

Newmains Primary



Forest School Handbook





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Signature Page

All staff and volunteers who are attending Forest School must read and sign our handbook. Our handbook is reviewed & updated by Mrs Brown annually.

Name	Signature	Date



Document Updated October 2023

Review On January 2025

What is Forest School?

Forest school has been developed based on the principles and practices which have been seen within the Early Years system in Denmark. Forest school was developed in the 1950's in Scandinavia and was based on a connection with nature and learning in the open air.

The development of Forest School has been influenced through observations and research which has shown how children flourish through child-led learning in an outdoor wooded environment. Forest school is a good fit with the Curriculum for Excellence and practitioners have access to high quality training which is overseen by a governing body (Forest School Association).

Forest school encourages the development of physical and emotional wellbeing through outdoor play, activities and woodland exploration. It is designed to foster independence, confidence, communication skills and self-esteem.

Forest School is based on the following 6 principles, set out by the Forest School Association

- 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.
- Forest School takes place in a woodland or natural environment to support the development of a relationship between the learner and the natural world.
- Forest School uses a range of learner-centred processes to create a community for being, development and learning.
- Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
- Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
- Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.



Staffing

Our Forest School is led by **Mrs Michelle Brown**, who is a Forest School Leader, Outdoor Paediatric First Aid trained, a Qualified Teacher and will be referred to as the Forest School Leader in our handbook.

Other class teachers, ASNA's and parent volunteers will assist during our sessions. A ratio of no more than 1:6 will be adhered to and any volunteers must be PVG checked. A list of parent helpers who are PVG checked is kept by the school.

Our Site

Our Forest School takes place in a nearby local woodland or in our school site forest, which is still young.

The local woodland is used by the public and is made up mainly of silver birch, the area can be accessed by the public.

The Forest School leader has completed a woodland survey and a three year woodland management plan for the site to manage the ecological impact of our Forest School. This is kept by the Forest School leader and can be viewed on request.

We can walk to our site, which takes around 5mins and is accessed through the gate at the side of the pitch.

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

Risk Management

Newmains Primary Forest School aims to involve children in play which will foster confidence, self-esteem and resilience. Whilst some of the activities involve an element of risk, measures will be taken by the Forest School Leader to ensure that the benefits outweigh the risk, ensuring the safety of our children. In order that these aims can be met, the Forest School Leader will:

- Carry out Site Risk Assessments on the Forest School site and will review these termly
- Carry out Daily checks and reasonable steps will be taken to remove or reduce hazards



- Complete an Activity Risk/Benefit Assessment for every activity to be undertaken at Forest School including tool use and fire.
 - *The children may suggest an activity which has not been planned, in which case the Forest School leader will look for a way to say yes with a dynamic risk assessment.
- Move activities indoors if, in the opinion of the Forest School Leader, weather conditions such as high winds (when a weather warning has been issued) or the threat/occurrence of lightening make work outdoors unsafe.
- Inform staff, volunteers and children of potential hazards introduce procedures to minimise risk.
- Involve staff, volunteers and children in risk assessment as part of learning.
- Ensure legal guidelines regarding off-site activities, such as adequate insurance and parental permission are met.
- Ensure that all staff, volunteers and children are aware of the emergency procedures for the Forest School site.
- Be responsible for teaching children adequate skills in order to keep themselves safe, particularly in relation to the use of hand tools and fire.

All activity risk assessments are kept by the Forest School leader and the site can be found in the Appendix 1.

First Aid and Emergency Procedure

First Aid

The Forest School leader (Michelle Brown) holds an Outdoor Paediatric First Aid certificate and is responsible for carrying out any Forest School First Aid. The Forest School leader will carry a First Aid kit containing:

- Bandages (2 large, 1 medium and 2 triangular)
- Plasters (Various sizes)
- Antiseptic wipes
- Eye wash
- Tweezers
- Tough Cut scissors
- Nappy Sacks
- Instant Ice packs
- Foil Blankets (3)
- Disposable gloves



- Thermometer

The Forest School leader will ensure that any required medical boxes are brought to Forest School, as per school procedure. *Medical Boxes are kept in the first aid cupboard and are clearly labelled with the child's details.*

The Forest School leader will also carry a leaders bag containing:

- Cups
- Biscuits
- Bottled Water
- Hand sanitiser
- Baby wipes
- Tissues
- Accident book
- Laminated emergency procedure card
- Spare hat, scarf and gloves or insect repellent and sun cream (weather dependant)
- A phone for emergencies

All accidents and injuries should be reported to the Forest School leader who will administer the appropriate First Aid and log incidents in the accident book. The Forest School leader is responsible for passing this information on to the school office and will contact parents if necessary.

Emergency Procedure

The Forest School Leader will assess the situation, the nature and extent of the injury/accident. They will ensure that the rest of the group are safe from danger and are adequately supervised. They will attend to any casualties, giving First Aid as necessary.

An Accident Form will be completed later at the School Office.

If the Forest School Leader is injured or becomes ill another member of staff should take charge of the situation as above and will radio for one of the First Aiders from school to attend (Ann Codona or Caroline McLung). They will then follow the procedure below.

If anyone sustains an injury or illness which cannot be treated by First Aid onsite and requires medical assistance:

- In serious cases, the Emergency Services should be contacted (see below) using the Emergency Phone carried by the Forest School Leader,



then the school will be notified. The School Office will be responsible for contacting the injured party's emergency contact.

- The rest of the group will be supervised away from the incident and if in danger, will be moved to safety.
- One member of staff from the school will meet the ambulance at the school entrance and direct the crew to the incident site. If required, an additional First Aider from school will be requested to assist at the Forest School site.
- If the injured party is taken to hospital, one member of staff will go with them and the injured party's emergency contact will be updated about the situation by a member of the School office staff.
- In minor cases, the Forest School Leader will arrange to contact the injured party's emergency contact so that they can be collected and taken to the hospital, doctor or home, as appropriate.

The emergency procedure diagram shows who should do what and when, each adult will be assigned an emergency role before our sessions begin. This diagram will be in the emergency bag and can be followed during an emergency.

Emergency Contact Numbers

Ambulance/Fire Brigade: 999 School

Office: 01698 274923

Forest Leaders Mobile: 07897380460

Police: 101

See Appendix 2 for Emergency Procedure Diagram, which will be kept in the Forest School Leaders emergency bag.

A map (from page 5) and the Emergency Procedure Diagram will also be kept in the school office.

Cancellation Procedure

The Forest School Leader is responsible for checking the weather prior to the Forest School session and will aim to cancel sessions as soon as possible when required. It will be deemed as unsafe to enter the woodland when there are high winds (when a weather warning has been issued) or there is a



threat/occurrence of lightening. It may also be necessary to cancel due to staff absence: when the Forest School leader is absent, or the adult/child ratio exceeds 1:6.

If a session needs to be cancelled the children, staff and volunteers will be informed, parents and children will also be notified of any cancellation.

The Forest School leader will arrange an in-school session, in the playground where possible.



Toileting and Hygiene

All children will be asked to use the toilet before leaving the school.

A toileting area will be available for use when we are in the woods. It will be set up before our session begins:

- A toileting area will be cordoned off, using a wind break for privacy.
- A trowel will be available for digging a hole to go to the toilet in, younger children may need assistance in digging the hole.
- Toilet paper should be placed in a nappy sack, which will be available.
- A water butt with a tap and soap will be available for handwashing and paper towels for drying hands.
- The hole can be filled in at the end of the session. Kitchen roll can be placed in the bin bag at base camp.

If an adult requires to go to the toilet during the session, they may go back to the school if the ratio will remain at 1:6 or lower. Should the ratio be too high for them to leave then a member of staff may be called over to site to take over from them while they return to school.

*Children who are not comfortable using the toilet area may return to the school to use the toilet with an adult, following the procedure above, based on ratios. NB There could be up to a 15 minute wait if a member of staff has to be called over from the school.

Handwashing is required before snack, the handwashing kit from the toileting area may be used.

All children will wash their hands when they return to school.

Parental Consent

School procedure will be followed for parental consent. The children are required to have a 'large' consent completed for any outing which have medical and emergency contact details, they will be brought out to site in case of any emergency. The children will be issued a consent letter prior to our sessions to be completed by parent/carers (See appendix 3). If the consent form has not been returned by the first session then parents/carers will be phoned to seek verbal permission.



Photograph Consent

Photograph and Twitter consent is obtained by the school at the start of the school term and the consent covers the use of photography and the posting of pictures at Forest School. Pictures should be taken on the schools i-pad.

Tool Use

Tools will be used under the supervision of the Forest School leader, who is trained in safe tool use or any other adult who has completed tools training. The child/leader ratio for supervised tool use is dependent on the tool being used, the age group of the children and the experience level of the children, this is at the Forest School leader's discretion.

For example a Primary 3 group using secateurs for the first time would be supervised at a ratio of 1:1 with one pair of secateurs being used with the group. As the group gained experience and demonstrated safe handling then 2 pairs of secateurs could be used, working up to the children working in pairs with no more than 4 pairs being used.

Tools will be kept in a designated tool bag/box or clearly labelled plastic container. A tools list will be taken onto site and the tools will be checked back in at the end of the session. (See Appendix 4)

Tools will be used in a designated area and the children will be trained to use their tool in a space that is an arm's length plus a tools length away from others in all directions- a 'blood bubble'. This will be checked throughout the tools use.

Each tool will be introduced with a 'Tools Talk' every time that it is to be used (see Appendix 5), a laminated copy of the tools talk will be kept with the tools to enable children to give tool talks (under supervision) as they become more experienced. The correct stance for the tools use will be demonstrated and checked throughout use.

All tools are locked away in a filing cabinet in Room 18 when not in use. The Forest School leader will have the key.

Fire Procedures

Fires are only lit when the Forest School leader is confident that the group can follow the rules and procedures for a fire and they are ready for the additional risk. All fires will be small controlled fires and the fire site will be left in a 'leave no trace' standard. When a fire is planned the fire bag will contain

- Fire wood (kindling)



- A fire kit (fire steel, cotton wool, Vaseline, natural firelighters, matches)
- Fire gloves (for emergency use)
- Water (to extinguish the fire and for any burns treatment)
- Burns kit
- Fire blanket (for emergency use)

The children will follow the fire rules which will be practiced before lighting a fire.

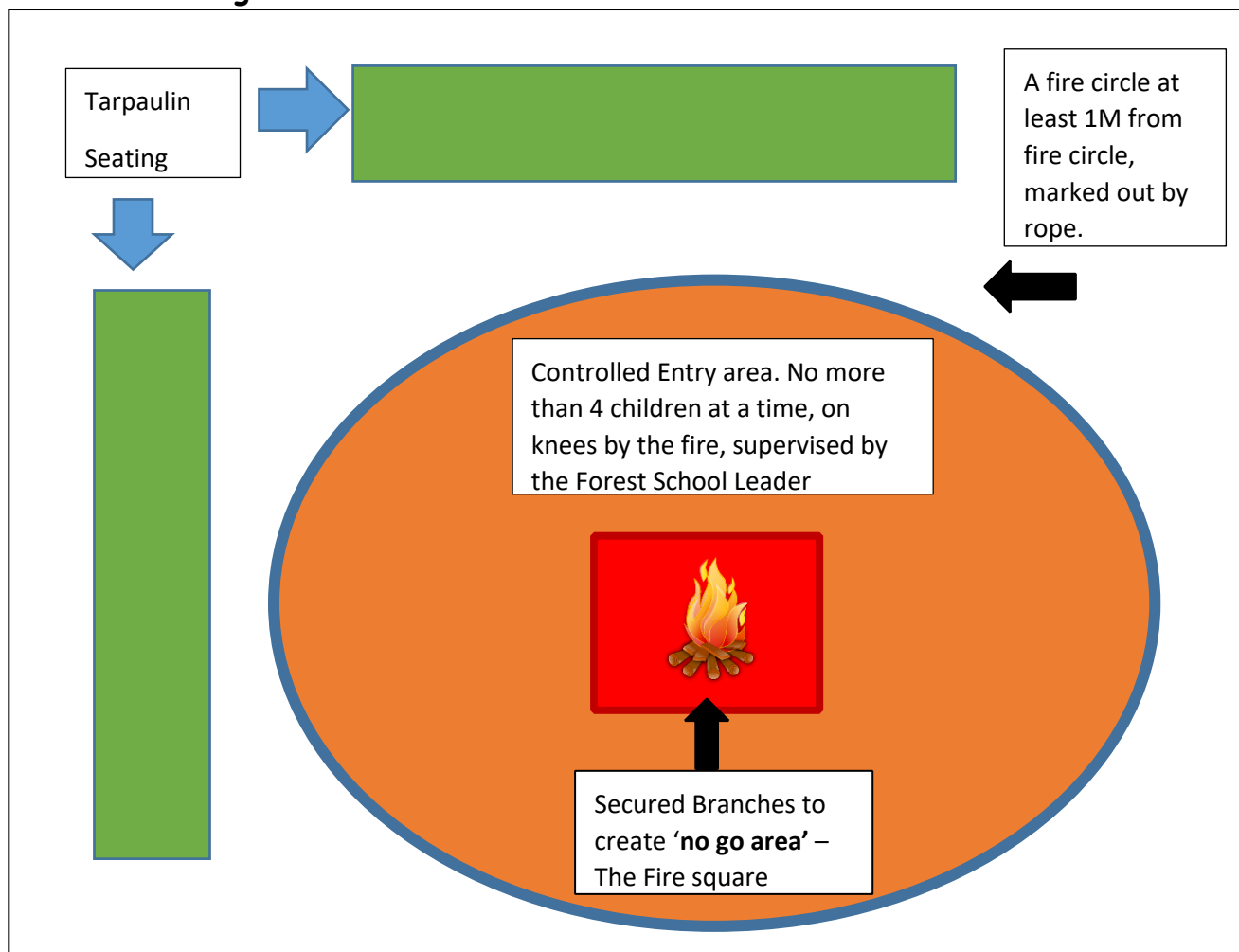
- We **walk** around the outside of the fire circle when moving around the fire area to a seated space on the tarpaulin.
- We **never** walk or move across the fire circle when moving in or out.
- When we want to enter the fire circle to reach the fire we must ask the fire leader for **permission**.
- When we are in the fire circle we must be **kneeling** or in a 'respect position' by kneeling straight up on one leg with the other at a right angle to the body.
- When we are moving back out of the fire circle we ask permission and **walk straight out**.
- We **never** throw anything into the fire.

All fires will be completely extinguished with water, the fire square dismantled and the ashes spread. The fire area will then be recovered with leaf litter to a leave no trace standard.

Children who are well practised in the fire procedures may aid in lighting a fire under direct 1:1 supervision.



Fire Circle Diagram



The fire square will be set up and secured in the designated semi-open area. The area in the fire square will be cleared to bare earth and the leaf litter set aside to cover the area after the fire. The fire square is used to contain the fire and will be no bigger than 1 metre square. A no go zone.

A fire circle will be marked around the fire square by rope, at a minimum of 1 metre away from the fire square. This is a controlled access zone which is controlled by the Forest School Leader. A maximum of 4 children are allowed to enter the area when they have been given permission.

Tarpaulin will be placed around the fire circle for seating.

Kelly Kettle: Newmains Primary Forest School has a Kelly Kettle which should only be used and supervised by the Forest School Leader or someone who has training. Full Kelly Kettle instructions can be found in Appendix 6



THE STOPPER MUST NEVER BE PLACED ON THE KETTLE SPOUT!

Cooking at the Fire

- Hands must be washed before cooking and eating.
- Any food that is taken on site should be prepared and brought to site in plastic containers and should be cooked thoroughly at the fire, following food hygiene procedures.
- Food, such as marshmallows should be allowed to cool before eating.
- When cooking with a stick, green wood with the bark removed can be used.
- Children will kneel by the fire, following the fire procedures when cooking food.
- Long hair should be tied back and loose clothing should be tucked away when cooking at the fire.

Lost Child Procedure

If at any time during the session it becomes apparent that a child is missing:

- The Forest School Leader shall be informed immediately, who shall call '123 basecamp' to gather the group for a headcount
- One member of staff shall stay at basecamp to complete a low risk activity with the group whilst remaining adults search for the missing child, for no longer than **5 Minutes**.
- If, after the five minute search, the child has not been located, the Forest School Leader will phone 999 and alert the police.
- The School Office will be informed so that they can contact the child's parents or adult's emergency contact and inform them of the situation.
- The adults should continue to look for the child and call the police station (101) and school office if found.
- Staff should corroborate details of the situation, including last known position of the missing child and any timings. These will be recorded in the Accident Book carried in the Leaders Bag.

A Lost child Procedure Diagram can be found in Appendix 7 and a laminated copy will be kept in the Forest School Leaders bag.



Daily Procedures

Before each session

- A session plan will be completed and shared with the relevant staff and volunteers
- All relevant risk assessments will be completed and shared with staff who are attending the session
- The Forest School Leader will check the group and adult numbers to ensure the minimum ratio of 1:6 is met
- The Forest School Leader will check the leaders bag contains the First Aid kit, the items listed on page 8 and 'large consent' forms with medical details
- The children who do not have adequate footwear or outerwear will be given wellies and waterproofs or warm clothing if needed
- The forest school leader will check that medication boxes are packed for those who require them
- A headcount will be done before leaving the school grounds

Getting there

- Forest school leader must lead the way
- One adult remains at the end of our line
- Children travel in single file
- An adult stands on School Road and supervises the children as they cross
- Hazards are pointed out along the way and information is passed down the line to keep everyone safe

Arriving at the site

- The children will gather at basecamp and a headcount will be done
- The children will be reminded of our boundaries and where our hazards are (a boundary walk will be completed if the children have not been on site often enough)
- The children will be involved in a risk assessment for the site before activities begin

During the Session

- A headcount check will be undertaken on arrival at Forest School and whenever the group is brought together.



- Risks will be continually assessed and appropriate action taken to reduce or remove any risks found.

Before leaving the site

- A final check will be made to make sure we have all of our equipment and that we have 'left no trace'
- If tools have been brought to site a tools count should be done
- A headcount will be done
- The children will walk back in single file following the 'getting there' procedure
- The forest school leader should run ahead of the group at the gravel lane to check that vehicles are not approaching the lane before the group proceeds

Back at school

- A final headcount will be completed
- All waterproofs and wellies will be returned
- The children will wash their hands
- The forest school leader will ensure that all equipment is cleaned and put away and will complete any tool maintenance.

Child Protection

Newmains Forest School follows the schools child protection policy as follows:

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations. The Head Teacher is responsible for the schools actions in response to Child Protection concerns. If there are any Child Protection concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Co-ordinator is: Mr S Smith (Head Teacher)

Any immediate concerns from our volunteers may be shared with the Forest School Leader who will inform Mr. Smith. **Confidentiality Policy**

Newmains Forest school follows the schools Confidentiality policy.

There is an expectation that any volunteers and parent helpers do not share information about our children.



The Forest School Leader is responsible for securing any confidential paperwork and for returning 'Large Consent' form containing personal information to the class teacher.

All paperwork containing personal information is stored and shared in accordance with the 2018 Data Protection Act.

Behaviour Policy

The main rule of our forest school is to **keep yourself and everyone else safe**. This rule encompasses our rules as follows:

- Everyone is responsible of their own safety
- We must stay in the boundaries and within sight of an adult
- We must follow any safety instructions
- We do not lift our hands or feet to others, hit them or throw things at them
- We use kind words and encourage each other

Children will be encouraged to follow the rules of forest school through praise, when behaviour becomes challenging restorative practice will be followed to resolve the situation. The Restorative question form Appendix 8 may be used.

Anti-Bullying Policy

Newmains Forest School follows the school policy on bullying as follows:

Newmains Primary School and Nursery Class endorses North Lanarkshire Council policy on bullying. Any incident of alleged bullying should be reported to staff as quickly as possible and procedures within our anti-bullying policy will be set in motion and appropriate action taken.



Appendices

Appendix 1 - Risk Assessments

Appendix 2 - Emergency Procedure Diagram

Appendix 3 - Parental Consent Letter (Example)

Appendix 4 - Tools List

Appendix 5 - Tools Talks Taken from OWL Scotland

Appendix 6 - Kelly Kettle Instructions

Appendix 7 - Lost child Procedure Diagram

Appendix 8 - Newmains Primary

Restorative Questioning Templates



Appendix 1


Site Risk Assessment


Risk/Benefit Activity

Assessments



Venue: Woodland area at new school site	Assessment Carried out by: Michelle Brown	
Postcode: ML2 9DH	Signature:	Date: 01.11.22
Location Grid Reference: 55.7827023, -3.8839785		

Areas to check (<u>only</u> check and tick those relevant to your site)	Hazards	Risk	Evaluation	Control action	Residual evaluation
Access to the site: <ul style="list-style-type: none"> Public rights of way Roads Parking  	Dog faeces Uneven ground	injury	Likelihood is medium, risk is medium	Warn of and discuss other hazards with the children.	Likelihood-Low Risk - Medium
Boundaries around the site: <ul style="list-style-type: none"> Barbed wire Streams Ditches Roads Tracks 	The ground is very wet and uneven in parts. The ground is covered in moss making it spongy to walk on.	Tripping Injury	Likelihood- High Risk level - low	Ensure that children are wearing suitable footwear to keep feet dry. Make children aware of the spongy ground.	Likelihood – low Risk - Low
Other people using the site <ul style="list-style-type: none"> Rangers Contractors Walkers Cyclists Horse riders Other children 	Dog Walkers Members of the public	Walkers who are not PVG checked <u>coming into contact with children</u> Dog attacks	Likelihood – Low Risk level - Med	Ask children not to approach strangers. Request that dogs are put on a lead if they are not under control.	Likelihood – Low Risk - Low
Canopy layer <ul style="list-style-type: none"> Deadwood in overhead trees Leaning, dead trees Branches dying back Branch dropping species 	Deadwood in branches	Injury from a fallen branch/tree	Likelihood – Medium Risk Level - High	Remove deadwood from branches where possible.	Likelihood – Low Risk - Medium

Areas to check (<u>only</u> check and tick those relevant to your site)	Hazards	Risk	Evaluation	Control action	Residual evaluation
Shrub layer <ul style="list-style-type: none"> • Deadwood in smaller trees • Leaning smaller tree • Poisonous/irritant species 	Dead Wood	Injury from fallen wood	Likelihood – Med Risk - Med	Where possible remove dead wood hanging on branches	Likelihood – Low Risk - Low
Field layer <ul style="list-style-type: none"> • Branches sticking out at eye level • Poisonous plants • Prickly plants 	Branches Sticking out at eye level Mushrooms	Eye injury Reactions to <u>ingesting</u> mushrooms	Likelihood – Med Risk - Med	Point out branches sticking out and highlight them by hanging ribbon or tape Show children mushrooms and ask they do not touch them.	Likelihood – Low Risk - low
Ground layer <ul style="list-style-type: none"> • Hidden logs lying in the grass • Broken glass, rubbish & rusty metal  • Fungi • Dog faeces • Pond, stream, boggy areas • Slope, embankments • Holes in ground 	Exposed Tree roots Logs and branches hidden in the woodland floor Dog faeces	Trips and falls Injury Disease Cuts Wounds	Likelihood – high Risk - medium	Remove risks such as glass, metal and dog faeces safely using gloves and appropriate containers/ bags.	Likelihood – Low Risk - Low

Activity:**Making a Tree Cookie****Benefits of Experience/Activity:**

Listening to and following instructions

Using tools safely and correctly

Showing focus and concentration

Using creative abilities

Develop fine and gross motor skills

Activity/Experience steps	Risk	Risk Level	Control Actions	New level
Children drill a hole in a slice of log using a hand drill	Injury to hands from the drill	Low	Closely supervise children as they use the hand drill to make a hole through the cookie	Low
Children then thread wool or string though the cookie and decorate it	Hair getting caught		Make sure loose hair and clothing is tucked away	



<p>Activity:</p> <p style="text-align: center;">Making Toasting Sticks</p>
<p>Benefits of Experience/Activity:</p> <p>Listening to and following instructions, Handling tools safely, Confidently asking for help, Developing understanding of the natural world, Learning new vocabulary</p>

Activity/Experience steps	Risk	Risk Level	Control Actions	New level
<p>Use secateurs to harvest a stick</p> <p>Use a potato peeler to peel the bark from the end of the stick.</p>	Cuts or injury from the tools	Medium	<p>Give children a tools talk before using the tools</p> <p>Secateurs – Locked and held in ‘smiling’ position when walking around with them. ‘Blood Bubble’ created when working with the tool</p> <p>Peelers – Kneeling position to use, do not clear anything from the blade, peel downwards and away from the body</p>	Low



Activity Assessment- Risk/Benefit Analysis

<p>Activity: Toasting Marshmallows</p>
<p>Benefits of Experience/Activity: Enjoying an exciting activity with others, Noticing and talking about the change in the marshmallows, Learning the importance of safe procedures, Questioning why changes happen</p>

Activity/Experience steps	Risk	Risk Level	Control Actions	New level
<p>Place the marshmallows onto a toasting stick and hold them over the fire to toast</p>	<p>Burns from the fire</p> <p>Burns from eating the hot marshmallow</p>	<p>Medium</p>	<p>Ensure that the sticks are an arm’s length long. Create a fire square around the fire that the children do not enter. Ask the children to kneel by the fire</p> <p>Tell the children to wait 10 seconds before eating the marshmallow to allow it to cool.</p> <p>Lose hair and clothing is tucked away when at the fire</p>	<p>Low</p>



Activity Assessment- Risk/Benefit Analysis

<p>Activity:</p> <p style="text-align: center;">Den Making</p>
<p>Benefits of Experience/Activity:</p> <p>Imagination and creativity, predicting and problem solving, discovering how materials can be used, working co-operatively and sharing ideas, developing fine and gross motor control, exploring spaces and increasing spatial awareness, developing vocabulary, fantasy play</p>

Activity/Experience steps	Risk	Risk Level	Control Actions	New level
Children use ropes, tarpaulins and natural materials to make dens in the trees	Injury building den Injury from heavy sticks falling	Low	Closely supervise children and assist of necessary	Low



Activity Assessment- Risk/Benefit Analysis

<p>Activity</p> <p style="text-align: center;">Making a rope swing</p>
<p>Benefits of Experience/Activity:</p> <p>Developing gross motor skills, building core muscles, understanding the concepts of motion, Testing out new skills and gaining confidence, Learning how to keep safe and look out for the safety of others</p>

Activity/Experience steps	Risk	Risk Level	Control Actions	New level
<p>Throw the rope around a large branch of the tree and secure it.</p> <p>Attach a piece of wood or tyre to the end of the rope.</p>	<p>Injury from falling off the tree swing</p> <p>Injury from being hit by the tree swing</p>	<p>Medium</p>	<p>Advise the children that they should look for a branch thicker than their leg to make the rope swing.</p> <p>Ask the children to check that the rope swing will take their weight by pulling on it.</p> <p>Supervise and ensure that others stand well back</p>	<p>Low</p>



<p>Activity:</p> <p style="text-align: center;">Making a campfire</p>
<p>Benefits of Experience/Activity:</p> <p>Experiencing the wonder of a campfire, enjoying the heat and comfort of a campfire, observing the properties of what makes good kindling, listening to and following safety rules, experiencing the responsibility of putting a fire out and ensuring the area is safe</p>

Activity/Experience steps	Risk	Risk Level	Control Actions	New level
<p>The children assist in collecting fire wood</p> <p>The children sit around the campfire that the FS leader has lit</p> <p>The children may assist in lighting fires under 1:1 supervision</p>	<p>Burns from the fire</p> <p>Falling into the fire</p>	High	<ul style="list-style-type: none"> ● Light small manageable fires and keep them under control ● Create a fire square that the children are not allowed to enter ● Create a controlled access area around the fire square with tarpaulin seating ● Children must be kneeling in the respect position or kneeling by the fire, running is not permitted ● loose hair and clothing is tucked away when near the fire ● Water is always kept by the fire to put the fire out or to treat burns ● A fire blanket is kept for emergencies 	Low



Activity Assessment- Risk/Benefit Analysis

<p>Activity:</p> <p>Tree climbing</p>
<p>Benefits of Experience/Activity:</p> <p>Learning how to use the body to move, satisfaction of achieving a challenging task, developing planning skills, developing the skill if making choices and taking responsibly</p>

Activity/Experience steps	Risk	Risk Level	Control Actions	New level
Climb a tree	<p>Falling from the tree- broken bones and injury</p> <p>Tree branch breaking, causing injury</p>	Medium	<p>The children will be directed to trees that are safe to climb</p> <ul style="list-style-type: none"> • no deadwood • branches thicker than their leg • non slippy surface <p>Children will be asked to climb only as high as they can climb down from.</p> <p>The ground will be checked for objects which may cause injury if fallen on.</p> <p>The children will be asked to climb with caution</p>	Low



Activity Assessment- Risk/Benefit Analysis

<p>Activity:</p> <p style="text-align: center;">Craft skills with a sheath knife</p>
<p>Benefits of Experience/Activity:</p> <p>Managing risky play</p> <p>A sense of achievement</p>

Activity/Experience steps	Risk	Risk Level	Control Actions	New level
<p>Using the knife to carve a stick</p> <p>using the knife to make and indent in the wood</p>	<p><i>Injury from the knife, cuts</i></p>	<p><i>Medium</i></p>	<p><i>Complete tools talk before the activity</i></p> <ul style="list-style-type: none"> - children are kneeling whilst using the knife - maintain a distance from others with a 'blood bubble' – only carve the woods downwards and away from the body - place the knife in the sheath when not in use - never pass the knife 	<p><i>Low</i></p>

Appendix 2 - Emergency Procedure

*****Each adult will be assigned an emergency role before sessions begin**

Forest School Leader

- First Aider - attends to the casualty
- If the forest school leader is the casualty then an adult should call for the school first aider

Adult 1

- Adult 1 should gather the other children in the group and keep them busy with a game
- This should continue until the forest school leader has finished dealing with the casualty

Adult 2

- Adult 2 should call an ambulance (999) and ask that the ambulance be sent to the school- Stewart Crescent, ML2 9DH
- The school should then be called - (01698 274923)
- Ask that the emergency contacts are informed, a member of staff meets the ambulance at the school to escort the paramedics to the woods and that a member of management comes to the woods



Appendix 3 – Permission letter example

Dear Parent/Carer,

I am beginning a forest school group on Thursday afternoons beginning **Tuesday 12th September** 1pm-3pm. This will be a small group of children with myself and Mrs Hughes. The group will run for 6 weeks and the last session Thursday 24th October.

We will take the children to a woodland area just across from the school.

Forest school encourages the development of physical and emotional wellbeing through outdoor play, activities and woodland exploration. It is designed to foster independence, confidence, communication skills and self-esteem.

Our weather can be unpredictable, therefore appropriate clothing is essential. I would recommend

- a waterproof jacket
- old clothing to change into
- boots or wellies
- warm clothes to suit the weather

We have rain jackets, waterproof trousers and spare wellies if required.

If you do not want your child to take part, then please contact me via the school office.

Kind Regards,

Mrs Brown



Appendix 4 - Tools list

Tool	Number	Counted in?
Secateurs	4	
Peelers	6	
Loppers	2	
Mallets	2	
Hacksaws	3	
Sheath Knives	4	



Appendix 5 Tools Talks

Taken from

[https://www.owlscotland.org/images/uploads/resources/files/OWL Tool Guidance 17 May 17.pdf](https://www.owlscotland.org/images/uploads/resources/files/OWL_Tool_Guidance_17_May_17.pdf)



Safety Checklist

- ✓ Staff/Leaders should be trained in the use of the tool provided.
- ✓ A comprehensive tools talk is to be given to any volunteers or persons unfamiliar with tools, ensuring everyone is conversant with all tools to be used. The talk should cover site safety, safe carrying of tools, safe and proper use of tools, accident procedures.
- ✓ All tools should be well maintained and serviceable, and a logbook of equipment should be kept. Appropriate personal protective equipment relevant to task should be used at all times e.g. gloves, goggles, etc. Follow manufacturer's instruction when using any tool.
- ✓ Ensure the correct tool is used for each task – if in doubt ask.
- ✓ All tools checked for damage before use, any defects reported and tool removed from use. Tools should be carried at point of balance and not over shoulder. Do not overload yourself.
Establish a safe working area.
- ✓ Always keep a safe working distance from others when using tools, bearing in mind the 'blood bubble'.
- ✓ Tools with edges should be sharpened at regular intervals or carry spare tools to ensure continuous use of sharp edge.
- ✓ When using saws and hatchets keep free hand and legs away from blade. Ensure firm stance when using mells and pickaxes.
- ✓ Check heads of picks, mattocks and axes are secure before use. Rotate work to avoid repetitive strain.
- ✓ Keep work area clear of tools and debris to prevent trips and slips. Tools should be transported and stored in a suitable manner.
- ✓ Ensure appropriate first aid is available.



Here is a KNIFE

Usage

For whittling, carving and cutting.

Key parts

Blade with tang inside handle, bevel & cutting edge, handle & hand guard. The blade itself has parts: point, edge, grind, spine, fuller, choil.

Skills supported

Improved fine and gross motor skills, spatial awareness (add curriculum outcomes where relevant).

How to use it safely

- No glove on tool hand; well-fitting glove on non-knife hand¹.
- Maintain safe distance².
- Establish expected behaviour³.
- Ensure proper demonstration and supervision.
- Keep blade facing away from you on the outside of your body, keeping wood between you and the knife.
- Keep in pocket or designated place.
- Sheath immediately after use.
- Only leaders to remove and replace sheaths or guards unless participants are competent.



Passing

Holding sheathed part, offer handle to person.

Placing

Put the tool down on ground or surface with handle facing backwards, or return it to its designated place.

Walking

When walking, place blade in sheath (hearing a click) place in pocket.

Cleaning

On site, use a dry paint brush to brush off sawdust etc.

Use cloth and gun oil/ WD40 to ensure all dirt and moisture is off the blade. Use long stick with cloth to wipe out any debris inside the sheath.

Maintenance

Sharpen using sharpening stone after each session⁴.

Storing

Store with protective sheath/cover on, in a large water-proof and airtight container.





Here is a pair of LOPPERS

Usage

To cut small branches & twigs smaller than a 2 pence piece. By-pass loppers have scissor-like cut for green and wet wood. Anvil loppers are ideal for dead or dry wood.

Key parts

Shaft, handle, jaws, hinge.

Skills supported

Improved fine and gross motor skills, spatial awareness (add curriculum outcomes where relevant).

How to use it safely

- Wear sturdy footwear; gloves may be useful for handling material, but do not use on tool¹.
- Maintain safe distance².
- Establish expected behaviour³.
- Ensure proper demonstration and supervision; is the branch smaller than your thumb?
- Always keep closed after cut has finished.
- Use the telescopic handles, hold at arms' length, and don't work with body inside handles.

Passing

Hold blades in gloved hand and offer handles to other person.

Placing

Put the tool down on ground or surface with handle facing backwards, or return it to its designated place.

Walking

Carry so they don't open by holding by the lower tool arm.

Cleaning

On site, use a dry paint brush to brush off sawdust etc.

Use cloth and gun oil/ WD40 to ensure all dirt and moisture is off the blade.

Maintenance

If the loppers can be dismantled sharpen using a round stone file otherwise get them sharpened by an expert⁴.

Storing

In protective cover, in a large water-proof and air tight-container.



1. Gloves need to be a really good fit otherwise grip on the working material can be compromised. In the latter case it is better to have no glove and a safer grip. Gloves should never be used on the tool holding hand. Provide a range of glove sizes to suit your participants.
2. Safe distance: Always use tools at a distance at arms' length and one tool's length away from other people.
3. Establish expected behaviour: to ensure everyone clearly understands all instructions and expected behaviour for safe tool use. Anyone misusing a tool intentionally can be given 'time out' from the activity, required to put down the tool, and step away, until they are ready to behave appropriately and join in again.
4. Maintenance of these tools should be carried out by an expert.



Here is a BOWSAW

Usage

For cutting lengths of wood in two, or removing branches off trees.

Key parts

The shaft, handle blade, blade cover. There are 3 different sizes and hedging saws.

Skills supported

Improved fine and gross motor skills; co-operative work (if working with a partner, saying 'to me to you' to get a rhythm of forwards and backward motion, then allowing the other to pull). Add curriculum outcomes where relevant.

How to use it safely

- No gloves on tool hand; well-fitting glove on non-tool hand¹.
- Maintain safe distance².
- Establish expected behaviour³.
- Ensure proper demonstration and supervision.
- Select the saw according to the size of wood to be cut. Hedging saws are useful in tight spaces!
- Sharp serrated edge can cause lacerations. Keep both legs to one side of the saw. Always put protective guard on when not in use.
- Only leaders to remove and replace sheaths or guards unless participants are competent.
- Use standing in an upright position.
- Make a small nick in the wood first. Use the full length of the saw, drawing backwards. Keep it straight!
- Ensure the blade is of good quality as poor quality screw fixed blades are hard to use and more likely to cause injury.
- Keep the blade facing away from you on the outside of your wood, on the outside leg peeling away from the body.



Passing

Keeping blade facing downwards, turn the handle to offer to the other person.

Placing

Put the tool down on ground or surface with handle facing backwards, or return it to its designated place.

Walking

Holding tool like a handbag with blade facing downwards.

Cleaning

On site, use a dry paint brush to brush off sawdust etc. Use cloth and gun oil/WD40 to ensure all dirt and moisture is off the blade.⁴

Storing

Keep the blade covered. Keep spare blades in container to replace when necessary. Store in large water proof and air tight container, with protective sheath/ cover on.

1. Gloves need to be a really good fit otherwise grip on the working material can be compromised. In the latter case it is better to have no glove and a safer grip. Gloves should never be used on the tool holding hand. Provide a range of glove sizes to suit your participants.

2. Safe distance: Always use tools at a distance at arms' length and one tool's length away from other people.

3. Establish expected behaviour: to ensure everyone clearly understands all instructions and expected behaviour for safe tool use. Anyone misusing a tool intentionally can be given 'time out' from the activity, required to put down the tool, and step away, until they are ready to behave appropriately and join in again.

4. Maintenance of these tools should be carried out by an expert.



Here is a pair of SECATEURS

Usage

To cut twigs smaller than a penny piece.

Key parts

Handles, safety catch, hinge, jaws/ blades.

Skills supported

Improved fine and gross motor skills, spatial awareness (add curriculum outcomes where relevant).

How to use it safely

- Maintain safe distance¹.
- Establish expected behaviour².
- Ensure proper demonstration and supervision.
- To put down, close and lock safety catch and return to the designated place.
- Do not use gloves when using tool.



Passing

Holding blades in gloved hand and offer handles to other person.

Placing

Put the tool down on ground or surface with handle facing backwards, or return it to its designated place.

Walking

Close and lock safety catch, hold blades in gloved hand next to leg with handles facing downwards.

Cleaning

On site, use a dry paint brush to brush off sawdust etc.

Maintenance

Use cloth and gun oil/WD40 to ensure all dirt and moisture is off the blade³.

Sharpening

Use a round file.

Storing

Store in a large water proof and air tight container.

1. Safe distance: Always use tools at a distance at arms' length and one tool's length away from other people
2. Establish expected behaviour: to ensure everyone clearly understands all instructions and expected behaviour for safe tool use. Anyone misusing a tool intentionally can be given 'time out' from the activity, required to put down the tool, and step away, until they are ready to behave appropriately and join in again.
3. Maintenance of these tools should be carried out by an expert.



Here is a PEELER

Usage

For whittling small soft sticks, and peeling bark.

Key parts

Handle, blade, cutting edge.

Skills supported

Improved fine and gross motor skills, spatial awareness (add curriculum outcomes where relevant).

How to use it safely

- No gloves on tool hand; well-fitting glove on non-tool hand¹.
- Maintain safe distance².
- Establish expected behaviour³.
- Ensure proper demonstration and supervision.
- Place on a clear space where it will not hit other hard objects, with handles facing forwards and the blade facing behind.
- Keep the blade facing away from you on the outside of your wood, on the outside leg peeling away from the body.



Passing

Hold blades in gloved hand and offer handles to other person.

Placing

Put the tool down on ground or surface with handle facing backwards, or return it to its designated place.

Walking

Walk holding blades in gloved hand next to leg with handles facing downwards.

Cleaning

Use stick/paint brush to clear out any wood & dust in the blade of the peeler.

Use cloth and gun oil/WD40 to ensure all dirt and moisture is off the blade.

Storing

Store in a large water-proof and airtight container.

1. Gloves need to be a really good fit otherwise grip on the working material can be compromised. In the latter case it is better to have no glove and a safer grip. Gloves should never be used on the tool holding hand. Provide a range of glove sizes to suit your participants
2. Safe distance: Always use tools at a distance at arms' length and one tool's length away from other people
3. Establish expected behaviour: to ensure everyone clearly understands all instructions and expected behaviour for safe tool use. Anyone misusing a tool intentionally can be given 'time out' from the activity, required to put down the tool, and step away, until they are ready to behave appropriately and join in again.

Types of tools and when to use them

This describes some of the tools typically used by OWL Groups, but does not consider power tools. The information on each tool can be used to support tool talks and demonstration, and complete risk-benefit assessment forms.



Here is a MALLET

Usage

To provide a force to tools that split wood. To hammer wooden pegs into ground, and other activities that require a pounding force.

Key parts

The handle and head.

Skills supported

Improved fine and gross motor skills, spatial awareness (add curriculum outcomes where relevant).

How to use it safely

- Don't use a glove on your tool hand, use a well-fitting glove on your non-tool hand¹.
- Maintain safe distance².
- Establish expected behaviour³.
- Ensure proper demonstration and supervision.
- Ensure handle a good fit with size of hand for firm grip.
- Ensure no-one is directly in front or behind during use.



Passing

Hold the top of tool and offer the handle to the other person.

Placing

Put the tool down on ground or surface with handle facing backwards, or return it to its designated place.

Walking

Hold the handle of the tool next to your leg with your head facing downwards.

Cleaning

Remove any loose bits of wood, dry with a cloth.

Storing

Store in a large water-proof and air-tight container.



1. Gloves need to be a really good fit otherwise grip on the working material can be compromised. In the latter case it is better to have no glove and a safer grip. Gloves should never be used on the tool holding hand. Provide a range of glove sizes to suit your participants.
2. Safe distance: Always use tools at a distance at arms' length and one tool's length away from other people.
3. Establish expected behaviour: to ensure everyone clearly understands all instructions and expected behaviour for safe tool use. Anyone misusing a tool intentionally can be given 'time out' from the activity, required to put down the tool, and step away, until they are ready to behave appropriately and join in again.



Appendix 6 Kelly Kettle Instructions

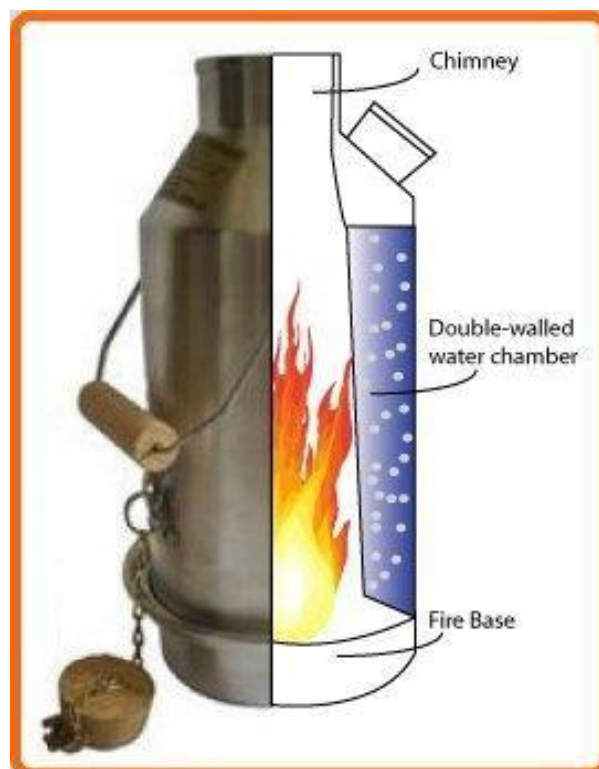
Adapted and taken from <https://www.woodlands.co.uk/blog/practical-guides/the-kelly-kettle/>

How to use a Kelly kettle:

Clear an area to bare earth and construct a fire square using sticks and pegs. The Kelly kettle should be placed in the fire square when in use. -

Remove the kettle from the base and fill with water, then test it on the base for stability before removing it again.

- Make sure the hole in the base is facing the wind.
- Put some tinder (cotton wool and Vaseline) into the base of the kettle and light. We tend to carry a firesteel, which is a very good way of lighting a fire without matches or a lighter.
- Add some kindling
- When the kindling is lit, put the kettle back onto the base (**ensuring the cork is not in**) and feed the fire with kindling, by dropping it through the chimney.
- The water should boil quickly, usually 3-5 minutes
- The Kelly Kettle should be lifted from the base by the sides of the handle. - The chain and the wooden part of the handle is used when pouring from the kettle.



Appendix 7- Lost child procedure

Forest school leader

- Call 123 basecamp and complete a headcount
- commence a 5 minute search for the missing child
- Call 999 to alert the police to a missing child
- Call the school and ask them to contact the child's emergency contact
- Continue to search for the child until the police arrive, ensuring to keep track of the time

Adult 1

- Assist in getting children to basecamp for a headcount
- Stay with the remaining children and play games while the search for the missing child continues

Remaining Adults

- Assist in gathering the children for a headcount
- Assist in the 5 minute search for the child
- Continue to search until the child is found or the police arrive



Appendix 8

Newmains Primary

Restorative Questioning

Newmains



Community

Restorative Questions and Newmains CARES Values

Respect

(1) From your perspective, what happened?

(2) What were you feeling at the time?

(3) Who has been affected by what happened and how?



Safe

(4) What about this has been the hardest for you?

(5) What could be done now to make things as right as possible?

Newmains **Community** Restorative Questions and Newmains CARES Values



Achieve
Respect
Everyone
Safe

(1) What happened?

Blank writing area for question (1) with horizontal lines at the bottom.

Large blank writing area for question (2) with horizontal lines at the bottom.

(3) How can you fix it? Choose a regulation strategy (Blue Cog) to help you.

Blank writing area for question (3) with horizontal lines at the bottom.





Restorative Questions and Newmains CARES Values: instructions

- To be used by class teacher following any incident deemed as needing reflection
- Important to be a visible process so children see there are consequences for poor choices
- Using the sound buttons, record the following restorative questions
- Have copies of the reflection sheets at a station/spot in class
- Have regulation strategies attached for them to see and choose from
- Pupils draw their responses
- When time, teacher quickly goes over with pupil and records

(1) What happened?

(2) What were you feeling and what was the other person feeling?

(3) How can you fix it? Choose a regulation strategy (Blue Cog) to help you.



