list-style-type: none"> Regular headcount. Pupils walk in pairs. Staff/adults to position themselves at the front and rear of party. 			✓	When available/appropriate walking bus put into operation
	Weather Risk of being affected by extreme heat/cold			✓	<ul style="list-style-type: none"> If weather poses a danger trip should be postponed. 			✓	

Specific Activity	Hazard <i>(List the hazards of the activity)</i>	Risk Rating <i>(This is the risk without control measures. See Risk Rating Evaluation Table.)</i>			Control Measures Required <i>(This column should explain all the control measures required to be implemented to minimise the hazard.)</i>	Risk Rating <i>(This is the risk with controls measures in place. See Risk Rating Evaluation Table.)</i>			Additional Control Measures Required <i>(This column should identify and record any additional controls that are required to reduce the risk further)</i>
		H	M	L		H	M	L	
Eastwood Park	Car Park Risk of being hit by car/vans			✓	<ul style="list-style-type: none"> Avoid entering car park area if possible Use zebra crossings as necessary 			✓	
	Trees for climbing Risk of falling			✓	<ul style="list-style-type: none"> Children supervised when climbing Children only to climb as high as they feel comfortable and never to be lifted by adult Awareness of weather conditions:slippy? 			✓	Low risk, will be supervised at all times
	Leaves, logs and branches Slip/trip hazard Risk of injury from branches at eye/head height				<ul style="list-style-type: none"> Alert children/adults to hazard Look where you are going After stormy weather be aware of overhead branches Remove protruding branches or avoid if possible 			✓	
	Plants, insects Danger of stings bites, poisoning				<ul style="list-style-type: none"> Adult awareness of flora and fauna Avoidance of areas with nettles Children instructed never to touch funghi etc or put anything in their mouth eg berries Good hand hygiene 				
	Contact with animal faeces / litter Risk of infection, injury		✓		<ul style="list-style-type: none"> Adult to remove any trace of animal faeces/hazardous litter appropriately Use of PPE (gloves) Use of litter pickers Children instructed never to touch but to alert an adult 			✓	
	Burn Drowning hazard		✓		<ul style="list-style-type: none"> Shallow burn accessible with an adult and with appropriate footwear but never after heavy rain. Use bridges to cross burns Children instructed not to approach without an adult. 			✓	

Specific Activity	Hazard <i>(List the hazards of the activity)</i>	Risk Rating <i>(This is the risk without control measures. See Risk Rating Evaluation Table.)</i>			Control Measures Required <i>(This column should explain all the control measures required to be implemented to minimise the hazard.)</i>	Risk Rating <i>(This is the risk with controls measures in place. See Risk Rating Evaluation Table.)</i>			Additional Control Measures Required <i>(This column should identify and record any additional controls that are required to reduce the risk further)</i>
		H	M	L		H	M	L	
	Emergency Evacuation			✓	<ul style="list-style-type: none"> Pupils to remain under the supervision of staff members & parent helpers. Staff/pupils will be briefed on nearest exit should an evacuation be necessary. 			✓	Group leader to co-ordinate any evacuation
	Lost Pupil		✓		<ul style="list-style-type: none"> Clear boundaries established (ribbons on trees, bridge) Children and adults well briefed about boundaries and sanctions Regular headcounts Appropriate adult:child ratio Hi-viz jackets in poor weather, foggy conditions (most days in winter) 			✓	If a child goes missing, designated adult to stay with group, another to search. Call 999 if do not find child immediately. Emergency Procedures form to be completed after event.
Pupil Behaviour	Danger caused by irresponsible behaviour			✓	<ul style="list-style-type: none"> Pupils reminded of Code of Conduct prior to departure every trip 			✓	

Assessors Name:		Assessors Signature:		Date:	
SMT Name:		SMT Signature:		Date:	
				Review Date:	

Appendix 2 - Tool Use and Activities Risk Assessments

Bowsaw	
Tool used for:	Sawing wood.
Transporting to FS:	In a secure and substantial tool bag by a responsible adult.
Safety Checks:	Ensure no teeth are missing from blade. Ensure saw and handle are securely attached. Check guard is in good condition and remove carefully. All adults and children familiar with safety rules before leaving establishment (blood bubble=length of arm plus length of tool distance away)
Is PPE needed (and for whom): If so, what PPE.	Do not use gloves as this will affect grip.
Additional Safety Equipment to be used:	Saw horse/suitable structure to support branch/log
Ratio Adult/Child	1:1
Safe Body Stance:	Standing stance
Safe Action:	Begin by moving saw back and forth a few times to create a groove. Keep a safe distance between yourself and the blade. Always keep your hands on the handle. Remember blood bubble. This activity may be carried out by two people if the child is finding the sawing action tricky. The other person should stand opposite and support the child when sawing, helping the child to move the saw backwards and forwards smoothly and straight.
How to Clean:	WD40 for cleaning the blade. Wear gloves and use a paintbrush to clean the blade.
Storage in your setting	Store in a locked storage cupboard.

Fixed Blade Knife	
Tool used for:	Whittling sticks Cutting string Splitting wood.
Transporting to FS:	In a secure container or strong bag/box.
Safety Checks:	Hold the knife by the sheath and handle. Ensure the knife and sheath are not damaged. Ensure that the handle is securely attached to the blade. (Safety points to note: Never touch the blade. Hold sheath between thumb and forefinger when removing and inserting the blade. Maintain eye contact and ensure someone is ready to receive the knife before passing it to them.)
Is PPE needed (and for whom): If so, what PPE.	Possibility of wearing a glove on the hand that is NOT cutting but probably not necessary.
Additional Safety Equipment to be used:	none
Ratio Adult/Child	1:1 (for my preschool age group)
Safe Body Stance:	Three point stance: kneel on dominant knee with non-dominant foot forward to ensure stability.
Safe Action:	Always move the knife AWAY from your body and from the hand holding the stick. Rest non-dominant elbow on non-dominant knee and use dominant hand to hold wood.
How to Clean:	WD40 cleans and maintains the knife effectively. Use an old rag to clean and also a knife sharpener is a good way to stop little nicks appearing in the blade.
Storage in your setting	Store all equipment in a secure area (eg locked container/shed etc)

Axe	
Tool used for:	Chopping wood, splitting logs
Transporting to FS:	In a secure toolbag by Forest School leader
Safety Checks:	Ensure that the handle and axe head are securely attached. Ensure the blade has no damage to it. Ensure the blade guard is in good condition.
Is PPE needed (and for whom): If so, what PPE.	Safety boots by person using axe and also person assisting (eg with mallet)
Additional Safety Equipment to be used:	
Ratio Adult/Child	1:1
Safe Body Stance:	If log is on ground then preferably in a kneeling position (3 point stance) and at a 90° angle to the person using the mallet.
Safe Action:	2 hands on the handle, firm grip. No gloves. Instruct colleague with mallet that you are ready. Carefully remove the axe head from the wood when splitting taking care not to touch blade. If working alone observe blood bubble (tool plus arm's length)
How to Clean:	Clean any excess wood particles with paintbrush then a cloth, wiping the cloth in a sweeping motion from the join of the handle towards the blade (i.e. away from you) Apply WD40 if required. Replace guard.
Storage in your setting	Store in toolbag in a locked cupboard. (Possibly janitor's room?)

Loppers & Secateurs	
Used for:	Trimming branches, pruning Coppicing
Transporting to FS:	By Forest School leader in secure toolbag.
Safety Checks:	Check safety catch is on and operating properly Check blades to ensure no damage. Check that mechanism is opening/closing freely.
Is PPE needed (and for whom): If so, what PPE.	Safety boots, Hard hat
Additional Safety Equipment to be used:	Goggles if required Gloves to protect from thorns, spikes
Ratio Adult/Child	1:1
Safe Body Stance:	If standing to access higher branches, have feet hip width apart if possible to provide stability. If working lower down kneeling may be easier.
Safe Action:	Hold loppers by bottom handle so the blades look like a smiley face. Always close tools and preferably place on ground for the next user to pick up safely. Alternatively, ask the next person if they are ready to receive the tool before passing it . Ensure safety catches are in the closed position when not in use. Blood bubble should be observed (tool plus arm's length)
How to Clean:	n/a
Storage in your setting	Within toolbag in locked cupboard.

Mallet	
Used for:	To hammer items (eg an axe when chopping; sticks into the ground for markers; pegs for tarpaulin)
Transporting to FS:	In toolbag.
Safety Checks:	Check the wood of the mallet head is not splitting anywhere and that there are no splinters on handle.
Is PPE needed (and for whom): If so, what PPE.	Safety boots if being used in conjunction with an axe and logs.
Additional Safety Equipment to be used:	
Ratio Adult/Child	1:1
Safe Body Stance:	Kneeling (on one knee?) at a 90° angle to person with axe If hammering in sticks or posts adopt a kneeling position and keep at arm's length from item to be hammered.
Safe Action:	Do not raise mallet too high to avoid hitting yourself or others. If working with another person wait till they let you know they're ready before using the mallet.
How to Clean:	n/a
Storage in your setting	Within toolbag.

Storm Kettle/Kelly Kettle	
Used for:	Heating water for drinking/cooking
Transporting to FS:	In a container that will not contaminate it eg own bag.
Safety Checks:	Ensure kettle is filled correctly and stopper is out. Create a safe area around which children can sit. Ensure kettle is in a stable position over the fire.
Is PPE needed (and for whom): If so, what PPE.	Gloves (thick) to protect from scalding/heat
Additional Safety Equipment to be used:	Risk assessment for use of fire and related equipment.
Ratio Adult/Child	1:3 as children will not be handling kettle directly.
Safe Body Stance:	3 point stance or kneeling position to avoid falling/tripping
Safe Action:	Wait until kettle boils then carefully remove from heat using gloves. Keep handle at 90° angle when placing/removing. Maintain a safe distance between yourself and children while pouring hot liquid. Allow a cooling period for liquid (depending on age/stage of children) Wait till kettle is cool before storing it.
How to Clean:	n/a
Storage in your setting	Along with tools

Fire	
Considerations before deciding to have a fire:	<p>a) weather conditions?</p> <p>b) is a fire permitted in this area? Do you have the landowner's permission?</p> <p>Also... is it an appropriate activity for these children? Why am I doing it? Who is benefitting?</p>
Safety regarding clothing and hair:	<p>a) Tie hair back and don't have scarves etc dangling about.</p> <p>b) Do not allow flammable clothing (eg tracksuits etc)</p>
Safe Siting:	<p>a) Ensure the ground is even and flat. Brush away the living layer which could ignite. Make sure the soil is not peat!</p> <p>b) Stay away from trip hazards like roots and stumps etc (which can also catch fire)</p> <p>c) Make sure the woodland area is open and away from trees, paths etc Preferably not a coniferous area!</p>
Safe Management:	<p>a) Ensure there is a clear boundary which no one crosses. Use short sticks for kindling and lots of them.</p> <p>b) Make sure the fire can be reached easily at arm's length. Make the distance short from boundary to fire for toasting etc</p> <p>c) Use a 3 point stance for stability. Limit the size of the fire.</p> <p>d) Never leave the fire unattended.</p>
Safe Extinguishing:	<p>a) scatter/spread the fire out before extinguishing</p> <p>b) sprinkle with water</p> <p>c) check for hot spots and use more water if required. Repeat till extinguished.</p> <p>d) scatter the remains to spread nutrients across a wider area.</p> <p>*Remember to replace the living layer when you're sure the fire is out to leave no trace.</p>

9. Useful Web Links

Curriculum for Excellence through Outdoor Learning:

http://www.educationscotland.gov.uk/Images/cfeOutdoorLearningfinal_tcm4-596061.pdf

East Renfrewshire's Antbullying Policy

<https://blogs.glowscotland.org.uk/er/Giffnock/parents/anti-bullying-information/>

Forest School principles and practice:

<http://www.forestschoolassociation.org/full-principles-and-criteria-for-good-practice/>

Play Strategy for Scotland <http://www.scotland.gov.uk/Resource/0043/00437132.pdf>

www.muddyfaces.co.uk

www.creativestarning.co.uk

<https://twitter.com/GiffnockNursery>